

UNIVERSITI TEKNOLOGI MARA

**MOTIVATION AND ATTITUDE AMONG  
ESL LEARNERS: A STUDY AMONG  
SECONDARY SCHOOL LEARNERS.**

KEMIN ANAK SUMBEH

Matrix: 2007298042

Dissertation submitted in partial fulfillment of the requirements  
for the degree of  
Master of Education

Faculty of Education

March 2011

## Candidate's Declaration

I declare, that the works in this dissertation was carried in accordance with the regulations of Uinversiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as reference work. This topic has not been submitted by any other academic institution for any degree or qualification.

In the event that this dissertation be found to violate the conditions above, I voluntarily waive the right of conferment of my degree and agree be subjected to disciplinary rules of UiTM.

Name of Candidate : Kemin anak Sumbeh  
Candidate's ID No. : 650226-13-5325  
Matrix : 2007298042  
Programme : ED720 Master of Education (TESL)  
Faculty : Faculty of Education  
Title :  
Personal :

Candidate's Signate :  .....

Date : 08/07/2011 .....

## **LIST OF TABLE**

- Table 1 :** Summary of Sample Profile
- Table 2 :** Viability of the Data
- Table 3 :** Integrative motivation items
- Table 4 :** Instrumental Motivation items
- Table 5 :** The language community
- Table 6 :** The Learning Institutions
- Table 7 :** Intensity of Attitude and motivational level in learning the language items
- Table 8 :** Distribution of Integrative Motivation
- Table 9 :** Distribution of Instrumental Motivation
- Table 10 :** Distributyion of the Language itself
- Table 11 :** Distribution of the Language Community
- Table 12 :** Distribution of the Learning Institution
- Table 13 :** Distribution of Intensity Level
- Table 14 :** Items analysia data
- Table 15 :** Interpretation of the value of Pearson correlation coefficient
- Table 16 :** Hypothesis Summary Table
- Table 17 :** Pearson Correlations Analysis between integrative motivation and gender

## ABSTRACT

This study reveals the motivation and attitude of English language learners in a secondary school in Betong Division. A quantitative research design was chosen in which self-validated questionnaires adapted from Gardner's AMTB (1985) were distributed to respondents which were actually the researcher's language students. The questionnaire was employed to elicit the information about the respondent's background, as well as to identify their motivation and attitude towards the language learning, particularly English as one of their main paper in the Malaysian Education System. SPSS version 11.05 was employed in the process of data analysis: data screening, data purification, exploratory factor analysis and Re-test Reliability Analysis. . The findings revealed that there is no significant preference in motivation types among respondents but at the same time, a negative direction in relation between integrative and instrumental motivation with gender but recorded a positive relation with grade scored was recorded. A detail analysis of the respondents responses to some of the items, however do provide some clues to the persisting problem in their second language learning. Their reluctance to use the language outside the boundary of the classroom revealed their practical attitude. It is an irony to their awareness of the language importance to their future. Cross-tabulation of other variables with the demographic background does not reveal significant relationship.

However, there is quiet a significant implication of this study towards the language teachers and trainers particularly in relation with some statements in the questionnaire.

# **MOTIVATION AND ATTITUDE AMONG ESL LEARNERS: A STUDY AMONG SECONDARY SCHOOL LEARNERS.**

## **CHAPTER I INTRODUCTION**

### **1.0 Introduction**

This chapter presents the main issues that are relevant to the study of attitudes and motivation among ESL. Section 1.1 of this chapter presents the background and the statement of problem that leads to the development of this study and the purpose of this study hopes to achieve. Meanwhile Section 1.2 outlines the research objectives whereas Section 1.3 presents the research questions to facilitate the development of this study. In Section 1.4, the significance of the study and the reasons why it is conducted are mentioned or specified. The scope of this study is stated in Section 1.5 and finally in Section 1.6, the operational definitions used in this study are mentioned.

### **1.1 Research background and Problem Statement**

In general, most people seem to agree that attitudes and motivation are closely related to success in language learning. This explains perhaps why some people have a much easier time of learning languages than others; in the same classroom setting, some students' progress rapidly, while others just struggle along and never achieve command of a second language. In his theory of language acquisition, Krashen has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter. When the only reason for learning a second language is external pressure, internal motivation may be minimal and attitudes towards learning are likely to be negated. On the other hand, if students have