UNIVERSITI TEKNOLOGI MARA

DEMOTIVATION IN LEARNING ENGLISH AMONG PRE-UNIVERSITY STUDENTS IN THE ESL CLASSROOM

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Dissertation submitted in partial fulfilment of the requirements for the degree of Master of Education (TESL)

Faculty of Education

SEPTEMBER 2014
AUTHOR’S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful.

First and foremost, I would like to express my profound gratitude and appreciation to my Supervisor, Prof. Madya Dr. Hajah Nabilah Binti Abdullah for her invaluable support, supervision, encouragement and constructive comments from the beginning up till the end of this study. Without her guidance and persistent help, this dissertation would not have been possible.

Credits are also dedicated to my beloved mother and all of my family members for their prayers, love and support throughout the entire thesis writing process. I am also deeply thankful to my husband who has encouraged and supported me endlessly. And not forgetting, to all of my classmates and friends who have sacrificed their time and effort in making this study a success.

Last but not least, I am thankful and indebted to all those who helped me directly or indirectly in completion of this research. May Allah reward all of you with His blessings.
ABSTRACT

English language performance of Malaysian students is still below satisfactory level and many studies have been conducted to investigate the factors. Research indicates that demotivation is one of the major factors of language learning failure in many ESL classrooms. The problem is that despite the link between demotivation and language learning failure, very little is known about this phenomenon. The purpose of this study is to examine the extent to which demotivating factors discourage the students in learning English in the ESL classroom. This study employed a primarily quantitative research design and utilized questionnaire together with a semi-structured interview. A total of 120 Pre-University students from a private university in Selangor were involved in this study. Findings revealed that students had been demotivated to a greater or lesser extent, most on several occasions and it was found that the most negative demotivating factor was Learners’ Attitude towards learning English. A significant difference was found between male and female students with regards to Learning Environment and Implementation of lesson. The results also revealed that students, teachers, and institutions should play their vital role in developing more effective strategies to prevent ESL learners from being discouraged in learning English language. It is hoped that the study can contribute to the body of knowledge related to education towards minimizing demotivation among ESL learners.
ABSTRAK