

The Effect of Motivation, Behavior and Confidence on Learning Performance of Students in the Faculty of Business Administration, RMUTT, in Learning English through Social Media

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Abstract — This research is based on quantitative research with the objectives were to study (1) the student's motivation, student's behavior, student's confidence, and student's performance to learn English through social media and (2) the effect of the student's motivation, student's behavior and student's confidence on student's English learning performance through social media of students in the Faculty of Business Administration, Rajamangala University of Technology Thanyaburi (RMUTT). The samples were of 400 students studying in the Faculty of Business Administration, RMUTT. The purposive sampling, followed by convenience sampling method, were applied. Self-reported questionnaire was employed to collect the data. Data analysis employed frequency, percentage, mean, standard deviation, Skewness, Kurtosis and structural equation modeling at the statistically significant level as of 0.05. The results discovered the students have opinion regarding the student's motivation to learn English through social media in high level; meanwhile, the students have opinion regarding student's behavior, student's confidence and student's performance to learn English through social media in the moderate level. In terms of hypotheses testing, the results revealed that student's motivation has positive effect on student's behavior, student's confidence and student's learning performance to learn English through social media with coefficient of 0.222, 0.148 and 0.108, respectively. In the meantime, student's behavior has positive effect on student's confidence and student's learning performance to learn English through social media with coefficient of 0.558 and 0.541, respectively. Lastly, student's confidence has positive effect on student's learning performance to learn English through social media with coefficient of 0.239 at the significant level as of 0.05.

Keywords – *Student's Motivation, English Learning Behavior, Confidence, English Learning performance, Social Media*

I. INTRODUCTION

With advanced technology, it cannot be denied that the social media is important in today years. This term refers to an online society that is used as a communication tool which people in the society can write, tell, see, hear and read the content, stories, experiences, pictures and VDOs shared and provided through network. Many social media channels can include Facebook, Twitter, Instagram and others. With its importance, it can be recently considered as a part of human life and activities, especially in learning English since this language is very important for both daily life and business. Deriving from the related studies [1], many people use social media as channel of studying what they prefer or demand. For example, they use social media such as YouTube or Facebook to study English. This is corresponding to the study done by Yunus, Salehi, & Chenzi [2] studied about integrating social networking tools into ESL writing classroom and the result found that social networking services in ESL writing classroom could help to broaden students' knowledge, increase their motivation and build confidence in learning ESL writing. Also, Yan, He, Shen & Tang [3] who studied about the bilingual approach for conducting Chinese and English by using social media and the result found that social media promote learner-learner interaction and the development of transcultural, plurilingual identities. However, studying English through social media found many problems [2]. These problems come from both internal and external factors. The internal factors can refer to motivation, behavior, self – confidence or need to achievement; meanwhile, the external factors such as content, environment, classroom, or educators.

In order to improve English learning performance through social media, the researchers then are interested in studying “The Effect of Motivation, Behavior and Confidence on Learning Performance of Students in the Faculty of Business Administration, RMUTT, in Learning English through Social Media” which the results can be guided ways to better the English learning behavior, confidence and performance. At the end, it can improve the number of people who are able to use English fluently.

II. OBJECTIVES

With the study “The Effect of Motivation, Behavior and Confidence on Learning Performance of Students in the Faculty of Business Administration, RMUTT, in Learning English through Social Media”, the researchers set the objectives as follows:

- (1) To study the student’s motivation, student’s behavior, student’s confidence, and student’s performance to learn English through social media and
- (2) To study the effect of the student’s motivation, student’s behavior and student’s confidence on student’s English learning performance through social media.

III. CONCEPTUAL FRAMWORK

The conceptual framework had been written as follow:

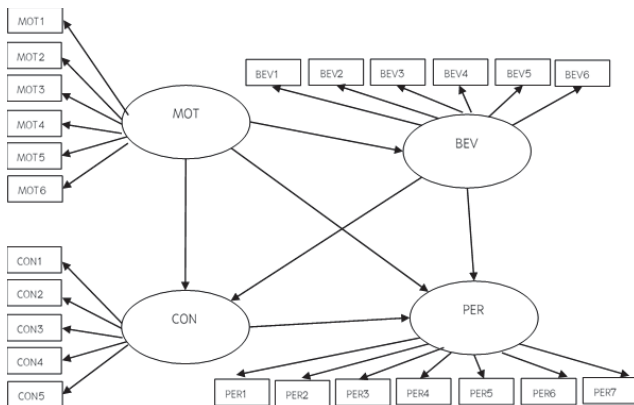


Figure 1. Conceptual Model

Remark: MOTT = Motivation to learn English through social media; BEVV = Behavior to learn English through social media; CONN = Confidence to learn English through social media; PERR = Performance of learning English through social media

IV. HYPOTHESES

The hypotheses (H) had been written as follows:

- H1: Student’s motivation has positive effect on student’s behavior to learn English through social media.
- H2: Student’s motivation has positive effect on student’s confidence to learn English through social media.

H3: Student’s motivation has positive effect on student’s performance to learn English through social media.

H4: Student’s behavior has positive effect on student’s confidence to learn English through social media.

H5: Student’s behavior has positive effect on student’s performance to learn English through social media.

H6: Student’s confidence has positive influence on student’s performance to learn English through social media.

V. LITERATURE REVIEWS

A. Motivation on Learning English through Social Media

The motivation is the stimulus that allows anyone to follow their achievement on their goals. The motivation is what makes people creative in their work to achieve their objectives. Indeed, the motivation consists of a variety of concepts and theories such as 5 levels of Maslow's demand theory [4], achievement theory of David McClelland [5] which mentioned the need to achieve their goal or the four motivation theory which mentioned about the combination of both internal and external motivation [6]. The motivation theory has been applied to study the motivation to study English since it can help motivate the people to study English [7]. Krashen [8] mentioned there were two factors motivating the study. The first is integrative motivation which the society is taken place to motivate people to participate as a part of the society. For example, people in the society speak English, the other people will try to speak English if they would like to join the society. The second is instrumental motivation which the motivation is driven by the opportunities of gaining the benefits from using English [9]. In addition, Harmer [10] mentioned that one thing that can help pull to achieve the English communication is “goal”. The goal can be divided into two points including short-term and long-term discussing the need of the student to learn English. Studying motivation in learning English, Lukmani [11] found that high school students were instrumentally motivated to learn English and that instrumental motivation scores correlated significantly with English proficiency scores. Kormos, & Csizér [12] studying about the motivation of learning foreign language, and it revealed that the students in the secondary school pupils needs the motivation to learn English effectively.

B. Learning Behavior of English through Social Media

Behavior is the expression of the reaction through thinking, feeling or acting when people confronted with stimulus or situations. It may be stimulated by internal and external stimulus including people’s attitude, opportunity, society and environment. Behavior is created through self-perception and cognition converted to express out. In fact, the behavior can be divided into 1) covert behavior which means unobservable behavior being expressed from the inside of people such as belief, attitude, thinking and 2) overt behavior which means observable behavior being expressed by acting or doing [13]. The understanding of

behavior has been used to study the behavior of people studying English. In studying, people have acted to study English from parents, friends and teachers from classroom in the school, social media, websites and other possible sources. Some studies revealed that social media is one of useful sources in the digital era which the technology is advance. For example, Yunus, Salehi, & Chenzi [2] studied about the integration of social networking tools into ESL writing classroom. Tess [14] studied about the role of social media in higher education classes (real and virtual).

C. *Self-Confidence in Learning English through Socail Media*

Self-confidence means ability to make decisions in one thing with confidence, self-reliance, and ability to adapt to new situations in order to achieve in the set goal. Confidence has many uses in generally enhancing valuable asset for individuals with imperfect willpower [15]. Wu, Yen, & Marek [16] studying about using online EFL interaction such as videoconference to increase confidence, motivation, and ability in Taiwan and it found that more self-confidence in using English can be generated by enjoyment of the learning experience from online and innovative technology with the purpose being inspired to make global, cross-cultural connections. Also, Pak, Dion, & Dion [17] studied about the correlates of self-confidence with English among Chinese students with data obtained from 174 Chinese undergraduates' in Toronto and it found that self-confidence was positively associated with English linguistic assimilation into English-Canadian society. It is also matched with Yunus, Salehi, & Chenzi [2] studied about integrating social networking tools into ESL writing classroom. The findings revealed that integrating social networking services in ESL writing classroom could help to broaden students' knowledge, increase their motivation and build confidence in learning ESL writing. However, Clément, Dörnyei, & Noels [18] studying about the motivation, self - confidence, and group cohesion in the foreign language classroom and it found that self - confidence has no relationship with classroom atmosphere.

D. *English Self-Learning Performance through Socail Media*

Learning performance is the concept that is used to study the achievement of learners whether they can reach their goal of their study. Sometimes, it has been used interchangeably with learning achievement which also refers to the success in the academic task [19]. The "learning performance" is the part of the behavior, skills and knowledge that students expect to receive and be able to practice after the duration of their studies [20]. To measure the achievement of learners' success, the grade point average (GPA) is used to measure [19]. Also, Deyo, Huynh, Rochester, Sturpe, & Kiser [21] studied about readiness for self-directed learning and academic performance in an abilities laboratory course. In this study, the learning performance was measured by scores for all quizzes, final examinations, and final course grades. Meanwhile, Onputtha & Thanuttamanon [20] used

students' understanding such as understanding more English, knowing more vocabulary, being able to individually continue learning, or having more self-confidence. Also, Cheng [22] mentioned that the learning performance can be measured through knowledge and skills as well as ability in effective management of time and information.

VI. RESEARCH METHODOLOGY

A. *Population, Samples and Sampling Method*

Population in this study were 6,562 Bachelors 'degree students studying in the Faculty of Business Administration, Rajamangala University of Technology Thanyaburi, Thailand. The samples were calculated by Taro Yamane [23] and selected as of 400 employees at the confident level as of 95%. The sampling methods included purposive and convenience method.

B. *Research Tools and Data Collection*

Researchers used close-ended survey questionnaires dividing into 5 parts. The first part consisted of check-list questions asking about the personal factors including gender, studying year, self-evaluated English proficiency level, studying major, frequency of learning English through social media, period of learning English through social media and media channel. The second, third, fourth and fifth part consisted of rating scale questions (1-5 Likert scale) asking about students motivation, self-confidence, behavior and English learning performance on learning English through social media. The score "1" refers to "Not at all agreeable", "2" refers to "Slightly agreeable", "3" refers to "Moderately agreeable", "4" refers to "highly agreeable" and "5" refers to "Extremely agreeable" on the statement in the questionnaires.

For data collection, the researchers employed purposive and convenience sampling method to distribute the questionnaires. After the questionnaires returned, the researchers inspected the completion and correctness.

C. *Validity and Reliability*

For validity check, the researchers had experts in related fields inspect the accurateness and consistency of contents and questions, and recommend the improvement and edition. For reliability check, the researchers used the Cronbach's alpha coefficient. Its value was 0.890 for student's motivation, 0.955 for student's behavior, 0.929 for student's confidence, and 0.906 for student's performance. This meant that the data derived from this survey questionnaire can be proceeded to have further study [24].

D. *Measurments*

Student Motivation

The student's motivation has been measured by 6 items. The sample items included MOT1 = You think that English is an important part in your future development; MOT2 = You think that English can help you earn more extra income in the future; MOT3 = You think that English helps

contribute to your reputation in the future; MOT4 = You are interested in learning cultures from English speaking countries; MOT5 = You want to live in English speaking countries and MOT6 = You want to have English speaking friends.

Student Learning Behavior

The student learning behavior has been measured by 6 items. The sample items included BEV1 = You are truly attempting to learn English through social media; BEV2 = You are planning to learn English through social media; BEV3 = You inquire people who are knowledgeable in English when you do not understanding English; BEV4 = You search and remember related vocabularies after learning English through social media; BEV5 = You record and review the content after learning English through social media and BEV6 = You additionally research more knowledge when learning English through social media.

Student Confidence

The student confidence has been measured by 5 items. The sample items included CON1 = You are confident in understanding about English; CON2 = You can learn English through social media by yourself; CON3 = You are confident in understanding English learning through social media; CON4 = You are confident in choosing English content on social media to meet your needs and CON5 = You can understand English through social media by using spending short time.

English Learning Performance

The student confidence has been measured by 7 items. The sample items included PER1 = You can use English communication skills effectively; PER2 = You are confident in using English communication skills with other people; PER3 = You still like learning English; PER4 = You can spend less time in learning and understanding English; PER5 = You can take advantage of English, such as for work, study or communication; PER6 = You can save money when learning English through social media and PER7 = You save money when working on tasks related to English, such as translation payment.

E. Data Analysis

Researchers analyzed the data derived from samples by using descriptive statistics including frequency, percentage, mean and standard deviation and inferential statistics consisting of structural equation modeling (SEM). All basic requirements before using the SEM including skew, kurtosis, multiple correlation, were required and tested. The model-fit indices, referring to the Table I, including relative chi-square (Cmin/df), Chi-square probability Level (p-value), goodness of fit index (GFI), adjusted goodness of fit (AGFI), standardized root mean square residual (SRMR), root mean square error of approximation (RMRSEA), Tucker Lewis Index (TLI), comparative fit index (CFI), normed fit index (NFI) were employed to oversee the fitness of the model [25,26,27,28]. Nevertheless, the modification indices were considered in order to eliminate the variables when the model was not fit. In addition to the variable elimination, the researchers considered one variable to be

cut-off in each time, this process continued running until the model became fit.

TABLE I. CRITERIA OF MODEL-FIT INDICES

Good-fit model indices	Criteria
Cmin/df	Not over than 2
p-value	More 0.05
GFI	More than 0.90
AGFI	More than 0.90
(S) RMR	Less than 0.08
RMRSEA	Less than 0.08
TLI	More than 0.90
CFI	More than 0.90
NFI	More than 0.90

VII. RESULTS

The study of “The Effect of Motivation, Behavior and Confidence on Learning Performance of Students in the Faculty of Business Administration, RMUTT, in Learning English through Social Media” was displayed as follows.

A. Study of Respondents’ General Information, Student’s Motivation, Student’s Behavior, Student’s Confidence, Student’s Learning Performance

- Study of respondents’ general information

TABLE II. FREQUENCY AND PERCENTAGE OF STUDENT’S GENERAL INFORMATION

Items	Frequency	Percent
Gender		
Male	83	20.8
Female	317	79.3
Study year		
1 st Year	78	19.5
2 nd Year	52	13.0
3 rd Year	138	34.5
4 th Year	132	33.0
Self-evaluated English proficiency level		
Very poor	8	2.0
Poor	75	18.8
Moderate	226	56.5
Good	76	19.0
Very good	15	3.8
Major		
Marketing	60	15.0
Management	212	53.0
Accounting	11	2.8
Information System	39	9.8
Finance	10	2.5

Items	Frequency	Percent
International Business Administration	31	7.8
International Program	19	4.8
Economics	18	4.5
Period		
1 time per day	100	25.0
1 time per week	193	48.3
1 time per 1 month	56	14.0
1 time per 3 months	27	6.8
1 time per 6 months	17	4.3
1 time per year	7	1.8
Social Media Type		
Facebook	91	22.8
Twitter	27	6.8
Instagram	16	4.0
Youtube	168	42.0
LinkedIn	6	1.5
Line	64	16.0
Website or Webblog such as Pantip	28	7.0
Devices for using social media		
Smartphone	80	20.0
Desktop computer	22	5.5
Notebook	285	71.3
Tablet or iPad	13	3.3
Time period for using social media		
Period 00:01-06:00 Hrs.	14	3.5
Period 06:01-12:00 Hrs.	39	9.8
Period 12:01-18:00 Hrs.	122	30.5
Period 18:01-00:00 Hrs.	225	56.3
Day for using social media		
1. Monday-Friday	74	18.5
2. Saturday-Sunday	93	23.3
3. Holiday	9	2.3
4. Not scheduled	224	56.0
Total	400	100.0

From the Table II, there were 400 students answering the questionnaires. As a result, it was found that most of the respondents were female (79.3%), were in the 3rd year (34.5%), evaluated English proficiency in moderate level (56.5%), were studying in management department (53.0%), studied English 1 time per week (48.3%), studied from Youtube (42.0%), used notebook (71.3%), studying from the period between 18:01-00:00 Hrs. (56.3%) and likely to study English in which the date is not scheduled (56.0%).

- Study of student’s motivation, student’s behavior, student’s confidence and student’s learning performance

TABLE III. MEAN, STANDARD DEVIATION AND INTERPRETATION OF STUDENT’S MOTIVATION, STUDENT’S BEHAVIOR, STUDENT’S CONFIDENCE AND STUDENT’S LEARNING PERFORMANCE

Items	Mean	S.D.	Skewness	Kurtosis	Level
MOT1.	3.25	1.50	-.213	-1.389	Moderate
MOT2.	3.75	1.23	-.606	-.715	High
MOT3.	3.60	1.20	-.454	-.758	High
MOT4.	3.60	1.13	-.385	-.664	High
MOT5.	3.53	1.17	-.332	-.730	High
MOT6.	3.64	1.15	-.401	-.660	High
Overall	3.56	1.00	-.366	-.499	High
BEV1.	3.20	0.94	-.026	.160	Moderate
BEV2.	3.16	0.93	.107	.164	Moderate
BEV3.	3.14	0.95	.128	-.121	Moderate
BEV4.	3.17	0.93	.160	.010	Moderate
BEV5.	3.15	0.94	.118	.177	Moderate
BEV6.	3.19	0.95	.105	-.138	Moderate
Overall	3.17	0.85	.287	.228	Moderate
CON1.	3.05	0.99	.139	.053	Moderate
CON2.	2.95	1.01	.140	-.153	Moderate
CON3.	2.93	1.03	.108	-.322	Moderate
CON4.	3.01	1.00	.000	-.306	Moderate
CON5.	2.95	1.03	.100	-.232	Moderate
Overall	2.98	0.89	.212	.228	Moderate
PER1.	3.23	0.87	.024	.441	Moderate
PER2.	3.11	0.97	-.096	.136	Moderate
PER3.	3.44	0.95	.013	-.177	High
PER4.	3.10	0.97	-.092	.169	Moderate
PER5.	3.48	0.95	-.067	-.055	High
PER6.	3.26	1.02	-.227	.035	Moderate
PER7.	3.39	1.02	-.221	-.106	Moderate
Overall	3.28	0.77	.099	.575	Moderate

From the study, the Table III indicated that the mean score of the student’s motivation, student’s behavior, student’s confidence and student’s performance to learn English through social media was of 3.56, 3.17, 2.98 and 3.28, respectively. This means that the students have opinion regarding the student’s motivation to learn English through social media in high level; meanwhile, the students have opinion regarding student’s behavior, student’s confidence and student’s learning performance to learn English through social media in the moderate level. In addition, the study also revealed that the skewness values were in good number which they are higher than average. Also, the kurtosis values felt between -3 and +3, meaning

that all data was distributed normally and appropriate in being used for constructing the structural model [29].

In addition, before employed SEM, the researchers tested the correlation of the variables to avoid the multicollinearity. The result found that the variables have coefficient (r) within the acceptable values (not higher than 0.90) as recommended by Tabachnick and Fidell [24].

B. Final Model

- Good-fit model analysis and modification

TABLE IV. GOOD-FIT MODEL ANALYSIS AND MODIFICATION

Good-fit model indices	Adjusted
Cmin/df	1.995
df	138
p-value	0.000
GFI	0.933
AGFI	0.908
SRMR	0.047
RMRSEA	0.049
TLI	0.972
CFI	0.977
NFI	0.955

From the Table IV, the model-fit indices showed the values of Cmin/df (1.995), df (138), p-value (0.000), GFI (0.933), AGFI (0.908), SRMR (0.047), RMRSEA (0.049), TLI (0.972), CFI (0.977) and NFI (0.955). These values were adjusted according to the acceptability of good-fit model. The adjustment was made based on considering the modification indices. In adjusting the model, the study found that MOT1, MOT4, BEV1, PER2 and PER6 were cut. In addition, there were some variables were correlated. 1) MOT2 was correlated with MOT3 and MOT5. 2) CON2 and CON4 were correlated with CON5. 3) PER3 and PER7 were correlated with PER5. Lastly, 4) BEV6 was correlated with PER7.

- Final Model

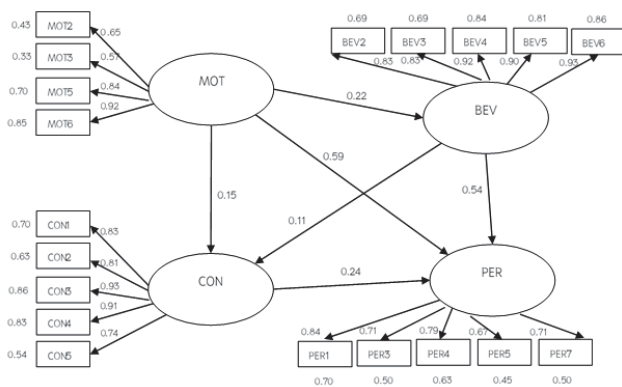


Figure 2. Adjusted Model

Remark: MOTT = Motivation to learn English through social media; BEVV = Behavior to learn English through social media; CONN = Confidence to learn English through social media; PERR = Performance of learning English through social media

From the Figure 2, it showed that the model had been adjusted by correlating the variable EXP and EXT and SOC1 and SOC 6. The current model was slightly different from the conceptual model.

- Summary of standardized estimate, standard error and critical value

TABLE V. STANDARDIZED ESTIMATE, STANDARD ERROR AND CRITICAL VALUE

Items	Standardized Estimate	S.E.	C.R.	P
MOTT ---> BEVV	0.222	.042	4.100	***
MOTT ---> CONN	0.148	.036	3.195	.001
MOTT ---> PERR	0.108	.033	2.403	.016
BEVV ---> CONN	0.588	.055	10.534	***
BEVV ---> PERR	0.541	.056	9.188	***
CONN ---> PERR	0.239	.054	4.224	***

Remark: MOTT = Motivation to learn English through social media; BEVV = Behavior to learn English through social media; CONN = Confidence to learn English through social media; PERR = Performance of learning English through social media

From the Table V, the summary of standardized estimate, standard error and critical value (t) of MOTT, BEVV and CONN have positive direction on PERR at the statistically significant level as of 0.001 and 0.01.

- Total Effect, Direct Effect and Indirect Effect

TABLE VI. TOTAL EFFECT

Item	Total Effect		
	BEVV	CONN	PERR
MOTT	0.222***	0.278***	0.294**
BEVV	-	0.588***	0.682***
CONN	-	-	0.239***

Remark: ** refers to 0.01 and *** refers to 0.001.

TABLE VII. DIRECT EFFECT

Item	Direct Effect		
	BEVV	CONN	PERR
MOTT	0.222***	0.148***	0.108**
BEVV	-	0.588***	0.541***
CONN	-	-	0.239***

Remark: ** refers to 0.01 and *** refers to 0.001.

TABLE VIII. INDIRECT EFFECT

Item	Indirect Effect		
	BEVV	CONN	PERR
MOTT	-	0.130***	0.187**
BEVV	-	-	0.141***
CONN	-	-	-

Remark: ** refers to 0.01 and *** refers to 0.001.

From the Table VI, VII and VIII, the study revealed that the student's motivation has positive influence on student's behavior, student's confidence and student's performance in learning English through social media with standardized estimate as of 0.222, 0.148 and 0.108, respectively. Also, student's behavior has positive influence on student's confidence and on student's performance to learn English through social media with standardized estimate as of 0.588 and 0.541, respectively. Lastly, student's confidence has positive influence on student's performance to learn English through social media with standardized estimate as of 0.239 at the statistically significant level as of 0.001.

C. Hypotheses Testing

- *H1: Student's motivation has positive influence on student's behavior to learn English through social media.*

From the study, it found that the Student's motivation has positive influence on student's behavior to learn English through social media at the statically significant level as of 0.001 due to the p-value is lower than 0.05. In addition, the study revealed that standardized estimate was as of 0.222, standard error was as of 0.042 and critical value (t-value) was as of 4.1000.

- *H2: Student's motivation has positive influence on student's confidence to learn English through social media.*

From the study, it found that the student's motivation has positive influence on student's confidence to learn English through social media at the statically significant level as of 0.001 due to the p-value is lower than 0.001. In addition, the study revealed that standardized estimate was as of 0.148, standard error was as of 0.036 and critical value (t-value) was as of 3.195.

- *H3: Student's motivation has positive influence on student's performance to learn English through social media.*

From the study, it found that the student's motivation has positive influence on student's performance to learn English through social media at the statically significant level as of 0.001 due to the p-value is lower than 0.05. In addition, the study revealed that standardized estimate was as of 0.108, standard error was as of 0.033 and critical value (t-value) was as of 2.403.

- *H4: Student's behavior has positive influence on student's confidence to learn English through social media.*

From the study, it found that the student's behavior has positive influence on student's confidence to learn English through social media at the statically significant level as of 0.001 due to the p-value is lower than 0.05. In addition, the study revealed that standardized estimate was as of 0.558, standard error was as of 0.055 and critical value (t-value) was as of 10.534.

- *H5: Student's behavior has positive influence on student's performance to learn English through social media.*

From the study, it found that the student's behavior has positive influence on student's performance to learn English through social media at the statically significant level as of 0.001 due to the p-value is lower than 0.05. In addition, the study revealed that standardized estimate was as of 0.541, standard error was as of 0.056 and critical value (t-value) was as of 9.188.

- *H6: Student's confidence has positive influence on student's performance to learn English through social media.*

From the study, it found that the student's confidence has positive influence on student's performance to learn English through social media at the statically significant level as of 0.001 due to the p-value is lower than 0.05. In addition, the study revealed that standardized estimate was as of 0.239, standard error was as of 0.054 and critical value (t-value) was as of 4.224.

VIII. DISCUSSION, LIMITATION AND RECOMMENDATION

A. Discussion of the Study

From the study of "The Effect of Motivation, Behavior and Confidence on Learning Performance of Students in the Faculty of Business Administration, RMUTT, in Learning English through Social Media", the researchers can discuss the results as follows.

- *Student's motivation has positive influence on student's behavior, student's confidence and student's performance to learn English through social media.*

The results discovered that student's motivation had positive influence on student's behavior, student's confidence, and student's performance to learn English through social media. This is due to the fact that, in order to achieve some goal, the action must be driven by the power that comes from inside of people and at the same time reinforced by the outside of people [30,31]. The inside of people can be such as the social acceptance when demanding to join in English speaking society, cost saving because learning English through social media is cheaper, or demanding to use English for career development. This study result matched with Krashen [8] who mentioned there were two factors motivating the study English. The first is integrative motivation which the society is taken place to motivate people to participate as a part of the society. The second is instrumental motivation which the motivation is

driven by the opportunities of gaining the benefits from using English [9]. In addition, Harmer [10] mentioned that setting goal can help the learners having behavior to plan ahead to develop their learning. In addition, Lukmani [11] found that instrumental motivation had relationship with English proficiency scores. Also, Kormos, & Csizér [12] revealed that motivation can help the students in the secondary school pupils needs to learn English effectively.

- *Student's behavior has positive influence on student's confidence and student's performance to learn English through social media.*

The results discovered that the student's behavior had positive influence on student's confidence and student's performance to learn English through social media. This is due to the fact that, when students keep learning English through social media which it can provide the students plenty sources and easy access into the knowledge, they will reflect their confidence about their English learning performance. This result was correspondent to Spence [13] mentioned that people behavior would be created when they confronted with stimulus or situations. The behavior can be expressed into covert behavior such as thinking, feeling or believing and overt behavior such as speaking, acting or learning English from parents, friends and teachers from classroom in the school, social media, websites and other possible sources which will finally strengthen their confidence and learning performance. The study also matched with Yunus, Salehi, & Chenzi [2] studied about the integration of social networking tools into ESL writing classroom and Tess [14] studied about the role of social media in higher education classes (real and virtual) which these can create student's confidence and student's performance.

- *Student's confidence has positive influence on student's performance to learn English through social media.*

The results discovered that student's confidence had positive influence on student's performance to learn English through social media. This is due to the fact that when students have more confidence in using English which it can derive from learning motivation and behavior through thinking and acting in order to respond to the internal and external stimulus, they can do thing about English in the better way and increased learning performance [6,9]. The result of the study is responding to the study done by Wu, Yen, & Marek [16] studying about using online EFL interaction such as videoconference to increase confidence, motivation, and ability in Taiwan and finding that more self-confidence in using English can be generated by from online and innovative technology because it can stimulate and inspire the student to make their global, cross-cultural connections. Also, Pak, Dion, & Dion [17] revealed the correlates of self-confidence with English among Chinese students with data obtained from 174 Chinese undergraduates' in Toronto. In addition, Yunus, Salehi, & Chenzi [2] revealed that integrating social networking services in ESL writing classroom could help to

broaden students' knowledge, increase their motivation, and build confidence in learning ESL writing.

B. Limitation of the Study

Firstly, this study was limited to the quantitative research which the study gain the data from the self-reported questionnaire only. Secondly, the study was conducted in only single area which is only in Rajamangala University of Technology Thanyaburi. Thirdly, the variables just focused on motivation, confidence and behavior reflecting the internal factors of students affecting their English learning performance, which there perhaps be another variables such as technology readiness, English contents provided by the content makers or teachers who teach English on social media that can also affect the student's English learning performance.

C. Recommendation of the Study

- *For Practitioners*

1) The result of this study can provide the understanding of the student's motivation which can drive them to focus more on studying English through social media such as Youtube, Facebook, Line, Website or Webblog (Pantip), Twitter, Instagram and LinkedIn.

2) This study result can identify the student's behavior when they study English through social media which it can help in design the English course to match with their behavior. Most of them studied from Youtube, using notebook, studying from the period between 18:01-00:00 hrs. and likely to study English in which the date is not scheduled.

3) This study result also identify the student's confidence in the study of English on social media which can help design English course activities which will be able to strengthen their confidence.

- *For Future Studies*

1) The next study use the qualitative research techniques to interview students in order to have clear understand about their thought about the studying through social media.

2) The next study should expand their study area to other universities in order to obtain the different thought and opinion toward studying through social media.

3) The next study should focus on other variables such as technology readiness, English contents, content makers or teachers that can also affect the student's English learning performance.

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