

**UNIVERSITI TEKNOLOGI MARA**  
**FAKULTI SAINS PENTADBIRAN DAN PENGAJIAN POLISI**



**STUDENT'S DEMOTIVATION IN LEARNING ENGLISH:  
THE IMPACT OF CONSCIENTIOUSNESS**

**WAN AMIRRUL HASYIM BIN WAN SUKORAN**

**2014619426**

**NOR FARIZUL HAKIM BIN MOHAMAD**

**2014851002**

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## **Abstract**

Many student in Malaysia fail to acquire English as Second Language since English is important language need to learn in any school. Research indicates that demotivation is a major cause of language learning failure in many school. The purpose of this study is to examine the impact of conscientiousness on six demotivation factor in learning English among student of vocational school in Kuching. In addition, this research also to identify level of conscientiousness and most demotivation factor between that six factors. Questionnaire had been distributed to 278 students in both schools which were Kolej Vokasional Kuching and Kolej Vokasional Matang. The questionnaire consisted of demographic question, question about conscientiousness from BFI and Kekuchi's (2011) Demotivation Questionnaire. The result of this study identify that Conscientiousness had impact on student demotivation factor in learning English. Moreover, most level of conscientiousness in this study was moderate then Class Characteristic and Experience of Failure become most demotivation factor among those six factor. Based on the result of current study, the future researcher need to investigate on others personality that impact students demotivating factors in learning English because of there are four personality that still unknown whether it can impact demotivation or not. At the same time, methods that use to collect the data need to change in order to get more information and better result.

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

This study wants to examine the impact of conscientiousness on students' demotivating factors in learning English. This chapter consisted of seven sections. Section 1.2 discusses the background of the study, Section 1.3 explains the problem statement and Section 1.4 states research questions. Sections 1.5 on the other hand, states the research objectives and section 1.6 is on the information regarding the scope of the study. In addition, Section 1.7 explains the significant of the study. Section 1.8 is all about definition of terms and concept. Lastly, section 1.9 is about chapter summary.

#### **1.2 Background of the Study**

Concern about the lack of English proficiency among Malaysian student have led to calls to enhance the teaching and learning process of English Second Language/ English Foreign Language which include providing insight for teachers about how learner become motivated to learn the learn English language (Nakata,2009). It is critical to understand the demotivation phenomenon that student faced in the classroom so that teachers can effectively motivate students to learn ESL/EFL. The current study consisted of an examination of the impact of conscientiousness level on the perception on the students about demotivating factors in learning ESL/EFL.

Demotivation has been drawing increasing attention among ESL/EFL motivation researchers because current researcher demonstrates that demotivation is a salient

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter provides a review of the literature on conscientiousness and student perception on demotivation factor. Section 2.2 explains on the demotivation. Section 2.2.1 discussing on level of conscientiousness and Section 2.2.2 discuss the impact of conscientiousness. On the other hand, Section 2.2.3 explains dominant factors and section 2.2.4 explain about dominant factors based on conscientiousness. Section 2.3 provides the conceptual framework. Section 2.4 is identifying hypothesis of the study. Finally, section 2.5 is about chapter summary.

#### 2.2 Demotivation

Dornyei (2001) stated that demotivation can define "the external forces that can reduce or make less the motivational basis of a behavioural intention or an ongoing action." Kikuchi, (2008) stated that individual suggested that external factors which able trigger the lowering of students' motivation to study languages should be thought about as demotivating factors. Dornyei, (2001) mention that this must be focus on that not all negative factors are demotivating factors, and there are three circumstances which an option that provides distraction, the loss of interest in a continuous experiences, and the high cost-benefit. Yet, self factors can affect demotivation as well, such as low of self-esteem and negative behaviour (Arai, 2005; Falout & Maruyama, 2005; Tsuchiya, 2004). In addition, researcher listed low self-esteem and negative behaviour toward the English