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THE MOTIVATION FOR DEVELOPING ENGLISH SPEAKING SKILLS, IN THE COMMUNICATIONS OF THE PUBLIC TRANSPORTATION (TAXI DRIVER)

PORAMET SAENG-ON¹

ABSTRACT

This quantitative research aims to: 1) study the attitudes and behaviour of taxi drivers in regard to developing their English language skills to communicate and carry out their work; and 2) to assess the motivation of of taxi drivers in regard to their English communication skills and work. The sample consisted of 400 people to whom the researcher delivered a questionnaire of attitudes and behaviour in regard to developing the English communication skills of public transportation workers (taxi drivers) between March and April 2016. By the computer program it is called “Confirm Factor Analysis: CFA”.

The results showed that attitudes have two components: 1) the importance of English learning $\rho_c = .99$ $\rho_v = .98$ consists of eight factors, such as English for technology, English for search engines etc; 2) attitudes towards the development of English $\rho_c = .99$ $\rho_v = .96$, consisting of six factors, such as foreign friends for practice of language skills, more self-confidence when communicating etc. Behavioural factors have three components: 1) the responsibility for developing speaking skills in English to communicate $\rho_c = .99$ $\rho_v = .95$ includes five factors, such as attending training course, improving English communication skills etc; 2) an intention to improve their spoken English for communication $\rho_c = .99$ $\rho_v = .95$, composed of five factors, such as taking note, revising after the class, etc; 3) preparing for developing skills in English communication $\rho_c = .98$ $\rho_v = .93$ consists of six motivation factors, such as planning for the schedule, practising pronunciation, etc; 1) the potential of their motivation $\rho_c = .99$ $\rho_v = .91$ consists of four factors; 2) incentives content $\rho_c = .99$ $\rho_v = .98$ consists of seven factors; 3) incentives activities $\rho_c = .99$ $\rho_v = .97$ consists of seven factors; 4) incentives instructor or lecturer $\rho_c = .99$ $\rho_v = .98$ includes nine factors.

Keywords: developing English speaking skills, taxi drivers

INTRODUCTION

English is an international language that is very important currently, especially in regard to listening and speaking because English is a universal language for international communication. In addition, English is abundant in several media including Thailand is a part of AEC that made English language is very important. However, the results of surveying, quality of communicated English skill in majority of Thai people still is low level so it is necessary adjust and develop importunately for enhancing international competitiveness.

There is an increasing number of taxi transportation services in Bangkok. These are convenient, fast and 24-hour services. Taxi metres are in demand due to their convenience and removal of the need for negotiation (อัมชโรศร์รัตนดิลก ณ ภูเก็ต, 2014). Nevertheless, the quality of the services for foreign passengers significantly affects Thailand's economy. Service satisfaction is able to increase earning and impress providing service to foreigner passengers, but most taxi drivers face the problem of being restricted in their English communication ability and misunderstanding things in English.

A few institutions are making an effort to resolve the related problems by offering to develop English language skill of taxi drivers ability to communicate in basic English and satisfy foreigner passengers.

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OBJECTIVES

- 1) To study attitudes and behaviours of taxi drivers in regard to developing their English language skills to communicate and carry out their work.
- 2) To assess the motivation of taxi drivers in regard to English communication skills and work.

LITERATURE REVIEW

Motivation is stimulation of an individual process by intending or attempting to achieve some purposes that is behaviour of motivation, not only against a normal stimulus but also directional behaviour intended to achieve the obvious goals.

ประภาภรณ์ สมเกต (2013) describes motivation as meaning an imbalance of the bodily condition that refers to encouraging individual behaviour behave intended destinations. Motivation is invisible but is deduced from behaviour and conduct. Robbins (1998) has stated that motivation refers to people's intention to do something and qualified its. Domjan (1996) has stated that motivation is behaviour enlargement of an individual who are aforethought to reach the goals. In conclusion, motivation is a behaviour stimulus with obvious objectives and a definite desire to achieve goals.

Motivation features

- Motivation behaviour is often based on achievement-related goals. For example, students work hard studying psychology because they expect to get a grade A in this subject.
- Motivation behaviour likely is unaware of destination called "unconscious motivation" means occur repression based on concept of Sigmund Freud.
- Motivation behaviour is indefinite of individual because human behaviour is complicated.

Thus, we should make some considerations, as follows:

1. Different social incurred different motivation. Types of motivation behaviour depend on cultures and experiences of each individual; therefore, people who inhabit different cultures have different habits. However, multiple people who inhabit a single culture still have different habits because have different experiences.
2. One behaviour may be motivated by several things, such as Mr. Kla shot Mrs. Chamoi because he wanted revenge.
3. People who have the same motivation or same demand may carry out different actions.
4. Different motivations may occur in the same behaviour: people who have different motives and different needs may behave in the same way.
5. Motivation behaviour may secreative of needs, such as eating while not hungry: food is not needed but a person want to make a relationship with a vendor.

Types of motivation

Motivation is divided into two types: extrinsic motivation and intrinsic motivation.

- **Extrinsic motives** means driving force external individual made behaviour motives, such as rewards, honour, prestige, appreciation or admiration. This motive is ephemeral: an individual acts to meet these motives only.
- **Intrinsic motives** means driving force internal individual such as attitudes, thought, interest, intention, value, satisfaction or need. These invariably impact on behaviour: for example, workers who are loyal to an organisation because they think the organisation has provided favours to them and their family though sometimes the organisation paid inadequate consideration when in a loss position, but workers still worked hard and worked together to save costs.

Sources of motivation

- **Need** is an imbalance in an individual's condition that motives create balance by themselves such as they will rest or sleep when they feel tired. Need influences behaviour and stimulus are able to success the goals. Psychologists give definitions of different needs divided by two types.

Physical motivation concerns physical needs, such as food, water, relaxation, safety, security, entertainment or stress reduction. This motivation is found in the young and adults.

Social motivation is more complex than physical motivation impact on biology of human needs are coexist with family, friends, school or colleagues. The motivations are individual need influence from environments and cultures. The difference between physical and social motivations are that social motivation concerns behaving so as to demand rewards or things.

- **Drives** are physical and intrinsic motives and refers to needs and drives often concurrently. When need occurs, it will motivate a person to be driven, such as audiences feel very tired and hungry so they try to conclude a meeting urgently without carefully finding solution problems.
- **Incentives** are a form of persuading an individual to do something to achieve their goals: that is, extrinsic motives, such as providing reward and appreciation to staff if you require them to work hard.
- **Arousal** is people who are ready to act, brain is ready to think, muscles are ready to move or athletes are ready to race or if organisation has employees who are alert it will lead to good working practices. The study behaviour of human has three levels:

High arousal level: if arousal is too active: a person becomes panic stricken or lacks concentration.

Medium arousal level is the best level of arousal.

Low arousal level leads to working slowly or decelerating.

The results of study that factors influence motives individual both are extrinsic motivation and intrinsic motivation.

- **Expectancy** refers to the desires of individuals in the future, such as staff expect to receive a four to five times bonus this year, so the expectancy makes them work hard; however, some staff will not receive this bonus. The expectancy drives stimulus or motives are necessary in behaviour, if an organisation stimulates their employees to enhance working by themselves and they will consider receiving rewards of bonus and take advantage, both the organisation and employees
- **Goal setting** refers to setting directions and purposes for each individual. This a way of applying extrinsic motivation in performance. Firms concentrate to make more quantities and qualifies should establish obvious goals, it impact on performance as planning in operation because explicit directions and goals.

The concept of communication in English teaching

Larsen-Freeman (2000) stated that a learner who is able to communicate has three main components: 1) An information gap is need to exchange information together when talkers have insufficient information. Thus they want to know or share information together. 2) Choice means learners have the chance to choose kinds of communication: speech, writing or other. 3) Feedback is learners have chance to be aware of results or feedback of the interlocutor. This means they succeed or fail in communication. Wilkins (1976) gave ideas about communication in English teaching as follows: 1) Linguistic and grammatical competence refers to performance of learners in regard to pronunciation, vocabulary, grammar or structure of sentences for communicating in English. 2) Sociolinguistic competence refers to the performance of learners in regard to social and cultural aspects: people should know how to

speak in each situation, the objectives of conversation, including being aware of the role in society both of speaker and listener. 3) Discourse competence refers to the performance of learners in regard to interpretation or analysis of related sentences able to make semantic links continuously, such as the sequence of a story or conformance writing in letters. 4) Pragmatic or strategic competence refers to performance of learners in regard to translation, repeating, implications, using polite words, including using voice intonation in communication.

METHODOLOGY OF RESEARCH

Population and samples

- The population group in this research is a taxi driver cooperative at Suvarnabumi Airport, made up of about 3,000–4,500 drivers (number of drivers increases and decreases yearly but is not lower than 3,000 and not over 4,500).
- The sample group in this research are the taxi drivers cooperative at Suvarnabumi of 346 drivers by calculating the formula of Robert V. Krejcie and Earyle W. Morgan 1970 อ้างอิงในธีรภูมิ เอกะกุล, 2000).

Research tools

A questionnaire was used to conduct an opinion survey of taxi drivers involving attitudes, behaviour and motivation in relation to developing English speaking skills.

ANALYSIS

Information gathering about attitudes, behaviour and motivation of public transportation (taxi drivers) to develop communication in English skills by compute program it is called “Confirm Factor Analysis: CFA” to compare structure of components between population groups (เสวี ชัดเข้ม, 2004).

RESULTS

The results of this research showed information and confirms factors analysis involving attitudes, behaviours and motivation of public transportation workers (taxi drivers) in relation to developing English speaking skills.

Part 1 Information about questionnaire respondents

Information about questionnaire respondents, which consists of 410 public transportation workers (taxi drivers), includes gender, age, status, education, position, time they have been driving, salary and participants in English training, as shown in Table 1.

Table 1: Information about questionnaire respondents

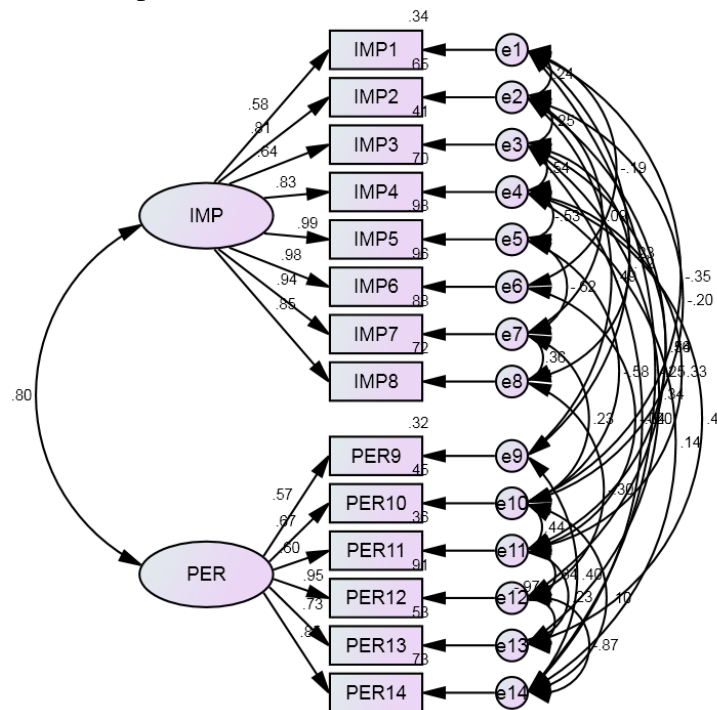
Personal information	No. of respondents	
	No.	percentage
1. Gender		
1.1 Male	394	96.1
1.2 Female	16	3.9
Total	410	100
2. age		
2.1 Less than 30 years old	6	1.5
2.2 31–40 years old	103	25.1

Personal information	No. of respondents	
	No.	percentage
2.3 41–50 years old	149	36.3
2.4 51–60 years old	87	21.2
2.5 More than 61 years old	65	15.9
Total	410	100
3. Status		
3.1 Single	107	26.1
3.2 Married	235	57.3
3.3 Divorce	68	16.6
Total	410	100
4. Education		
4.1 Less or primary	119	29.0
4.2 Secondary	222	54.1
4.3 Diploma	41	10.0
4.4 Bachelor's degree	22	5.4
4.5 Higher than bachelor's degree	6	1.5
Total	410	100
5. Experience in public transportation (taxi driver)		
5.1 0–5 years	234	57.1
5.2 5–10 years	72	17.6
5.3 11–15 years	57	13.9
5.4 More than 15 years	47	11.5
Total	410	100
6. Salary		
6.1 Lower than 15,000 baht	190	46.3
6.2 15,001 – 20,000 baht	64	15.6
6.3 20,001 – 25,000 baht	42	10.2
6.4 25,001 – 30,000 baht	63	15.4
6.5 30,001 – 35,000 baht	19	4.6
6.6 Higher than 35,000 baht	32	7.8
Total	410	100
7. Have you participated in English training?		
7.1 Yes	165	40.2
7.2 Never	245	59.8
Total	410	100

Personal information	No. of respondents	
	No.	percentage
8. If an institute arranged training and seminars to develop English skills without expense would you like to participate?		
8.1 Yes	389	94.9
8.2 No	21	5.1
Total	410	100

Confirm the factors, attitudes and behaviour and motivation for developing English speaking skills, in the communications of public transportation workers (taxi driver).

2.1 Confirm factors, attitudes and motivation for developing English speaking skills, in the communications of public transportation workers (taxi driver). Analysis of information by compute Confirmatory Factor Analysis showed report results test Test Assumption Statistic. The results of Confirmatory Factor Analysis for developing English speaking skills, in the communications of public transportation workers (taxi drivers) are shown below.

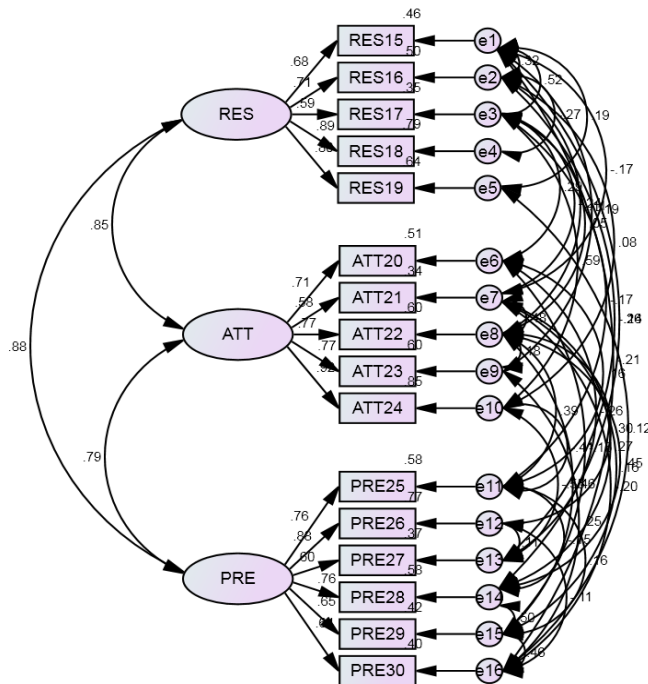


Picture 1: The results of attitude Confirmatory Factor Analysis for developing English speaking skills, in the communications showed a Standardised Factor Loading Score of $R^2(n=410)$

Picture 1. The results shows that attitudes and motivation to develop communication skills in English has two components: 1) The importance of English learning relates to it being an international language for people in an era of globalisation. English language encourages to learn in other cultures, English learning indicates people are educated, have a good appearance and English is a tool for learning technologies, such as computers, telephones. English encourages research of information, such as the Internet, newspapers or magazines in English. Also follow up news in the global and current situation, including English is components to study all of life. 2) Attitudes towards the development of English consists of English

encouraging attitudes adjustment and enhancing aspects, obtaining foreign friends to practice communication in English, pride at success in communicating in English with foreigners, English helps to make an individual more confident, respecting traditional ways of one’s own language and adjusting to real life every day, such as regularity, including English helps to promote one’s position in the workplace.

2.2 Confirm factors and attitudes regarding developing English speaking skills, in the communications of public transportation workers (taxi drivers). Analysis of information by compute Confirmatory Factor Analysis showed report results test Test Assumption Statistic. The results of Confirmatory Factor Analysis for developing English speaking skills, in the communications of public transportation workers (taxi drivers)

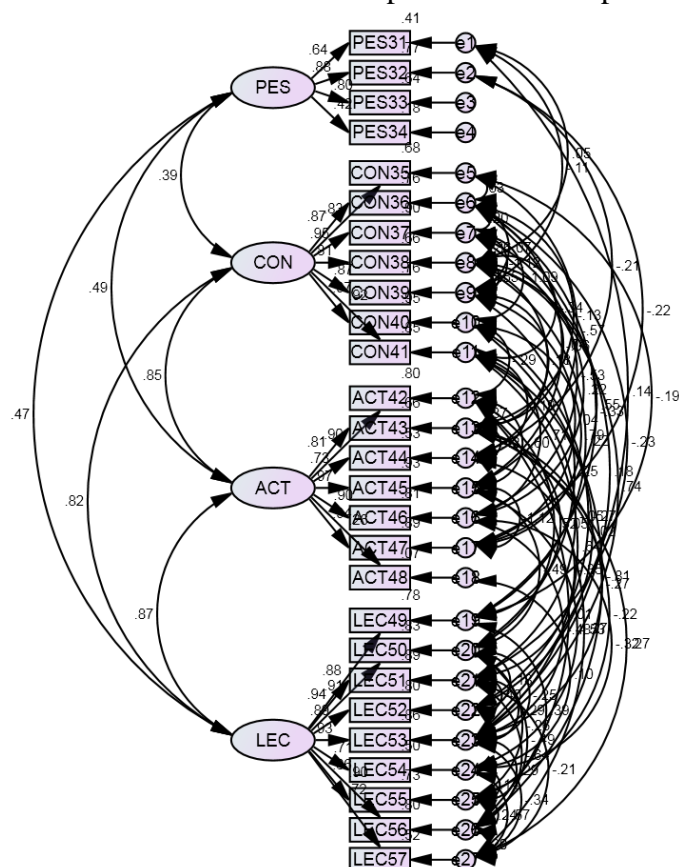


Picture 2 The results of behaviour in Confirmatory Factor Analysis for developing English speaking skills, in the communications showed a Standardised Factor Loading Score of R² (n=410)

Picture 2 shows behaviour and motivation to develop communication skills in English of public transportation workers (taxi drivers) has three components: 1) The responsibility to develop speaking skills in English to communicate consists of being enthusiastic when participating in training class, always participating in all training and seminar classes, having the intention to develop and an interest in developing speaking skills in English to communicate, enhance vocabulary and do practice in daily life; 2) an intention to improve their spoken English for communication consists of lectures in class, asking questions when they do not understand, repeat notes or lecture after class, studying and researching beyond class, and being dedicated to learning and developing; 3) preparing for developing skills in English communication consists of planning to develop skills in English communication, looking for foreign friends on the Internet to practice English, preparation before and after class, answering questions in the class and practising pronunciation using public media such as clips on YouTube.

2.3 Confirm factors of motivation for developing English speaking skills, in the communications of public transportation workers (taxi drivers). Analysis of information by compute Confirmatory Factor Analysis showed report results test Test Assumption Statistic. The results of Confirmatory Factor Analysis for developing English speaking skills, in the

communications of public transportations workers (taxi drivers)



Picture 3: The results of motivation in Confirmatory Factor Analysis for developing English speaking skills, in the communications showed a Standardise Factor Loading Score of R^2 (n=410)

Picture 3: The results of motivation in Confirmatory Factor Analysis for developing English speaking skills in the communications of public transportation workers (taxi drivers) have four components: 1) the potential of their motivation consists of awareness of their performance, being confident about potential of developing English speaking skills in the communication, need to achieve in occupation and acceptance of their customers and social networks. 2) Incentives content consists of interesting and appropriate time in training class, content related to develop English speaking skills in communications and related with current situation. Contents have examples and activities enable learner to easily practice, including content is easy to remember. 3) Incentives activities consists of several activities for training, practising speaking, listening, reading and writing skills, stimulating expressional activities encouraging learning activities related to experience. There are also ceremony honour certificate and rewards for success activities. 4) Incentives instructor or lecturer consists of kindness of lecturer, being friendly, lecturer does not pressurise the class, interesting teaching method, instructor has more credible experience, instructional media, instructor gives opportunities to ask questions, instructor is good-looking and stereotypes, instructor can remember participants in class, instructor motivates class, such as by providing rewards or appreciation.

Table 2: The results of study attitudes and behaviour motivation in Confirmatory Factor Analysis for developing English speaking skills in the communications of public transportation workers (taxi drivers).

Components	Mean (\bar{x})	Standard Deviation (S.D.)	Level
1. Attitudes towards developing English speaking skills			
1.1 The importance of English learning	4.07	0.90	มาก
1.2 Attitudes towards developing English speaking skills	4.11	0.81	มาก
2. Behaviour in regard to developing English speaking skills			
2.1 The responsibility to develop speaking skills in English to communicate	3.82	0.87	มาก
2.2 An intention to improve their spoken English for communication	3.65	0.89	มาก
2.3 Prepare for developing skills in English communication	3.25	0.99	ปานกลาง
3. Motivation to develop English speaking skills			
3.1 The potential of their motivation	3.63	0.98	มาก
3.2 Incentives content	4.00	0.79	มาก
3.3 Incentives activities	3.87	0.80	มาก
3.4 Incentives of instructor or lecturer	3.86	0.81	มาก

From Table 2 the results of this research showed information and confirm factors analysis involves attitudes, behaviour and motivation to develop speaking English skills of public transportation workers (taxi drivers). First, most taxi drivers selected attitude factors to develop English speaking skills mean is 4.11, very important. Second, the importance of English learning mean is 4.07, fairly important. Third, incentives content mean is 4.00, fairly important, which is in motivation of develop English speaking skills. So, we should consider this alongside other factors in regard to its impact on intention and success in developing skills.

CONCLUSION

- The results of this research showed information and confirm factors analysis involve attitudes towards developing English speaking skills of public transportation workers (taxi drivers) 1.1) The importance of English learning got Standardised Solution is equal to between .581 and .989 by consists of eight factors, mean equals (\bar{x})4.07, Standard Deviation (S.D) equals 0.90 is fairly important average is between 3.78 and 4.23 refers to results of analysis attitude towards developing English speaking skills of public transportation workers is fairly important. 1.2) Attitudes towards developing English speaking skills got Standardised Solution equals between .568 and .954 consisting of six factors mean(\bar{x}) equals 4.11 Standard Deviation (S.D) equals 0.81 is fairly important, average is between 3.86 and 4.27 refers to results of analysis attitudes to developing speaking English skills of public transportation workers is fairly important.

- The results of this research showed information and confirm factors analysis involve behaviour in regard to developing English speaking skills of public transportation workers (taxi drivers). 2.1) The responsibility to develop speaking skills in English to communicate got Standardised Solution equals .593–.887. includes five factors, mean equals (\bar{x}) 3.82 Standard Deviation (S.D) equals 0.87 is fairly important. 2.2) An intention to improve their spoken English for communication got Standardised Solution equals .585–.922 composed of five factors, mean (\bar{x}) equals 3.65 and Standard Deviation (S.D) equals 0.89 is fairly important, average is between 3.50 and 3.84 refers to results of analysis behaviour of developing English speaking skills of public transportation workers is fairly important. 2.3) Prepare for developing the skills in English communications got Standardised Solution equals 604 –.876 consists of six motivation factors, mean (\bar{x}) equals 3.25 and Standard Deviation (S.D) equals 0.99 is very important, average is between 2.99 and 3.49 refers to results of analysis behaviour of developing English speaking skills of public transportation taxi drivers has opinion in all variables is fair.
- The results of this research showed information and confirm factors analysis involve motivation to develop English speaking skills of public transportation workers (taxi drivers) 3.1) the potential of their motivation got Standardised Solution equals .420 –.879 consists of four factors, mean (\bar{x}) equals 3.63 Standard Deviation (S.D) equals 0.98 is very important average is between 3.40 and 3.98 refers to results of analysis motivation of developing English speaking skills of public transportation taxi drivers has opinion in all variables is very important. 3.2) incentives content got Standardised Solution equals .812–.974 consists of seven factors, mean (\bar{x}) equals 4.00 Standard Deviation (S.D) equals 0.79 is very important, average is 3.92–4.10 refers to results of analysis motivation of developing English speaking skills of public transportation taxi drivers has opinion in all variables is very important 3.3) incentives activities got Standardised Solution equals .262–.965 consists of seven factors mean (\bar{x}) equals 3.87 Standard Deviation (S.D) equals 0.80 is very important, average is 3.64–4.38 refers to results of analysis motivation of developing English speaking skills of public transportation taxi drivers has opinion in all variables is very important.
- Incentives instructor or lecturer got Standardised Solution equals .707–.943 includes nine factors mean (\bar{x}) equals 3.86 Standard Deviation (S.D) equals 0.81 is very important, average is 3.72–3.93 refers to results of analysis motivation of developing English speaking skills of public transportation taxi drivers has opinion in all variables is very important.

INSTRUCTION

- 1) The next study should apply component factors variables and confirmation factors analysis to study other samples.
- 2) In order to developing English communication skills one must consider other factors that respondents are interested in.
- 3) Related institutions, such as the Department of Land Transport, should obviously consider developing English communication skills of taxi drivers and continuously improve performance and enhance the image of service providers.

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