

**UNIVERSITI TEKNOLOGI MARA**

**FACTORS THAT AFFECT STUDENTS'  
MOTIVATION IN ESL CLASSROOM OF A  
PRIVATE INSTITUTION**

**WAN YUSRINA WAN YUSUFF**

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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 topic has not been submitted to any other academic institutions or non-academic institutions for any degree or qualification.

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Name of Candidate : Wan Yusrina Binti Wan Yusuff

Candidate's I.D. No. : 2010242372

Programme : Master of Education (TESL)

Faculty : Education

Thesis Title : Factors that Affects Students' Motivation in ESL  
Classroom of A Private Institution.

Signature of Candidate : 

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## ABSTRACT

Motivation has long been identified as one of the main factors affecting English language learning (Gardner, 1985). It is one of the important factors that influence English learning achievement. Numerous studies have shown that motivation is positively linked to success in learning the English language or any other second language. Generally, motivation and attitude work together to ensure learners' successful acquisition of a second language, hence, motivational factors have been identified to examine and explain this connection. This study examined the type of learning motivation (instrumental or integrative) and other factors affecting learners' motivation to learn English of 40 undergraduate students at one of the private institution in Malaysia known as Kolej Poly-Tech Mara, Kuala Lumpur were involved in this study. A modified motivational survey of 40 items adapted from Gardner's Attitude/Motivation Test Battery (AMTB) was conducted. This study employed mixed methods of quantitative and qualitative research design and utilized questionnaire together with a semi-structured interview in order to collect data. The main findings show that the students are relatively highly motivated and found to be more "instrumentally" motivated to learn English. This reveals that instrumental motivation is a significant factor among this group of students learning English. A significant positive relationship was found between the students' attitude and motivation in learning English. Based on this study's findings, some relevant and useful motivational learning implications are recommended for enhancement and improvement of the students' motivation. Besides, discussions of findings also focus on the distinction between motivation and motivating and on the implications this could have for the English lecturer. Relevant language improvement programs, events or activities are also discussed in accordance with the students' language difficulties as communicated in the open-ended questions to increase their motivation in English language learning.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 INTRODUCTION**

In second language learning, motivation is considered as a kind of momentum which acts as a spark that ignites the feeling of wanting to study the second language passionately. Motivation has been widely accepted by the educators as one of the key factors which influence the rate and success of second language learning (Chai, 2013 p. 31-32). It is the psychological quality that leads people to achieve goals. There has been a lot of studies in the past up to the present days that acknowledged the relationships between motivation and how it affected language learners, and influence effective learning (Brown, 2001; Chai, 2013).

It is the goal of second language class to produce students who are able to speak, write and read in English language, thus, the weight of motivation itself is significant and it obviously plays a vital role in the process of second language acquisition. Motivation however is an aspect of learner, which vary individually. Some students may be highly motivated, while some are not as motivated in a particular classroom. This leads to another challenge for teachers to devise lessons that are intended on stimulating students' motivation, whether intrinsically or extrinsically. The concept of motivation is actually derived from a particular student'