

**UNIVERSITI TEKNOLOGI MARA**

**THE INFLUENCES OF VARIOUS MOTIVATIONAL  
FACTORS IN SECOND LANGUAGE LEARNERS**

**ROZMAN AHMAD FUAD**

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### **Abstract**

This paper analyses and determines the influence various motivational factors in second language learners among the year 6 pupils of SK Ladang Pamol. The study focuses on the instrumental and integrative motivating in learning the target language. This study is very significant to all the language teachers to find out how far the motivation plays its role in language learning. Additionally, we can also find out how far the environment and people around the learners help in the pupils' language learning. The researcher hopes the study will reveal some useful information in language learning so that teachers can make the necessary steps in improving teaching and learning strategies towards pupils.

### **Abstrak**

Kertas ini menganalisis dan menentukan pengaruh pelbagai faktor motivasi dalam pembelajaran bahasa kedua di kalangan murid-murid tahun 6 SK Ladang Pamol. Kajian ini memberi tumpuan kepada motivasi yang memainkan peranan penting dan integratif dalam pembelajaran bahasa sasaran. Kajian ini adalah sangat penting kepada semua guru-guru bahasa untuk mencari bagaimana motivasi memainkan peranan dalam pembelajaran bahasa. Selain itu kita juga boleh mengetahui sejauh mana persekitaran dan orang di sekeliling yang membantu murid dalam pembelajaran bahasa. Pengkaji berharap kajian ini akan mendedahkan beberapa maklumat yang berguna dalam pembelajaran bahasa supaya guru boleh membuat langkah yang perlu dalam meningkatkan pengajaran dan pembelajaran strategi ke arah murid.

## TABLE OF CONTENTS

No	Content	Pages
1.	Abstract	1
2.	Chapter 1: Problem Statement	
	Introduction	2
	Statement of the Problems	3
	Aim of the Research	4
	Significance of the Research	4
	Limitation of the Research	5
	Definition of Terms	6
3.	Chapter 2: Literature Review	
	Introduction	8
	Related Literature	8
	Related Research	9
	Summary (Important of Motivation)	13
4.	Chapter 3: Research Methodology	
	Introduction	14
	Research Design	14
	Population and Sampling	15
	Research Instruments	16
	Development of Research Instruments	17
	Data Collection Procedure	18
	Data Analysis Procedure	19
	Summary	20

## **Chapter 1**

### **Problem Statement**

#### **1.1 Background of study**

##### **Introduction**

This paper explores the influences of various motivation factors in foreign-second language learning. The main aim of the study is to find out the motivation factors of primary pupils in acquiring English Language as a second language. As most of us know publicly that in our country English is the second language since the researcher who is also a teacher understands the real situation among the pupils that actually English is the 3<sup>rd</sup> or 4<sup>th</sup> language for our pupils. This is because we are facing multi racial pupils who speak different type of mother tongue. A Chinese student speaks Chinese as his mother tongue and Bahasa Malaysia as National Language and then only comes the English as 3<sup>rd</sup> language. So in this example we can see that acquiring English language is a challenging task which motivational factors place an important role in it.

According to Gardner (1982), in his socio-educational model, identified a number of factors which are interrelated when learning become a second language. Unlike any other linguist, his study focuses more on the structured classroom setting which interrelate four features of second language acquisition?. These features are social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes. Gardner (1982) stresses that within the model, motivation can be divided to comprise of three elements. This is including effort, desire and affect. Needed more time to study the language and the drive