

**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)**

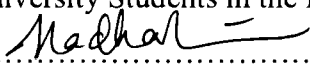
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## AUTHOR'S DECLARATION

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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## 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

Prestasi Bahasa Inggeris pelajar-pelajar Malaysia masih lagi di bawah tahap yang memuaskan dan banyak kajian telah dijalankan untuk menyiasat faktor-faktornya. Kajian menunjukkan bahawa kekurangan motivasi adalah merupakan salah satu faktor utama kegagalan pembelajaran kelas Bahasa Inggeris. Masalahnya adalah walaupun hubung kait antara kekurangan motivasi dengan kegagalan pembelajaran Bahasa Inggeris, tidak banyak yang diketahui tentang fenomena ini. Tujuan kajian ini dilakukan adalah untuk mengkaji sejauh mana faktor kekurangan motivasi ini mempengaruhi pelajar dalam pembelajaran Bahasa Inggeris dalam kelas ESL. Kajian ini menggunakan reka bentuk penyelidikan kuantitatif dan terutamanya penggunaan soal selidik serta temu bual separa berstruktur. Sejumlah 120 orang pelajar Pra-universiti dari sebuah universiti swasta di Selangor telah terlibat dalam kajian ini. Dapatan kajian menunjukkan bahawa pelajar mengalami kekurangan motivasi di tahap yang lebih besar atau lebih kecil, pada beberapa keadaan dan didapati bahawa faktor kekurangan motivasi yang paling negatif adalah Sikap Pelajar terhadap pembelajaran Bahasa Inggeris. Satu perbezaan yang ketara dijumpai antara pelajar perempuan dan lelaki berhubung dengan Persekitaran Pembelajaran dan Pelaksanaan pengajaran. Kajian ini juga menunjukkan bahawa pelajar-pelajar, guru-guru, dan institusi harus memainkan peranan yang penting dalam membangunkan strategi yang lebih berkesan untuk mengelakkan pelajar ESL daripada hilang minat dalam mempelajari Bahasa Inggeris. Diharapkan bahawa hasil kajian ini dapat memberi sumbangan kepada ilmu pengetahuan yang berkaitan dengan pendidikan ke arah mengurangkan kesan kekurangan motivasi di kalangan pelajar ESL.