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Sustainable Green Architecture in the 21st Century: An Awareness Study

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Abstract

This study aimed to determine the awareness of the drafting technology students regarding sustainable green architecture in the department of technology teacher education of the college of education.

The profile of the respondents in this study was gathered using the survey form. This study is conducted to one hundred fourteen (114) Drafting Technology Students. The respondents were 1st year- 4th year students of BSTTE-DT of College of Education, MSU-IIT, where the 4th year students has only 9 respondents or 7.8% were evaluated, in which majority of the total respondents were in the age of 18-19 with 55 respondents or 48.2%. In the gender, female were dominant with 75 respondents or 65.8%. The Combine Family Monthly Income Range of 10,000 and below was also dominant with the 69 respondents or 60.5%. Sadly only 9 respondents or 7% were knowledgeable about green architecture in which majority of them are not a resident of a green building with 83 respondents or 72.8%. Fortunately, Majority of the respondents were willing to design green buildings with 66 students or 57.9% with their desired type of building which is Double Storey Semi-D that has a 60 respondents or 52.6%.

All the feature of a green building interests the respondents with the mean of 2.72, as they were asked. It means that the respondents are interested in all the feature.

As to their response whether there is a need to develop green architecture, 107 respondents or 93.9% agreed together with their feedbacks that they are aware of the environmental concerns, issues and their reasons of developing green architecture.

The respondents were aware on the environmental concerns and issues and also had the idea of what building and designing green can solve the issues and concerns. They are also aware that developing green architecture can save mother earth, the environment.

Using a portfolio and a video presented to the respondents during the survey concerning sustainable green architecture was an advantage to the respondents to understand completely.

There is no significant relationship between the socio-economic profile and feature of a green building of the respondents and also in the correlation between the perception and feature of a green building of the respondents.

A further study for the *future researchers* are recommended, on a qualitative study on the Awareness in Sustainable Green Architecture were there qualitative responses will be analyzed and presented through content analysis.

Keywords: Green Architecture, Sustainable architecture, awareness on green architecture

Introduction

The study of architecture covers many areas, including engineering and design, but it is also important to remember the environmental impact buildings can have on the places we live (Durack, 2011).

Sustainable or Green architecture is an architecture that seeks to minimize the negative environmental impact of buildings by efficiency and moderation in the use of materials, energy, and development space (Kolvir-Domola, 2015). Kevin Kampschroer (2009) also stated that sustainable design is not just about cost. Good sustainable design offers economic, environmental and societal benefits. Also, green building aspects tend to have a lesser impact on costs than other building decisions, such as which kind of finishes and amenities the building might provide (Langdon, 2007).

One thing would be the concept of sustainable architecture as defined by (Gourgel, 2012) as the conception and development of buildings that aims at improving the quality of human life in the built environment and its immediate environment, integrated with the characteristics of life and local environment, and reducing the use of natural resources.

In addition, green architecture is the production of a building that suits the climate, lighting, ventilation and topography, taking advantage of the natural conditions of the place by reducing waste energy (Gourgel, 2012). The construction of green buildings is necessary, environmental considerations must also be applied to the planning process (Gauzin-Muller, 2002).

It is important, these days, that when buildings are designed and built, that people of all stages of life are taken into account. Looking at how communities live together sustainably is also an important consideration within architecture study (Durack, 2011). With Alex, is Karolidis (2002), which claims about tailoring a building and its site to the local climate, site condition, culture, and community in order to reduce consumption while enhancing the quality of life. Green building is important in which the growth of development in our communities has a large impact on our natural environment (WNCGBC, 2001).

There are some important factors in studying architecture that need to be integrated in the BSTTE- DT curriculum. For instance, people must be aware on how to protect the environment when constructing buildings and the possible effects to our nature. For example, nowadays, climate change is occurring because of the increasing heat entering the Earth.

According to the Greenpeace Philippines, climate change is already wreaking havoc across the world with increased intensity and frequency of extreme weather events such as floods, droughts and storms, sea level rise, water scarcity, decline in agricultural output, proliferation of pests and diseases, and the extinction of species.

The Philippines is already reeling under the impacts of climate change. And although the effects of this catastrophe are stronger typhoons, rising sea levels, and other corresponding damaging effects on Filipinos, the national economy and the environment are not inescapable, they are projected to continue and worsen, unless effective steps for mitigation and adaptation are implemented immediately. Catastrophic climate change is not inevitable for we know it is caused by human activities, including the burning of fossil fuels and deforestation.

The researchers are motivated to conduct the study on green architecture with the objectives of determining the respondents' perception on green architecture and to find out if green architecture should be included in the curriculum of BSTTE-DT. This study will be limited to the perception and awareness of the respondents on green architecture.

Conceptual Framework

This study aimed to develop students' awareness and understanding towards sustainable green architecture. The researchers studied the socio-economic profile of the respondents in terms of Year Level, Age, Gender, Family Monthly Income, and Background on the term Green Architecture/Building, Willingness to design a green building in the future and Desire Type of Green Building.

Moreover, this study aimed to increase the awareness of the respondents towards green architecture in terms of their interested feature.

The diagram below shows the relationship between Socio-Economic Profile, Perception on Green architecture and recommendations.

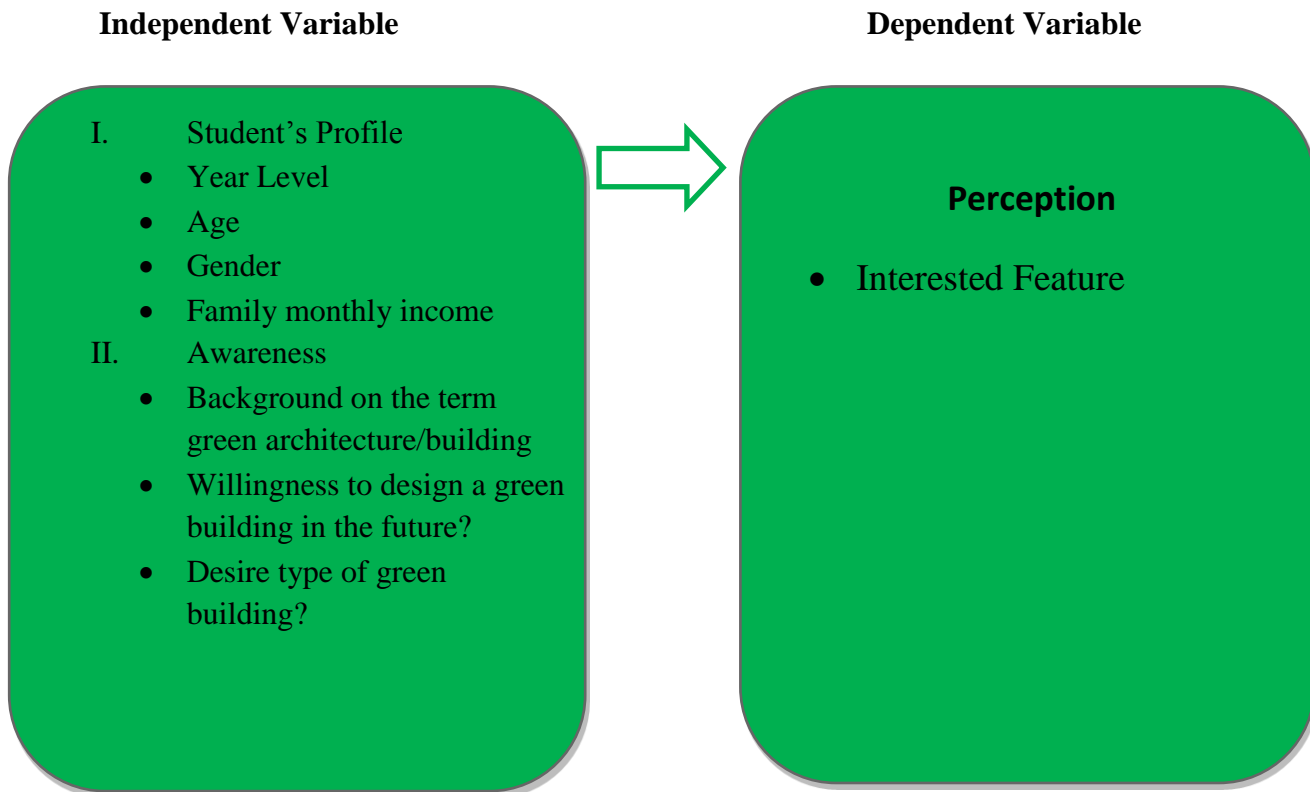


Fig. 1 Schematic Diagram of the Conceptual Framework of the Study

Statement of the Problem

This study aims to determine the perception of the BSTTE-DT students in all year levels. Specifically, it aims to answer the following questions:

1. What is the socio-economic profile of the respondents in terms of:
 - 1.1 Year Level;
 - 1.2 Age;
 - 1.3 Gender;
 - 1.4 Combine Family Monthly Income;
 - 1.5 Background on the term Green Architecture/Building;
 - 1.6 Willingness to design a green building in near future; and
 - 1.7 Desire type of green building?

2. Which feature of green building points to the interest of the respondents?
3. What is the perception of the respondents on green architecture?
4. Is there a significant relationship between the socio-economic profile of the respondents and the feature of green building they are interested with?
5. Is there a significant difference between the awareness of the respondents on the green architecture and the feature of green building on which they are they are interested?

Null Hypothesis

Ho 1. There is no significant relationship between the socio-economic profile of the respondents and the feature of green building they are interested with.

Ho 2. There is no significant difference between the perception of the respondents on the green architecture and the feature of green building on which they are interested.

Method

This chapter presents the procedures and methods used in the study. It includes the Research Design, Respondents of the Study, Research Environment, Data Gathering Procedures, Research Instruments and their Validity and Statistical Treatment.

Research Design

The research approach that will be used in this study is a descriptive method which focuses on the awareness of students on Green Architecture. This is designed for the researcher to identify whether the respondents realized that in designing a houses and buildings they must take into the considerations of the environmental concerns like illumination, ventilation, raw materials and surroundings atmosphere.

Respondents of the Study

This study was conducted to one hundred fourteen (114) randomly selected 1st – 4th year students out of 160 students in the Bachelor of Science in Technology Teacher Education major in Drafting Technology, Mindanao State University – Iligan Institute of Technology.

Research environment

This study was conducted at the Mindanao State University – Iligan Institute of Technology, College of Education in the Department of Technology Teacher Education, Andres Bonifacio Avenue, Tibanga, Iligan City.

Results and Discussion

This chapter presents the analysis and interpretation of the data gathering among one hundred fourteen (114) students from the Department of Technology Teacher Education in College of Education of Mindanao State University- Iligan Institute of Technology. It present the socio-economic profile of the students in terms of Age, Gender, Family Monthly Income, Background on the term Green Architecture/Building, Resident of a green building or not,

Willingness to design a green building in near future and Desire type of green building. It also presents the perception of the respondents toward green architecture.

This chapter also reveals if there is significant relationship between the socio-economic profile of the respondents and the feature of green building they are interested and if there is a significant difference between the perception of the respondents on the green architecture and the feature of green building they are interested.

Table 1.6 Frequency Distribution of the respondents in terms of their willingness to design green building in the future.

Willingness	Frequency	Percent
Disagree	1	0.9%
Agree	47	41.2%
Strongly Agree	66	57.9%
Total	114	100.0%

Table 1.6 presents the frequency distribution of the one hundred fourteen (114) students from the Department of Technology Teacher Education in College of Education of Mindanao State University- Iligan Institute of Technology in terms of their willingness to design green building in the future. There are none who strongly disagree to design green building, one 1 student or .9% of the total respondents who disagree to design green building, forty-seven (47) students or 41.2% of the total respondents who agree to design green building, and lastly sixty-six (66) students or 57.9% of the total respondents who strongly agree to design green building.

The result implies that 66 which are 57.9% of the total respondents strongly agreed to design green buildings. This was supported by MacCracken (2015) that green building has benefits at the business level beyond improving air quality and lighting, and a greater share of the private sector has come to realize how they can utilize a green building strategy to the benefit of their finances and public relations. This creates opportunities for architects and developers equipped to incorporate green technology into their building designs, generating greater interest in clients or tenants who prioritize sustainability. As was further supported by Hughes (2015) to why people must be willing to design green buildings is that because of the reduced operating costs associated with sustainable buildings, and because they are easier to maintain than conventional buildings, owners are likely to experience lower vacancy rates and significantly higher property values.

1.7 Desired type of green building

Table 1.7 Frequency Distribution of the respondents in terms of their desired type of green building.

Type	Frequency	Percent
Single-Storey Terrace House	28	24.6%
Single-Storey Semi-D	14	12.3%
Double-Storey Semi-D	60	52.6%
Bungalow	12	10.5%
Total	114	100.0%

Table 1.7 presents the frequency distribution of the one hundred fourteen (114) students from the Department of Technology Teacher Education in College of Education of Mindanao State University- Iligan Institute of Technology in terms of their desired type of green building. There were twenty-eight (28) students or 24.6% of the total respondents who desired to design single-storey terrace house, fourteen (14) students or 12.3% of the total respondents who desired to design single-storey semi-D, sixty (60) students or 52.6% of the total respondents who desired to design double-storey semi-D, and lastly twelve (12) students or 12.5% of the total respondents who desired to design bungalow house. The result indicates that the most of the one hundred fourteen (114) students from the Department of Technology Teacher Education in College of Education of Mindanao State University- Iligan Institute of Technology who desired to design a double-storey semi-D.

Based on the result, 60 students which is 52.6% of the total respondents desired to design Double-Storey Semi-D house. This was supported by Benson (2015), Generally speaking, two-story homes cost less per square foot to build because the most expensive elements the excavation/foundation and rafters/roof costs can be averaged over a larger square footage on a smaller footprint. In addition, two-story homes are generally more fuel efficient than single-story ones because, for a given square footage of living space, less outdoor wall and roof area is exposed to the weather. This is especially true with full two-story houses which can have fewer dormers and valleys interrupting the roof (think fewer seams) than story-and-a-half homes of equal living space, optimizing both cost per sq. /ft. and energy efficiency. Lastly, two stories can mean less distance your plumbing needs to travel, and less roof to maintain.

1. FEATURE OF A BUILDING

Table 2 *Frequency Distribution of the respondents in terms of the feature they are interested in a green building.*

Feature	Not Interested	Neutral	Most Interested	Mean	SD	Remarks
1. Energy efficiency and renewable energy	0	26	88	2.77	.42	Most Interested
2. Water conservation	0	22	92	2.80	.39	Most Interested
3. Indoor environmental quality	0	36	78	2.68	.46	Most Interested
4. Environmental preferable building materials and other resources	1	39	74	2.64	.50	Most Interested
5. Water Reduction	1	25	88	2.76	.44	Most Interested
6. Efficient use of landscape and minimum possible damage to the earth	4	27	83	2.69	.53	Most Interested
7. Use of recycle material in construction and operation	2	41	71	2.60	.52	Most

						Interested
8. Design buildings which will reduce greenhouse effect and global warming	0	16	98	2.85	.34	Most Interested

Table 2 presents the frequency distribution of the respondents of the one hundred fourteen (114) students from the Department of Technology Teacher Education in College of Education of Mindanao State University- Iligan Institute of Technology in terms of the feature of a green building they are interested.

Based on the result, majority of the respondents were most interested in each feature of green building. The feature “Energy efficiency and renewable energy” has eighty-eight (88) respondents were most interested with the mean of 2.77. For second feature, “Water conservation” has ninety-two (92) respondents were most interested, with the mean of 2.80. For third feature, “Indoor environmental quality” has seventy-eight (78) respondents were most interested with the mean of 2.68. For the fourth feature, “Environmental preferable building materials and other resources” seventy-four (74) respondents were most interested, with the mean of 2.64. For fifth feature, “Water Reduction” it has eighty-eight (88) respondents were most interested, with the mean of 2.76. For sixth feature, “Efficient use of landscape and minimum possible damage to the earth” it has eighty-three (83) respondents were most interested, with the mean of 2.69. For the seventh feature, “Use of recycle material in construction and operation” it has seventy-one (71) respondents were most interested, with the mean of 2.60. Lastly, “Design buildings which will reduce greenhouse effect and global warming” it has ninety-eight (98) respondents were most interested, with the mean of 2.85.

The result indicates that majority of their responses in the entire feature is that they are most interested of the features.

Weigley of 2013 mentioned that when people get older, settle down with a spouse and start raising a family, they still consider the home and its features as investments. However, they often start to build more of a connection with the house, and the details of the home become important to improving quality of life in the home, and less so for long-term investment. The house becomes a "personalized area that separates (the occupants) from the outside world.

2. PERCEPTION ON GREEN ARCHITECTURE

Table 3 *Frequency Distribution of the respondent’s perception of the respondents on green architecture.*

Perception	Frequency	Percent
Yes	107	93.9%
No	7	6.1%
Total	114	100.0%

Table 3 presents the frequency distribution of the one hundred fourteen (114) students from the Department of Technology Teacher Education in College of Education of Mindanao State University- Iligan Institute of Technology in terms of their perception of the respondents on green architecture. Based on the result, there were one-hundred-seven (107) students or 93.9% of the total respondents who responded positively to why there is a need to develop green building, and seven (7) students or 6.1% of the total respondents who responded negatively to why there is a need to develop green building.

Based on the result, 93.9% of the total respondents positively reacted that there is a need to develop green architecture and building. It is also evident that the respondents care about the environment based on their responses.

In this regard, majority of the respondents are aware that "there must be the look ahead, there must be a realization of the fact that to waste, to destroy, our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed" (Jasmine H, 2013).

Conclusion and Recommendations

The findings of the study provide the following conclusions:

1. It is concluded that the features of the green building was interesting based on the perception of the respondents.
2. It is also concluded that green building/architecture is necessary to help mitigate climate change in the 21st century.
3. There is no significant relationship between the socio-economic profile of the respondents and the feature of a green building they are interested.
4. There is no significant difference between the perception of the respondents on the green architecture and the feature of a green building they are interested.

Recommendations

On the basis of the Findings and Conclusions drawn the following are recommended:

1. It is recommended that the features of green building/architecture be disseminated widely in school and other institutions.
2. It is also recommended that green architecture can be part of the BSTTE-Drafting curriculum especially in Architectural designing.
3. For Future Researches, a descriptive study on the Awareness in Sustainable Green Architecture maybe done where there qualitative responses will be analyzed and presented through content analysis.

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Animated Video on the Different Kinds of Drawing Instruments For High School Students

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Abstract

This study aimed to develop students' skills and understanding of creating, responding and implement animated video for drawing instruments in Iligan City East National High School – Sta. Filomena. This study used a research and development utilizing ADDIE model. Specifically, it uses purposive sampling to specific people within the population. One of the key benefits of this sampling method is the ability to gather large amounts of information by using a range of different techniques.

The profile of the respondents in this study was gathered using the survey form. This study is conducted to one hundred (100) female students and seventy one (71) male students from grade nine taking Technology in Livelihood Education (T.L.E) – Drafting in Iligan City East National High School – Sta. Filomena for the school year 2016.

It shows that animation is suitable for all ages. Most of them they define the animation as a good benefit and had an advantage in effective learning. At their age they are fond of watching cartoons, they found that animation is a good application for multimedia technology learning but, few still wanted the traditional way of learning.

In developing animated video it is a must to have a goal with new ideas to fully develop and cultivate the skills of the students and these will be a valuable thing to change their perspective. Benefits and advantages of animation in education are important to equip the students' knowledge and skills that will help create new ideas.

Based on the result of the study it is recommended to the Department of Technology Teacher Education to use animated video for drawing instruments as a supplementary tool for effective way of teaching. Also, to be able the department to encourage the drafting students to make another animated video.

Future teacher is encouraged to develop their skills and capability to make animation as a supplementary tool for teaching.

It is highly recommended to the future researchers to improve and evaluate the animated video of different kinds of drawing instrument to develop students' skills and implement animated video for drawing instruments.

Keywords: Animated Video, Drawing Instruments, Video Learning

Introduction

In an increasingly complex world, animation is the rapid display of a sequence of images to create an illusion of movement. Animation plays a huge role in entertainment and education providing visualization and demonstration. Entertainment multimedia titles in general and children titles specifically, rely heavily on animation. Animations have the potential to deliver content with efficiency that no other medium can match (Schenck 2014). [Animations](#) are also a great way to [illustrate](#) an abstract concept, as normally inanimate objects can be made to move in an animated film sequence, to have lives of their own and even to speak (Esson, 2012). Animations are a form of dynamic representation that display processes that change over time (Ainsworth, 2008).

Animated video has been used across a broad range of subjects, to inform and explain. Animations have proven to be particularly useful when something is not easily shown in reality (Keen, 2014). Kuchimanchi (2013) analyze that leaning has a process in which concentration will stand out to be the major criteria for better learning, followed by understanding and finally remembering. Traditional ways of giving a lecture using text books and blackboards don't really convey the complete gist of a lecture sometimes; and sometimes long lectures bore students and they get diverted easily letting him loose the first main criteria concentration. Three-dimensional computer graphics can be extremely expressive. With the correct approach to the visual design of the layout, massive amounts of information can be quickly and easily comprehended by a human observer. Data visualization has reached a new level of capability which can be described as Information Animation.

First purpose of animation in academics is to fulfil a cognitive function. In this role, animations are intended to support students' cognitive processes that ultimately result in them understanding the subject matter. Animation can be used to make very exciting and fun animations into which education and training can easily be incorporated. Instructors can also use animation to demonstrate things and concepts visually exactly how they want to since they have control of every aspect of the animation. It can be used to show how things come together and work together, (Desai 2015). A study on [visual communication by HP](#) showed that people are 50% more likely to retain information when it is delivered in both a visual and audio format (such as animated video) than visual or audio alone (Perkins, 2012).

Animation is a medium of instruction to have new and better ways to educate young learners. Since animation is an artist's re-creation, it does not depict actual events or reality as and video does. Therefore, it cannot show specific people, places, or things. Animation is ideal for support in marketing, training, and research. It is best used to attract attention or to show processes and events that either do not exist in reality or are not apparent (Shareef, 2012).

In this connection, the researchers are motivated to study animated videos as aid for learning to have higher information when it comes in communicating using both visual and verbal communication and develop students' skills and understanding in creating, responding and implement animated video for drawing instruments. It empowers learners to create own videos and can be easy for them to have their own knowledge to develop supplementary abilities and collaborative working.

Conceptual Framework

Figure 1 shows the diagram of the conceptual framework of the study. This study aimed to develop students' skills in understanding of creating, responding and implement animated video for drawing instruments. Such assessment on the level was made by the grade 9 students in Iligan City National East High School – Sta. Filomena. This framework was adopted in implementing e-learning toolkit by Commonwealth of Australia National VET E-learning Strategy.

One reason that it has been successful is that it is heavily associated with good quality design, with clear learning objectives, carefully structured content, controlled workloads for faculty and students, integrated media, relevant student activities and assessment strongly tied to desired learning outcomes.

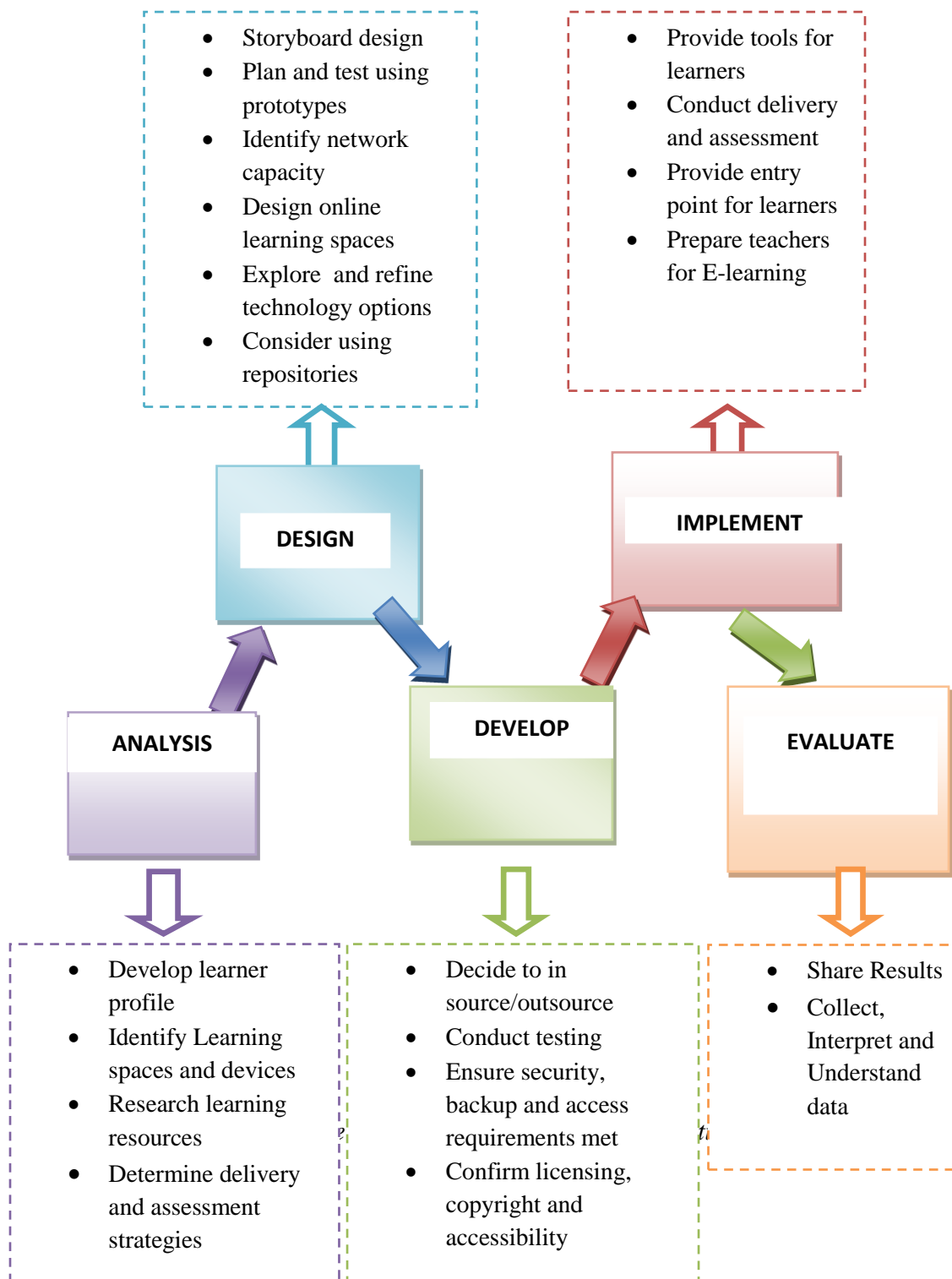


Fig.1 Diagram of the Conceptual Framework of the Study ADDIE Model

Objectives of the Study

The main objective of the study is to develop an animated video on the different kinds of drawing instruments for High School Students. Specifically it aimed to attain the following objectives:

1. To design an animated video for drawing instruments.
2. To implement the animated video to the identified respondents
3. To assess the animated video in terms of:
 - a. Engagement
 - b. Motivation
 - c. Practicality
 - d. Consistent
4. To test the effectiveness of the animated video through a pre- test and post-test.
5. Do animated videos should only be targeted for young people?
6. Is there significant relationship between the purpose of animation in academics and the level to determine that animation is aid for learning?

Method

This chapter presents the procedures and methods used in the study. It includes the research method, respondents of the study, location of the study, sampling design, instruments used, and data gathering procedures and statistical tool and treatment.

Project Design

This study used a research and development utilizing ADDIE model. Research and development is a systematic activity combining both basic and applied research, and aimed at discovering solutions to problem or creating new goods and knowledge. Research and development may result in ownership and intellectual property such as patents.

Project Development

A methodical approach to planning and guiding project processes from start to finish. In the development of the animated video the following steps were considered such as:

Analysis Stage

The researchers focus on the target audience. The respondents are knowledgeable enough because it matches to the level of the skills and intelligence each student that shows to make sure that what they already know and it won't be duplicated and instead focus the learning on topics and lessons is also to be explored using the animated video for drawing instruments.

Design Stage

This stage determines all goals, tools to be used to gauge performance, various tests, body, subject matter analysis, planning and resources. The concept of the animated video is all about the drawing instruments. The length of the video is 10 minutes and 38 seconds. 3D studio max is used to develop the animated video, Adobe After Effects is used in editing the effects, Camtasia Studio 8 and Adobe Premier is used in rendering the animated video.

Development Stage

The development stage starts the production of the project. The researcher developed the animated video from the month of January to the last week of February equivalent of 1 month and couple of days

Results and Discussion

This chapter presents the analysis and interpretation of the results from the data gathering among one hundred seventy-one (171) students from Iligan City East National High School – Sta. Filomena. Data were tabulated, computed, and analyzed. The focus of this interpretation is to develop students' skills and understanding of creating, responding and implement animated video for drawing instruments. Also, to determine if animated videos are aid for learning when it comes in communicating using visual and verbal communication.

Project Evaluation

A. Results on the student's evaluation on the acceptability of the animated video based on the criteria on the rubric.

a. Engagement

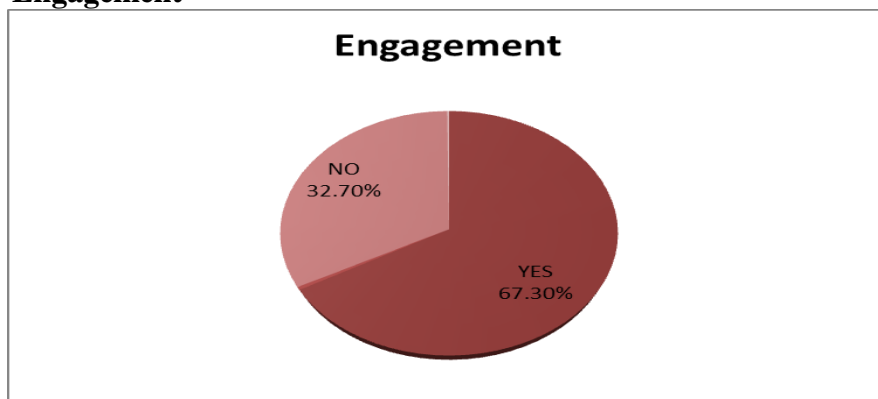


Figure 9. Benefits and Advantages of the Animation in terms of Engagement

Figure 9 presents that in engagement there were one hundred fifteen (115) or 67.3% respondents who responded yes and fifty-six (56) or 32.7% who responded no.

b. Motivation

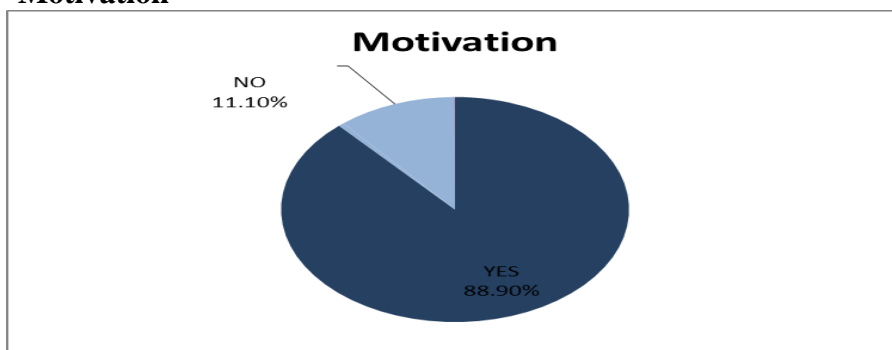


Figure 10. Benefits and Advantages of the Animation in terms of Motivation

Figure 10 presents that in motivation there were one hundred fifty-two (152) or 88.9 % who responded yes and nineteen (19) or 11.1% who responded no.

c. Practicality

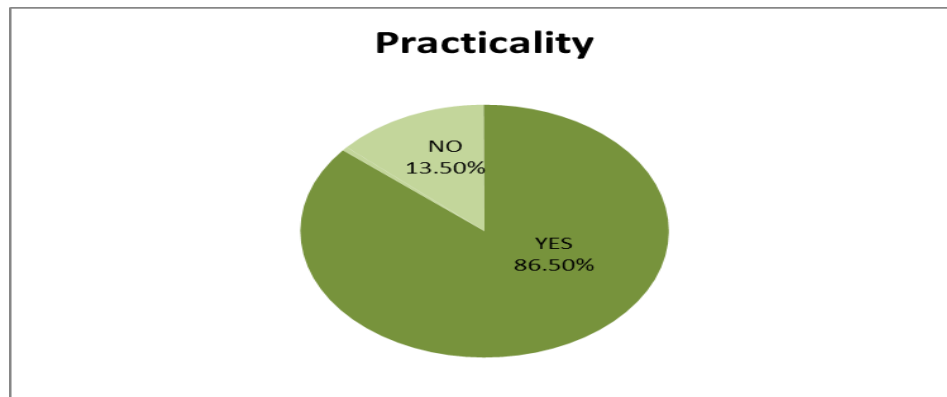


Figure 11. Benefits and Advantages of the Animation in terms of Practicality

Figure 11 presents that in the practicality there were one hundred forty-eight (148) or 86.5% who responded yes and twenty-three (23) or 13.5% who responded no.

d. Consistency

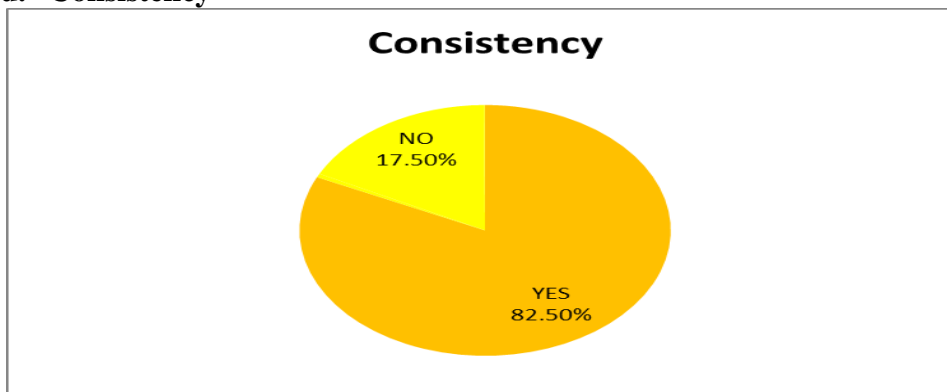


Figure 12. Benefits and Advantages of the Animation in terms of Consistency

Figure 12 presents that in consistency there were one hundred forty-one (141) or 82.5 % who responded yes and thirty (30) or 17.5% who responded no.

Majority of the respondents responded that motivation is the key benefit of advantages of animation with a percentage of 88.9%, practicality with a percentage of 86.5%, consistency with a percentage of 82.5% and engagement with a percentage of 67.3%.

Interactive learning with live-action animation, simulation, video, audio, graphics, feedback, expert advice, and questions and answers keep learners interested and reinforce skills. Because it is exciting, challenging, and fun to use, it encourages learners to return to the program again and again and again over! Through continual practice, learning is absorbed and integrated into daily performance Shareef (2012).

Since the animation is inspired and interactive way for flexible education and training, learners will be more motivated to learn more and more. Learners will get more skills, which is the main reason to make them more motivated Shareef (2012).

Computer animation is capable of presenting true-to-life situations that learners face every day. Adults are very practical learners—they learn better when faced with real problems that have real consequences. Computer animation allows learners to learn-by-viewing, learn-by-doing or learn-by-coaching. All are effective methods for developing practical skill and increasing information retention. Capable of presenting true-to-life situations that learners face every day Shareef (2012).

All learners learn the same principles and skills. Computer-Based Animation typically forces instructional designers to better organize and structure learning materials, and this alone can result in learning advantages Shareef (2012).

B. The result on the evaluation of the animated video on its effectiveness of the through a Pre-test and Post-test

SCORE	PRE-TEST		POST TEST	
	Frequency	Percentage	Frequency	Percentage
0	1	6%	0	0%
1	2	1.2%	0	0%
2	21	12.3%	0	0%
3	37	21.6%	0	0%
4	65	38.0%	0	0%
5	33	19.3%	0	0%
6	12	7.0%	0	0%
7	0	0%	0	0%
8	0	0%	35	20.5%
9	0	0%	55	32.2%
10	0	0%	81	47.4%
	Mean Average	3.81287	Mean Average	9.26901

Table 1. The Results of Pre-Test and Post Test of the Grade Nine (9) Students

The table shows the distribution of respondents in terms of their score on the pre-test and post-test. Data showed that 171 respondents were administered with a 10 item pre-test and post-test, with a mean of 3.81287 for pre-test and 9.26901 for the post-test.

Majority of them got a score of four (4) with a sixty five (65) or 38%, there was one respondent or 6% of the total respondents got a score of zero (0), while there was no one who got a score of eight (8), nine (9) and ten (10) in pre-test, while in post-test majority of the respondents which is eighty one (81) or 47.4% got a score of ten (10), followed by fifty five or 32.2% of the respondents which got a score of nine (9) and thirty five (35) or 20.5% of the students got a score of eight (8), while there was no one of the respondents got a score of seven (7), six (6), five (5), four (4), three (3), two (2), one (1) and zero (0).

According to Kelley many educators believe that the best and most effective [lesson plans](#) are those which begin with the final [assessment](#) in mind. In other words, teachers should know what they want to test before creating their actual lesson content. A very important part of

this lesson planning process should be creating pre-tests. Pre-tests are given to students before a lesson or unit to assess what they do in fact already know. These tests reveal many gems to the savvy teacher.

Pretests help measure true learning. By comparing pre- and post-tests, teachers can see what students actually learned from the lessons that were developed. Pre-tests can give students a preview of what will be expected of them. This helps students begin to focus on the key topics that will be covered.

Pre-tests can help generate ideas for future lesson. Depending on the way the pre-tests are created, teachers might find knowledge gaps that they did not expect. Armed with this knowledge they can make changes to lessons to include further instruction and review.

However, there is another aspect of teaching which regrettably is often forgotten or pushed aside because of busy schedules. That is the role of reflection in the building of an effective teaching career. Having spent so much time preparing for and delivering lessons, it is easy to see why teachers often do not spend the time looking back over what they've done, how students responded, and what the results of informal and [formal assessments](#) showed about the information that was actually learned. Nonetheless, it is used by many school districts as part of the [teacher evaluations](#) and also plays a part in [national certification](#). In fact, [teacher reflection](#) is a key part of teacher growth and should become a part of every teacher's career.

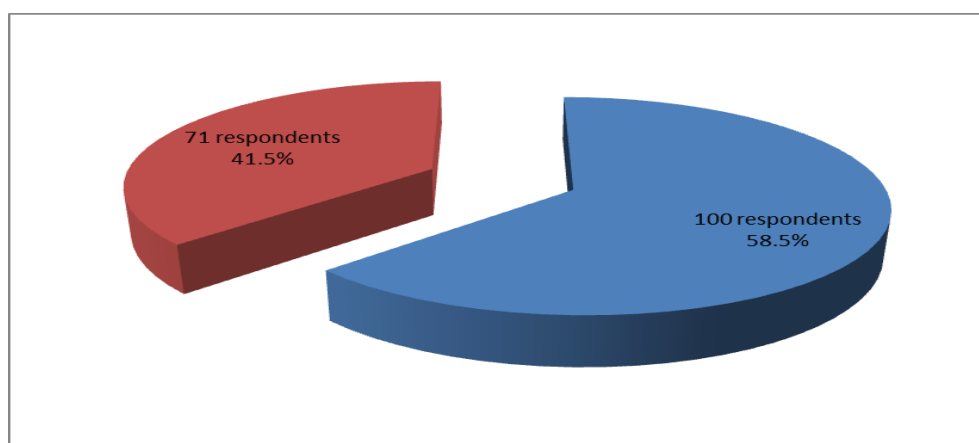


Figure 13. Animated Videos target only young people

The figure illustrated the responses of the respondents about the animated videos target only young people. One hundred (100) or 58.5% response that animated video is not targeted for young people while there were seventy-one (71) or 41.5% of the total respondent's response that animated video is for young people. Majority of the respondents disagree that animated video targets only young people and it implies that animated video is suitable for all ages.

Daphne (2013) define animation is a visual medium and so crosses language boundaries and shows problems in a universal way, avoiding stereotyping and victimizing or alienating its audiences. This project aimed to produce and distribute an educational package, consisting of an animated film plus teachers' notes, that examines the difficult realities of young people whose mothers or other female relatives are experiencing violence from men they know.

The video is suitable for an audience of young children between 8 and 13. Addressing the reality of the young people and their educators, it acknowledges the children's experiences, and suggests support mechanisms for them. The support materials also help the teachers or youth workers leading the viewing group to use the video for the greatest benefit to the audience.

However Smith (2016), defined as people ages 12 to 17, is a demographic that is very attractive to advertisers; it is the largest segment, and it has the most expendable income -- upwards of \$200 billion annually. Further, members of the teen market spend most of their time in a digital environment. Advertisers use specific methods to target teen consumers, who are easily influenced, but who spread awareness to their friends through social media networks. While this is good for advertisers, some psychologists are concerned about marketing to this media-savvy audience, suggesting the negatives may have long-lasting repercussions.

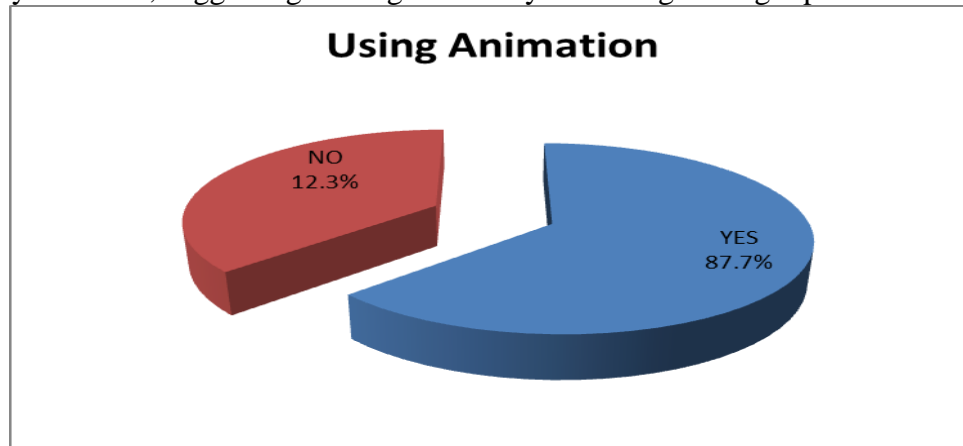


Figure 14. Pie Graph of Responses of the students using animation

Figure 14 displays the responses of the students if they would understand better using animation. There were one hundred fifty (150) or 87.7% of the total respondents who answered yes, while twenty one (21) or 12.3% of them answered no.

Based on their responses listed below, majority of the respondents would understand their lesson using animation. It implies that using animation is an aid for learning for the effective way of teaching for 21st century learners.

According to Brame (2015) defines that video has become an important part of higher education. It is integrated as part of traditional courses, serves as a cornerstone of many blended courses, and is often the main information delivery mechanism in MOOCs. Several meta-analyses have shown that technology can enhance learning (e.g., Schmid et al., 2014), and multiple studies have shown that video, specifically, can be a highly effective educational tool (e.g., Kay, 2012; Allen and Smith, 2012; Lloyd and Robertson, 2012; Rackaway, 2012; Hsin and Cigas, 2013). In order for video to serve as a productive part of a learning experience, however, it is important for the instructor to consider three elements for video design and implementation.

Conclusion and Recommendations

The following conclusions were derived from the findings:

1. It shows that animation is suitable for all ages. Most of them they define the animation as a good benefit and had an advantage in effective learning. At their age they are fond of watching cartoons, they found that animation is a good application for multimedia technology learning but, few still wanted the traditional way of learning.
2. The animated video is an effective supplementary tool for teaching. It is also a component of educational intervention that could bring students in a large topic and beyond the scope of the subject/course.

3. In developing animated video it is a must to have a goal with new ideas to fully develop the skills of the students. Benefits and advantages of animation in education are important to equip the students' knowledge and skills that will help create new ideas.

Recommendations

On the basis of the conclusions drawn, the following are recommended:

1. Based on the result of the study it is recommended to the Department of Technology Teacher Education to use animated video for drawing instruments as a supplementary tool for effective way of teaching. Also, to be able the department to encourage the drafting students to make another animated video.
2. Future teacher is encouraged to develop their skills and capability to make animation as a supplementary tool for teaching.
3. It is highly recommended to the future researchers to improve and evaluate the animated video of different kinds of drawing instrument to develop students' skills and implement animated video for drawing instruments.

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Family Functioning on School Engagement: The Mediating Role of Separation Anxiety among Adult OFW Left-Behind Children

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Abstract

With a rapid growth of Filipino parents leaving the country and their families for better opportunities, existing literature points on the issue of its potential serious consequences in the Overseas Filipino Workers (OFW) left-behind children on their well-being, academic performance, and family and peer relationship. However, the relationship between family functioning and school engagement has not been paid thorough investigation among adult OFW left-behind children. Given the recency of the identification of adult separation anxiety (ASA) in DSM-5, the diagnosis of ASAD is not widely recognized. As yet, there are paucity about the prevalence of ASAD and its correlates amongst adult OFW left-behind children. Considering the gaps, this study examines the mediating role of the development of adult separation anxiety (ASA) symptoms between family functioning and school engagement among the adult OFW left-behind children. A total of 502 adult OFW left-behind children, ages 18 years old and above, in Iligan City participated in a respondent-driven sampling. Findings of the study revealed that the development of adult separation anxiety symptoms is existent among adult OFW left-behind children, which mediated the relationship between their family functioning and school engagement. The findings have substantial implications in developing purposive school-based and family-focused psychological interventions and treatment-goals promoting healthy family functionality on OFW families and supporting adult OFW children's school engagement.

Keywords: ASAD symptoms, Family Functioning, OFW Left-Behind Children, School Engagement, Young Adulthood

Services for Disabled People: The Implementation of Inclusion Education Policy in Yogyakarta

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Abstract

The inclusion education is one of forms the educational service for the children with special needs. In order to improve and give equitable educational access for the children with disability, they needs to receive good quality of education and deserves to get an education without discrimination. Yogyakarta city become one of the role model in Indonesia after receiving “Inclusion Education Award” in 2012 by the government. Though, they have received the award on Inclusion Education, but Yogyakarta still facing various problems in implementing the policy which related to inclusion education. For instance, problem which exists within this policy is the lack of understanding concerning the concept of inclusion education by the parents and the teachers. Discrimination to the children with special needs still happened (Bullying), and the friendly environment they longed for hasn't exist since bullying cases more or less still inevitable to those special children. Bullying trigger the feeling of being different and make them afraid to contact with others. In order to support the service for disabled people, Yogyakarta Government make a Committee for the Protection and Fulfilment Rights of persons with disability and also support by giving the Professionals Fund for the school that implement the inclusion education program. Therefore, the aims of this paper are to analyze the implementation of inclusion education within describing the seven aspects which can measure and affect to the implementation of inclusion education policy in Yogyakarta.

Keywords: Inclusion Education, Disabilities, Government Policy.

1. INTRODUCTION

In this era, Education plays an important role to support the human life. The function of education is as the improvement of human's quality itself (self-development). In order to improve the quality of human, education should be provided to every people regardless the difference of the tribes, religion, social condition, economic, gender, and the differences of mental and physical. In line with this matter, UNESCO ignited philosophy of *Educational for All*. *Educational for All* contained the meaning that education was for all or obligatory to accommodate the variation of the requirement for the normal student and that had the special needs (Wiyono, 2011). Education is one of the principal development sectors, where the Government in each region should thoroughly pay attention to this sector balanced together with other development sectors. Therefore, the Government should be able to place education as an ultimate necessity. This means, people who have disability able to get the equal chance in education.

Yogyakarta aimed to be the Inclusion City in Indonesia. According to Local Regulation of Daerah Istimewa Yogyakarta Number 4, 2012 about The Protection and Fulfilment Rights of People with Disability, was said that Inclusion Education System is a system of organizing the education which gives the opportunity to all learners who have abnormalities and have a potential intelligence and/ or special talent to follow education or learning in a single environment education together with the other people. This regulation also talk about the Rights for people who has disability are also include the rights in education aspect, employment, health, social, arts, culture, sports, politics, law, disaster relief, residence, and accessibility. In 2012, Yogyakarta city received *Inclusion Education Award* on government's category.

This award given by Republic of Indonesia government, trough the Vice Ministry of Education and Culture to the local government that consider had the highest consideration towards the inclusion education (Solider, 2016). In 2014 there are 57 schools that implement and Organize Educational Inclusion which previously in the years 2012 there are 35 schools and in 2013 there are 42 schools (Decree of Head Department in Yogyakarta City No. 188/661 years 2014).

The example schools that used inclusion education system were in Muhammadiyah Senior High School 4 of Yogyakarta, Muhammadiyah Senior High School 2 of Yogyakarta, etc. Those schools provide opportunity for the disable student or students with special needs to learn together, to associate and interact with the other student. This inclusion education was the process of the movement in overcoming the problem for the disable people without being separated with the other children.

In Strategic Target 6 based on the Report of Performance Accountability of Yogyakarta Government Agencies 2014 (LAKIP), that want to embody the quality of public service with the purpose to improving the quality of public services. In order to measure the strategic targets 6, there are 3 targets of indicator with an average performance target, which is shown below;

Tabel 1.1: Performance Measurement of Strategic Target 6

No.	Indicators	Realization		2014	
		2012	2013	Target	Realization
1.	The Literacy Rate (Angka Melek Huruf)	98%	98,5%	98,2%	98,5%
2.	Participation Rate	91%	92%	93%	93,6%
3.	The Percentage of Schools that Serve Inclusion Education	8,25%	8,24%	8,8%	9,4%

Source: The Report of Performance Accountability of Government Agencies Yogyakarta 2014 (LAKIP).

From the table above, we can see Yogyakarta city has a highest commitment for the inclusion education service. Since the 2012 and 2013 the realization grade about the percentage of schools that serve inclusion education are gets 8,2%. In Medium Term of Local Development Plan (RPJMD) 2014 of Yogyakarta targeted the schools that serve inclusion education are 8,8%. During the program are implemented, the result said the realization of that program gets 9,4% which have get the increasing grades. Which is there are some factors that affect the successful achievement targets:

1. The growing awareness of citizens including the school principal who decided his school being the school inclusion education providers;
2. Increasing the awareness of the citizens who have children with special need (ABK) to be included in public school to follow the education;
3. The availability of Special Escort Teachers (GPK) and infrastructure to supporting the children with special need in schools.

Even in that table above shown that the policy is gets great grades or has been reach the target, but in the reality they still facing some problems. The persons with disability sometimes don't get the maximum and good service, like; Still limited the availability Special Escort Teacher (Guru Pendamping Khusus) in Yogyakarta that causes some schools has not dared to open inclusion education services, the facilities and infrastructures are not adequate and need to be improve, and the limited understanding of people about the inclusion education system itself. That is why, this issue is important in the implementation of policy on inclusion education in giving appropriate education for the disability person. Here, we will see how this policy will implement in the reality, what are the challenges and problems that inhibiting this policy, what are the factors that support this policy for the children who have a special needs or the disability.

2. RESEARCH METHODOLOGY.

This research used the qualitative research method to collect the data and information. The data collected by the journals, website, newspaper and information which is related with this case. This research is try to know the policy implementation to increase the inclusion education service in Yogyakarta city.

3. RESULT AND DECISSION.

In some explanation above, in the table 1.1 shown that Yogyakarta city are successfully implemented that policy and gets more score than the targets which has been set. In order to see the factors in every aspect that make this policy implemented well and get a good grade, this research try to explain which used 7 aspects to see the realization about this policy, there are:

A. The Management of Student.

In managing the student, all of the people should take a responsibility to educate themself and the people around them that has obligation for giving the education to the children that has disabilities. For the Parents, they have to know what are the needs of their children, what is the special or excess thing is their children, because the parents have a big and important role to give the understanding about what are the children have for their future. For the Educator, educator or teacher in school have the important role to give the service to the special need children. The teacher should not separate the normal and disability children in the class and the people in school have to act normally like usual when they meet with the children who have disability. This thing has the big impact for the children with special needs, because they will feel there is no discrimination between them, they will feel have the same situation and can interacts with the other students with normally.

According to the Performance Report (Laporan Kinerja) of Yogyakarta 2014, still there is a child with special need that needs to get integrated handling. To accommodate the children with special needs, educational schemes such as education facilities, teachers and the curriculum also accommodates of this disability, need to be part that inseparable from the development of education. The solution is encouraging inclusion for the children in special need on education. This can be done through community support and awareness of the importance of inclusion education, such as community care forum holding of education as a means of socialization service for the special need children. In addition, funding support was also required by the grant of aid operations for the Extraordinary School (SLB) in Yogyakarta. Despite of those issues, aspect that is also important in the development and practice of inclusion education related with a comprehensive and acceptance about the meaning of this program.

Not only to the Parents and Educators that have a big role, but the government as well. The government as the policy maker also need to prepare the strategy for the society in giving the understanding about the meaning of this program (Inclusion Education). The government needs to perform socialization program to make people aware as well as prepare strategies to reduce obstacles and challenges awaiting the programs. Government of Yogyakarta city give a support and pay attention about this, since they want to make Yogyakarta as the City of Inclusion. Inclusion education targets in general are all learners who are in regular schools. Not only are

they often referred to as children in special needs, but also those that belong to the general children. Overall they should understand and accept diversity and individual differences.

After the people around the children with special need understand about that, the next step is how to manage the children with special need. This is because sometimes they will interact not normal (autistic) like the other normal students. That is why the teacher has to give more service to the special need children to make them comfortable, safe and for the activity learning in school can implemented well, so it can achieve the target that has been set.

B. The Curriculum.

According to Ashman in Emawati (2008), the Children who has special need, can follow education in inclusion school with a variety of models as follows:

1. *The Regular Class (Full Inclusion)*: The exceptional children studied together with the normal children all day in the regular class by using the same curriculum.

2. *The Regular Class with Cluster*: The exceptional children studies with the unexceptional children in the regular class on the special group.

3. *The Regular Class with Pull Out*: The exceptional children studied together with the unexceptional children in the regular class but in specific times were attracted from the regular class to other space to study with the special escort teacher.

4. *The Regular Class with Cluster and Pull Out*: The exceptional children studied together with the unexceptional children in the regular class on the special group, and in the times certain was attracted from the regular class to other space to study with the special escort teacher.

5. *The Special Class with The Various Integration*: The exceptional children studied in the special class to the regular school, but in certain fields could study together with the unexceptional children in the regular class.

6. *The Special Full Class*: The exceptional children studied in the special class to the regular school (Elisa, 2013).

The curriculum according to the Head of Department Education Decision of Yogyakarta city, namely conducting education unit of the inclusion education that use curriculum of education unit level that accommodates the needs and abilities of learners in accordance with the talent, and they interest.

In the reality, sometime the school just push the basic need of education without giving the attention about what the special need children needed, the curriculum are rigid and less responsiveness to the needs of the children. Inclusion education curriculum should be adapted to the needs of the child. During this time the child is forced to follow the curriculum. Therefore, schools should provide an opportunity to adapt the curriculum with children who have different abilities, talents and interests. Modification (adjustment) of the curriculum development team conducted by the curriculum in schools. School curriculum development team consists of the principal, classroom teacher, teachers of subjects, special education teachers, counselors, psychologists, and other experts. For children who need special services provided ongoing

support ranging from minimal help in regular classes to program additional lessons in that school and provided the Special Escort Teachers (GPK) and or teacher who has followed Education Training inclusion (Sinta, 2015).

Inclusion education requires the existence of a flexible curriculum, means that the curriculum tailored along with the conditions of the students. For example, the sports lessons, students with visual difficulties allowed not to be participated in soccer, and then teachers can create a policy that students do not have to follow the activities of the football, but these students just given tasks or understanding about the theory. Not only the curriculum, but also in terms of assessment, allocation of the right time means that students who have the disorder should be given the opportunity to be able to achieve learning objectives. Can not be denied that the holding of inclusion education it is very heavy, it took hard work and cooperation of all parties both from family, school, community, and Government.

C. The Educator.

According to the Handbook of the General Organization of education for inclusion, educators are professional educators who have the main task of educating, teaching, guiding, directing, train, assess, and evaluate learners on specific education units that carry out the inclusion education programme. Educators include: master class, teachers of subjects (Religious, Physical and Health Education), and Special Supervision Teachers (Directorate of PLB, 2007:20).

As mentioned in the Head Decision of Education Department of Yogyakarta City, namely Technical Instructions of Organizing the Inclusion Education in Yogyakarta city said that, every units of education for inclusion education will hold at least must meet the standards of success are as follow:

1. Available the Special Escort Teachers who can provide learning programs for special need students.
2. The infrastructure and facilities are available for students in special need, the school pay attention to accessibility and/or the tools that appropriate with learners.
3. Have program activity that aims to develop inclusion education.
4. Have the evaluation and certification systems, as well as the management and the process of education for inclusion.

Then from the explanation above can be outlined as follows about the holding of inclusion education standards, namely:

1. Educators and educational personnel at the unit of education for inclusion education providers have compulsory competence learning for learners in General as well as specialized in need.
2. Each unit of education for inclusion education providers, payers have a special escort teacher.
3. Unit of education for inclusion education providers who do not yet have a special escort teachers referred to in paragraph (2), can cooperate with teacher supervisor of schools or other institutions.

In learning activities, teachers as a facilitator and motivator able to give tasks and deliver responsibilities to the children as well as encourage the occurrence of active learning to all children. Specification management of produce educators on inclusion education is in the setting of tasks and Division of work between the patterns of produce educators in particular between regular teachers and counsellors specialized in providing special education services for students who need special education.

In this case, providing the Special Escort Teachers is another big problem to be implemented. It happened because special escort teachers are limited in numbers, there are a lot of special need student that make the government have to prepare and provide the teacher. The limited availability of special escort teachers (educator) in Yogyakarta, causes in some school are not brave yet to open the service of inclusion education (LAKIP Yogyakarta 2014).

The most of the teachers have yet to obtain material about disability, even learning material for people with disability. The teachers didn't understand how to convey the material so that the students could understand disability material correctly.

During this time, learning methods one direction from the teacher to the students with the methods explained, still the dominant use. This causes some children feel less understand the lessons taught by his teacher because they are not learned about the material are given (Hastuti, 2014).

Besides that problem, when the government has prepared the educators, the other problems are lack of educator's role and knowledge about inclusion education itself. According to the research of International Helen Keller's Team (2011) in some province in Indonesia, that talks about the low role of teacher performance in the form of an inclusion. The research explains that the educator/teacher in acquiring knowledge and skills only through the socialisation programme. In the context of the socialization bureaucracy programs more aimed at the equation perception in the performance of a program rather than increased competence. That means, the teacher has not got sufficient competency in the provision of teaching special need children in the school who organizes the inclusion programme, because they just want to equate perception without paying attention to the competence belonging the disability people.

D. Facilities and Infrastructure

Facilities and infrastructure contained on the unit of education for inclusion education providers is the facilities that has been present on the school in question and added accessibility as well as the media of instruction for special need students.

In addition to using facility and infrastructure such as those used in the regular school, the children need to get special education service, also need to use special equipment and infrastructure in accordance with the types of disorders and the needs of the child. Management of facility and infrastructure be in charge to planning, organizing, directing, coordinate, monitor, and evaluate the needs and use of infrastructure in order to contribute optimally on learning activities (Tarmansyah, 2007:169).

Inclusion education and infrastructure are the hardware and software used to support successful implementation of education for inclusion education unit in particular. The existence of the infrastructure for the need special children often becomes the question. The Government has

provided relief funds blockgrant through a Regional Government Budget (APBD) to schools inclusion education providers.

Such assistance in the form of funding for the management of the school and also the granting of scholarships to the children in need special. The reality in Yogyakarta, there are some news that talk about the facilities and infrastructure that given by the executor of inclusion programme. According to Hastuti in Solider (Kantor Berita Difabel Indonesia: News Agency Diffable of Indonesia) said, the school's facilities and infrastructure that existduring the time it was built without regard to the needs of the persons with disability.

The buildings that can not reach by persons with disability, there is even a two floors without any lift.

The floor is too slippery and the stairway without any ram. The lack of a description of the existing buildings in the school. Changing the school building has beenndesigned not accessible it becomes accessible building, seems to be its own constraints on behalf of the school (Hastuti, 2014).

The executor take an important role to manage the facilities and infrastructure that given by the government, the use of hearing tools and visual aids is very important in helping disability children in the learning process, but the tools and visual aids were still minimal use. This thing will deny the persons with disability to capture existing materials in a lesson. Further, the executor or the teachers are less understanding about the teaching process, the means of inclusion programme and also they don't really understand about their function as the companion of those children.

In Specific Guidelines for Inclusion Education Organizing (2007), the uses of the facilities and infrastructure is flexible it means not devoted to each child and each teaching field, but can be used by other kids and in different fields of study and in different classes. So in this much-needed creativity managers in determining the kind of tools and the determination of the used purposeof the facilities and infrastructure.

It can also be argued that the use of such means is integrated in every aspect of development, which is to say in all activities, its use can learning all aspects (physical, intellectual, social and emotional) of the special need children. For example, the use of remote motor training in addition to train sensory acuity can also train the ability to talk, socialize or balance. Here we can see that the use of tools is very dependent on the depth of understanding of the Manager will be the means and needs of the children in special need.

E. The Budget.

In the Governor Regulations of Daerah Istimewa Yogyakarta No. 21 years 2013 about Organizing an Inclusion Education, article 2 point three also explained the Government is obliged to guarantee the availability of inclusion education facilities and infrastructure. In ensuring the correct fulfillment infrastructure inclusion education by the Yogyakarta Government, Central Government and Government of DIY and/or community can provide assistance to units of education for inclusion education providers, in the form of professional help in doing a modification of the facilities and infrastructure that are accessible.

In research Setiawan (2014), as for some examples of schools that have been granted funds by the Central Government is; SMK BOPKRI 2 Yogyakarta and SMA Muhammadiyah 4

Yogyakarta. SMK BOPKRI 2 Yogyakarta got the grant professionals fund from the Central Government, they use those funds to hold either a sitting toilet facilities according to the school earmarked for students, especially for the Tuna Daksa students (a child who has a member of the body that is not perfect / defect / handicap who have difficulty using the toilet facilities).

Whereas in high school SMA Muhammadiyah 4 Yogyakarta also got the grant professionals fund from the Central Government. The funds that come from the Central Government used to procure the tools and learning tools as well as learning support (computers, reglet, globe braille, braille maps, and braille typewriter). SMA Muhammadiyah 4 Yogyakarta also did collaboration with one of the printing press in the city of Yogyakarta in the procurement of Al-Quran Braille, Braille magazine, and CD containing the audio stories and general knowledge. The school also is aiming at the procurement of ram/replacement ramp stairs at school by leveraging access to donations by caregivers. This is due to the given resource from the Government is still less (Setiawan, 2014).

F. The Environmental.

Environmental in here, means all of the people around the children with special needs or the person who have relation with the children, such as like family, teachers, special escort teacher, friends, society, and so on. The supports from the people around them are needed in order to giving the children spirit in their life, not bullying each other and not discriminate the normal children between the special need students.

In the reality, for the problems that the disability children facts within the society around them are sometimes the parents feel ashamed to entering the general school, the understanding about the skill and what the children need are less, sometime the parent is not patient to guiding their children, the tolerance from the other parents from the normal student is less, the normal student sometime bullying the children with special need, and so on (Tarnoto, 2014). This can lead to special need children feel embarrassed and afraid to interact with the normal people, because they will feel different. It cannot be allowed because it has been stated in government regulations that everyone has the right to interact and get an education like the other person.

In order to decrease the problems above not only family, teacher, and friend that play important role to support the special need children, but also to implement the inclusion education need to require a partnership between the Government, local government, stakeholder and community groups either incorporated in the civic organizations such as the disabled, and organizations who are members of nongovernmental organizations such as the Foundation of education, etcetera (Nawawi, 2010). Those elements can corporate each other to make a good decision for that programme to be implemented well.

G. Special Service.

The disability children need special service from the teacher in teaching process. The teacher need to be more patient in giving a lesson to the disability children because for the children with autism and the other disable need to more focus when they have to learn. That is why all of the children with disability need a special escort teacher to accompany them when they learn, because special escort teacher know what is the need of the children itself.

According to the Specific Guidelines for Inclusion Education Organizing (2007), Management of specific facilities and infrastructure in schools inclusion education providers is carried out by integrated Special Escort Teacher (GPK), a classroom teacher and a team of various related professions, such as doctors, psychologists, education experts, sports and incredible child experts, social worker, counselor, speech therapist, neurologist, pediatrician, orthopedic, doctor ortotis protetis, physiotherapists, occupational therapists, linguists appropriate types and levels of ability of the special need children in.

In Yogyakarta city, the government has been pioneering the four Inclusion Subdistricts which coincides with the International Disability Days Event in Yogyakarta (December, 6th 2015). The 4th subdistrict that set to be Inclusion Subdistricts is Tegalrejo Subdistricts, Wirobrajan Subdistricts, Kota Gede Subdistricts and Gondokusuman Subdistricts. The program is the effort of Yogyakarta's Government to being the Inclusion City. The other efforts besides creating the Inclusion Subdistricts are forming a Committee for the Protection and Fulfilment Rights of Persons with Disability, and also to set the empowerment for people with disability (Noveradika, 2015).

In the school that used the inclusion program itself, try to give the special service for the children with special needs, for examples is provide the Special Escort Teacher (GPK). The school is expected can make some special class to give the children more explanation about what education or lesson they have learned before. The special class can help the children to know their skill and interest which is really useful for their future.

4. CONCLUSION.

From what I try to explain above, during the policy implemented, some problems are still arise, even they successes to reach the targets and gets a good grade. It can be seen that the problems is appear from the actors (teachers and parents). The actors still lack of understanding about the concept of the inclusion education, the teacher still confuses which curriculum and technique should they use, and the school's facilities and infrastructure that exist is was built without regard to the needs of the persons with disability.

The government of Yogyakarta also provides many ways to support this policy, one of them are giving the Professionals Fund to the school, provide and educate the Special Escort Teacher, forming a Committee for the Protection and Fulfilment Rights of Persons with Disability and so on. Actually, there are no standard/special criteria in implementing inclusion education. The implementation of inclusion education depends on the willingness of the school itself. Inclusion education can be organized if the school feels ready and able to host them and also how the government and the actors can have a good coordination to make teamwork in order to run this policy to be well.

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Survey Study of Integrative and Instrumental Motivation in English Language Learning of First Year Students at Naresuan University International College (NUIC), Thailand

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Abstract

Foreign language acquisition without enough motivation is tough because it is the force that drives students' interest or enthusiasm to achieve learning. In addition, it also serves as the students' beacon to achieve their goals, desires, dreams, and aspirations in life. Since it plays an integral factor in language learning acquisition, this study focuses on the integrative and instrumental motivation levels of all the first year students of Naresuan University International College. The identification of their motivation level and inclination in learning the English language will greatly help all NUIC lecturers and administrators to create a project or activities that they will truly enjoy and find worth doing. However, if the findings of this study will say otherwise, this study can also show to NUIC lecturers and administrators how they can help and transform NUIC freshmen on becoming motivated learners to enhance their English proficiency levels. All respondents in this study received a revised questionnaire with 24 questions that were randomly arranged; 12 for integrative motivation and 12 for instrumental motivation. The questionnaire employed the five-point Likert scale. The tabulated data were analyzed according to its means and standard deviations using the Standard Deviation Calculator. In order to interpret the motivation level of the respondents, the Interpretation of Mean Scores was utilized. Thus, this study concludes that majority of the NUIC freshmen are neither integratively motivated nor instrumentally motivated students.

Keywords: Motivation, Integrative, Instrumental, Foreign Language Acquisition

1. Background/Objectives and Goals

The English language bridges the gap between our differences since it is the neutral language that almost every nationality in the world is knowledgeable about. However, English language acquisition in Thailand is not getting much attention to most Thai learners and their inattentiveness was reflected from the latest EF Proficiency Index ranking results placing Thailand to 62nd out of 70 nations in English proficiency (Bangkok Post, November 6, 2015). EF EPI indicated in their result that Thailand has a result of “very low proficiency” having an EP EPI score of 45.35 placing the country in the 14th position out of 16 countries in Asia. This finding indicated that there is a very small base of Thai competent adult speakers of English necessary for a globalized workforce (The Nation, November 7, 2013) if it is to be compared to other neighboring countries in Asia. The Nation also reported on February 27, 2013, that the average TOEFL scores of among Thai students is 450 and it is the lowest in the ASEAN region.

The English proficiency results of the EF EPI can be explained in the study conducted by Saraithong and Chanchaen (2012) that the English language has always been one of the weakest features of Thais. Having it as a reality in the Kingdom, the Office of Higher Education Committee (OHEC) never failed to advise the Thai learners to develop their English competency levels, so they can compete with other ASEAN member countries especially now that AEC has opened its doors to all member countries.

However, learning another language is definitely not an easy task because it takes time, commitment, perseverance, and constant practice in the use of the target language to achieve fluency especially if the language that one has to learn is considered a foreign language in the country where one belongs.

In line with the foregoing, this study will focus on the integrative and instrumental motivation levels of the first year students of Naresuan University International College for the academic year 2015-2016. This study is one way of knowing how motivated are they to study English. It is also important to note that identifying their motivation level and inclination is a great help to all NUIC teachers and administrators because they can create projects or activities that the students will find worth doing. However, if the findings of this study say otherwise, then this study can also show to NUIC teachers and administrators how they can transform NUIC students to become motivated learners so they can enhance their English proficiency levels.

On the other hand, this study also wants to classify if NUIC freshmen are integratively or instrumentally motivated.

Statement of the Problem

The purpose of this study is to investigate the integrative and instrumental motivation level of NUIC freshmen enrolled in Academic Year 2015-2016. Thus, this study will answer the following questions:

1. What is the level of NUIC freshmen’s integrative motivation toward English language learning?
2. What is the level of NUIC freshmen’s instrumental motivation toward English language learning?

Research Objective

The objectives of this research are the following:

1. To identify the integrative motivation level of NUIC students toward the English language learning;
2. To identify the instrumental motivation level of NUIC students toward the English language learning.

Literature Review

Motivation plays a very significant role in all types of learning because it is the driving force behind every action that we like doing. Dornyei (1998) and Li & Pan (2009) added that motivation also provides the primary impetus to initiate learning a foreign language and later the driving force to sustain the long and often tedious learning process. Hence, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching aren't enough to ensure student achievement because the success or failure in second language learning is directly influenced by the learner's determination to learn in terms of strategy, goal setting, and achievement. Gardner (2007) suggested that knowing and understanding that keeps the students motivated is essential to understand the students' ultimate goal or purpose in learning another language.

Dornyei (1998) further explained that in integrative motivation students acquire or become familiar with a foreign or second language with members of the language community along with their culture or values; or just by talking to the people who speak the language. Having this type of motivation to learn a second language roots from a positive outlook toward the community that speaks that language. Furthermore, any integratively motivated student is always inspired to learn, enjoys language group, and possesses positive attitudes towards the learning process.

On the other hand, instrumental motivation refers to learning the target language for pragmatic considerations like obtaining a job or gaining more money. Hence, the driving force that fuels the learners' motivation in view of instrumental motivation is the reward for their achievement.

2. Methods

The participants in this study were all NUIC freshmen enrolled in the first semester of AY 2015-2016 with a total number of 169 students. The instrument applied in this study is a revised questionnaire from the questionnaires used by Kitjaroonchai (2013), Oranpattanachai (2013), and Kitjaroonchai and Kitjaroonchai (2012) in integrative and instrumental motivation.

The developed questionnaire in this study has 24 questions for motivation, viz., 12 questions for integrative motivation and 12 questions for instrumental motivation. All of the 24 questions were mixed and numbered from 1 – 24 believing that any respondent cannot determine if the question is integrative or instrumental. The questionnaire used in this study employed the five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Getting the Means and Standard Deviations of every question were the only statistical treatment applied in this study.

Each participant received and returned the given questionnaire that they answered using the Likert scale ranging from 1 to 5 where: *5 means strongly agree, 4 means agree, 3 means neutral, 2 means disagree, and 1 means strongly disagree*. Regarding the distribution of the questionnaires, they were distributed by mid-November to mid-December of 2015. By doing it, they had stayed in the college for almost 6 months already since they started attending classes by mid-June to July for their Intensive English classes, and by August they started their first semester.

The gathered data from the questionnaires of this research were tabulated, computed and analyzed in easycalculation.com. It's an online Mathematics tool (converter or calculator) that can make any calculation and conversion of any mathematical problem by providing accurate and simple solutions.

Furthermore, the researcher made use of the Kitjaroonchai's (2013) interpretation of mean score of motivational levels (integrative and instrumental). Thus, the table shows how are the mean scores of the computed data will be analyzed and interpreted in this study.

Table 1: Interpretation of Mean Scores

SCAL E	MEAN RANGE	MOTIVATIONAL LEVEL	MEAN SCORE RANGE
5	Strong agree	Very high	4.50 – 5.00
4	Agree	High	3.50 – 4.49
3	Moderate	Average	2.50 – 3.49
2	Disagree	Low	1.50 – 2.49
1	Strongly disagree	Very low	1.00 – 1.49

Table 1 identifies NUIC freshmen's motivation level in every item in the questionnaire ranging from very low motivation to very high motivation. Identifying the items where they got low or very low motivation is very important because their motivation levels have a connection to their academic performance.

3. Results

1. What is the level of NUIC freshmen's integrative motivation toward English language learning?

Table 2 shows the overall result on the level of integrative motivation of the NUIC Freshmen students for AY 2015-2016.

Table 2: Mean Scores of Integrative Motivation Questions

INTEGRATIVE MOTIVATION	MEAN	STD	OVERALL	LEVEL
10. Studying English is important to me because it will become easier for me to understand stories, conversation, music, movies, and lectures in English.	4.3609	0.7575	3	HIGH
16. The lecturers at NUIC are kind and cheerful.	3.8580	1.1732	5	HIGH
5. Studying English helps me to be open-minded and sociable.	3.7456	0.8773	6	HIGH
23. Studying English enables me to share my knowledge with other people and communicate with foreigners better.	3.6864	0.9243	7	HIGH
14. I am determined to study English as best as I can to achieve proficiency.	3.5858	0.8105	8	HIGH

INTEGRATIVE MOTIVATION	MEAN	STD	OVERALL	LEVEL
1. Studying English is important to me because it helps me to better understand and appreciate the different cultures and traditions of any country in the world.	3.2071	1.2350	12	AVERAGE
20. Studying English is fun because it will help me meet a lot of foreign friends who speak English.	3.1243	0.8227	14	AVERAGE
2. Studying English helps me to associate with the people of different nationalities and learn about their values and beliefs.	2.6450	0.7326	19	AVERAGE
13. Studying English helps me to make friends easily with foreigners, or to keep in touch with foreign friends and acquaintances through social media.	2.5740	0.9463	20	AVERAGE
18. I enjoy reading (books, magazines, newspaper, articles) in English.	2.2959	0.9645	21	LOW
24. I enjoy watching news and movies in English.	2.2544	1.2309	22	LOW
8. Studying English enables me to appreciate other country's arts and literature.	1.9586	0.6649	24	LOW
AVERAGE	3.1080	0.9283		AVERAGE

As shown in Table 2, question items 10, 16, and 5 got the top three highest means and question items 18, 24, and 8 got the top three lowest means for the integrative motivation questions.

Regarding integrative motivation, question item 10 has the highest among the 12 question items for integrative motivation questions and indicates that it has a high motivational level among NUIC freshmen. This means that NUIC freshmen are interested in learning English and wishing that they can speak it fluently as well.

Question 16 is the second highest mean. This indicates that it has high motivation level among NUIC freshmen. This also indicates that NUIC lecturers know how to find ways to connect the students' passion on learning the target language because a successful language learning is linked to the learner's passion (Karaoglu, 2008) because without passion, the learning motivation of a learner might fluctuate due to a lot of circumstances like interest, priority, and goal. Having high motivation level on learning the English language due to the influence of teachers can also be attributed to NUIC's effort in making the college a learner-centered and low-anxiety learning environment. The third highest mean is question item 5. Based on its mean, it has high motivation level among freshmen of NUIC. This may be because the majority of the respondents are already open-minded and sociable.

On the other hand, the lowest mean among the integrative motivation question item 8 and based on its mean, it has a low motivation level. The result obtained in this question item revealed that reading is not a popular culture among NUIC freshmen especially in the field of arts and literature.

Question item 24 has the second lowest mean among the integrative question items. This question item only shows that despite the constant re-evaluations and improvements of the

English curriculum in Thailand over the years, Thais still need to improve their English language skills competency especially in the area of listening because watching news and movies in English is a very difficult task if they low competency in the English language because they need to focus on what they are watching in order to process the words that they hear. But having a low motivation on this is suffice to say that NUIC freshmen are ignoring the importance of listening. The third lowest mean is question item 18 and it indicates that the participants have low motivation level in the area of reading in English.

In conclusion, the overall integrative motivation level of NUIC freshmen is average. In other words, it means that majority of respondents are not integratively motivated. Though, the interest in learning the English language to become proficient exist in every NUIC student, but if they don't acknowledge and work on that interest, it will take longer time for them to become English proficient.

2. What is the level of NUIC freshmen's instrumental motivation toward English language learning?

Table 3 shows the overall result of instrumental motivation level of NUIC freshmen for AY 2015-2016.

Table 3: Mean Scores of Instrumental Motivation Questions

INSTRUMENTAL MOTIVATION	MEAN	STD	OVERA LL	LEVEL
9. Being proficient in English can lead to bigger success and achievements in life like higher salary, promotion, and position.	4.9763	0.1520	1	VERY HIGH
19. Knowing English is helpful when I travel abroad for work or pleasure.	4.3669	0.7740	2	HIGH
22. Learning English will be helpful in getting information and materials on the Internet so I can easily make all my project and requirements to be done in English.	4.3491	0.7631	4	HIGH
7. Knowing English will help me get better opportunities to further my education local/abroad and career.	3.5385	0.9102	9	HIGH
11. Studying English can be important for me because it will help me earn more.	3.4970	1.4063	10	AVERA GE
6. Studying English is important to me because it will help me get what I want to achieve in life.	3.3609	0.7730	11	AVERA GE
12. Studying English is important to me because it will make me knowledgeable and skillful person which will help me to have a better future.	3.2012	0.9945	13	AVERA GE
17. Studying English is important to me because I will need it in my future career.	3.1065	0.7695	15	AVERA GE
3. Studying English can be important for me because it will help me get an ideal job.	3.0118	1.2064	16	AVERA GE

INSTRUMENTAL MOTIVATION	MEAN	STD	OVERALL	LEVEL
4. Other people will respect me more if I know English.	2.9645	0.5745	17	AVERAGE
15. Being proficient in English will help me become popular.	2.8462	0.4351	18	AVERAGE
21. Learning English makes me feel happy and gives me a sense of pride.	2.0118	0.4484	23	LOW
TOTAL	3.4359	0.7673		AVERAGE

As shown in Table 3, question items 9, 19, and 22 got the top three highest means and question items 4, 15, and 21 got the top three lowest means for the instrumental motivation questions.

Question item 9 has a very high motivation level. Getting a very high motivational level on this question item seems that NUIC freshmen will try to do their best to enhance their English language skills proficiency in order to achieve a better life in the future that is defined by salary, promotion, and position.

The second highest mean question item 19. This question item indicates that NUIC freshmen acknowledge that English is an important tool in communication. Thus, getting a high motivation level in this question item is a good sign that they will do their best to become proficient in English.

The third highest mean is question item 22. Getting a high motivation level in this is a great indicator that NUIC freshmen view that the use of the internet is not only for Facebook or the likes of it but also for preparing requirements or projects if done properly. This is said because Glass (2008) stated that most Thai students are not equipped with higher level of writing proficiency in English because the kind of writing taught to them is less creative, structure oriented, and does not prepare them to write at postgraduate level that's why teaching ESL/EFL writing in Thailand poses a number of challenges to ESL/EFL teachers. On the other hand, Charubusp (2015) also added that plagiarism has become a common cultural practice in Thai education. In this view, it is believed among some Thai academics that Thai ESL/EFL learners who plagiarized wanted to achieve the goal of getting good grades.

On the other hand, the lowest mean among the instrumental motivation question items is question item 21. This indicates that NUIC freshmen have low motivation on English language acquisition/learning due to their problems in all areas of communicative competence – speaking, listening, reading, and writing. The second lowest mean question item 15. This question item has an average motivation level. Looking into the result of this question item only indicates that NUIC freshmen are not giving much attention on it. The third lowest mean among the instrumental motivation question items is question item 15. This question item gained an average motivation level. In the light of this question item, it can be said that NUIC freshmen believed that respect cannot just be gained by being English proficient.

In conclusion, the overall instrumental level of NUIC freshmen students is average. It means that majority of respondents are not instrumentally motivated. Though, the interest in learning English language to become proficient exist in every NUIC student, but if they don't acknowledge and work on that interest, it will take longer time for them to become English proficient.

Conclusion

Table 4 shows the overall means for integrative motivation and instrumental motivation.

Table 4: Overall Motivation Level of NUIC Freshmen

MOTIVATION	MEAN	STANDARD DEVIATION	LEVEL
Integrative	3.1080	0.9283	Average
Instrumental	3.4359	0.7673	Average

This study concludes that majority of the NUIC freshmen are neither integratively motivated nor instrumentally motivated students. Their means in both motivations (integrative and instrumental) indicated that they have an average motivation level. Generally speaking, getting an average motivation level in both areas means that NUIC students' motivation is not high enough to fuel their desires in learning the English language to achieve proficiency. In addition, this also means that NUIC teachers need to work on how to motivate their students even more until their students realized that they need to achieve proficiency. This is said because NUIC freshmen students have high motivation level with regard to NUIC lecturers. Hence, if NUIC lecturers have a great influence among NUIC freshman, then it can be inferred that they can be a great instrument to intensify the motivation level of NUIC freshmen.

Considering the findings of this study, it can be said that their poor English ability in all English skills led them to an average motivation level in both aspects (integrative and instrumental) due to their lack of comprehension, lack of interest in reading, lack of interest in culture and arts, and lack of interest to watch news and movies in English. Thus, these are just some of the factors that obstruct NUIC freshmen's motivation level.

It is also suffice to say that if NUIC freshmen didn't have a change of attitude towards achieving English language proficiency then they will experience difficulty getting better grades.

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