



UNIVERSITI TEKNOLOGI MARA

**LEARNERS' MOTIVATIONAL STYLES AND THEIR
IMPACT ON INSTRUCTIONAL DESIGNS OF SECOND
LANGUAGE**

BY

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ABSTRACT

This study undertaken is indeed an effort to find out whether motivation, identified as instrumental and integrative motivation exist among the students of SMB ST. THOMAS a secondary school in the middle of town Kuching Sarawak. The prime interest of the researcher is to find out the impact of those motivational styles on their preference for teachers' instructional designs in second language learning. Three instructional designs have been identified namely traditional orientation, communicative orientation, and integrated orientation.

In the attempt to elicit and obtain appropriate and adequate data, a questionnaire which comprise of 63 items was administered on 60 Form Four respondents. The finding in the form of respondents' responses to the items of the questionnaire were analyzed in order to obtain the relevant statistical data and information.

The researcher hopes to share the finding with any interested individuals especially educators of English language as important source to reflect the current teaching styles as well as to get a better understanding of students' motivational styles and interest in learning the subject. It is sincerely hoped that the finding of the study will provide meaningful academic source for language teacher to gain some knowledge and insight and initiate self professional growth.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

One unique feature of Malaysia is the complexity of its multiracial population of different social and cultural heritage. Owing to that, we find numerous kind of linguistic and cultural differences, which undeniably contributes as influential factors in the teaching, and learning of English as the second language. Among the major hindrance face by Malaysian student in learning English language is the influence of their linguistic background. The various race have their own particular dialects. The Malays dialect such as Kelantanese dialect, Kedah , Perlis dialect, Johor, and Sarawak Malay dialect and so on. The Chinese too have pronounced dialect such Hokkiens, Teochow, Cantonese, Hakka, Hainanses, Foochow and Hockchiu. Other races such as the Dayaks Iban, Bidayuh, Melanau, Bajau, Indian, Penan, Murut, Kelabit, Kenyah, Bugis, Javanese, Kadazan and others too have their own dialect complexities.

Bahasa Melayu, the national language is used as the medium of instruction in schools and majority of higher learning institutions. For schools such as SJKC respectively are still used as medium of instruction in school and majority of higher learning institutions. For school such as Chinese and Tamil, SRJK Mandarin and Tamil respectively, are still used as medium instructions. English, which is identified as subject of global importance mainly in the area of education, information technology, communication and scientific and technological development has officially recognized as the second language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.0. Introduction.

Why do some students approach school tasks eagerly and work diligently on school assignments, while others work half-heartedly or avoid schoolwork? Why do some students enjoy learning English language in and out school and take pride in their effort to accomplish the tasks, while other rarely seek opportunities to learn on their own and are unhappy in school? These are among motivational questions with important implications for learning. Various studies have concluded that motivation is strongly related to achievement in language learning. Generally, one who is willing or even eager to invest effort and commitment in learning activities and to progress is seen as a motivated learner. In this chapter , researcher will present the review of related literature based on two focused areas of this study.

- i. motivation and its concept
- ii. instructional design and its conceptual framework

2.1. Motivation and its concept.

Motivation accounts for students' behavior in learning; motivated students work productively at their tasks, complete their assignment with punctuality and maintain their concentration without teachers constant encouragement and direction. Lee S Shulman (1986) states that a teacher can transform understanding, performance skills or desired attitudes or values into pedagogical representations and actions.