

PLACE OF ORIGIN AND MOTIVATION: ARE THEY
RELATED?

BOBBE BIN DAIMIN

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SAYA : **BOBBE BIN DAIMIN**

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DECLARARATION

I hereby declare that all material of the work done in this dissertation as original except for quotation, statements and references which have been duly noted.

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BOBBE BIN DAIMIN
PT20117381C

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ABSTRACT

PLACE OF ORIGIN AND MOTIVATION: ARE THEY RELATED?

This study is to investigate the relationship between place of origin and motivation. Taking Kolej Yayasan Sabah students as the sample of this study, they are 221 respondents for questionnaire and 10 students for focus group. This study is focus on how place of birth can impact motivation to learn English in the urban context (in Kota Kinabalu). The main students population originates from only two places: Kota Kinabalu, the urban context and Outside of Kota Kinabalu, the non-urban or rural context. This study is adopted Dörnyei's motivation component framework (1998) and adapting Ruth MH Wong study (2007). It is believed that urban students' motivation based on Dörnyei's conceptual framework is higher compare to non-urban students' motivation in learning English in urban context (Kota Kinabalu). However, further statistical results show variations within this general result.

Key words: Motivation to learn, English, Urban students, Non-urban students, Dörnyei.

ABSTRAK

TEMPAT ASAL DAN MOTIVASI: ADAKAH IANYA BERHUBUNGKAIT?

Kajian ini adalah untuk mengkaji hubungan antara tempat asal dan motivasi. Mengambil pelajar Kolej Yayasan Sabah sebagai sampel kajian ini, mereka adalah 221 responden untuk soal selidik dan 10 pelajar untuk kumpulan fokus. Kajian ini memberi tumpuan kepada bagaimana tempat kelahiran boleh memberi kesan motivasi untuk belajar bahasa Inggeris dalam konteks bandar (di Kota Kinabalu). Pelajar-pelajar berasal dari dua tempat: Kota Kinabalu, konteks bandar dan luar Kota Kinabalu, konteks luar Bandar. Kajian ini menerima pakai rangka kerja komponen motivasi Dörnyei (1998) dan mengadaptasi kajian Ruth MH Wong (2007). Adalah dipercayai bahawa pelajar di bandar motivasi berdasarkan rangka kerja konsep Dörnyei adalah lebih tinggi berbanding dengan motivasi pelajar-pelajar luar bandar dalam pembelajaran Bahasa Inggeris dalam konteks bandar (Kota Kinabalu). Walau bagaimanapun, keputusan statistik yang lebih lanjut telah di capai.

Kata kunci: Motivasi untuk belajar, Bahasa Inggeris, pelajar bandar, pelajar luar bandar, Dörnye

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CHAPTER 1

INTRODUCTION

Today, the English language has become the medium of international communication (Warschauer, 2000). One-fourth of the world's population today speaks English and its percentage is increasing (Cloud, 1999). Over 70 countries have English as their official language, and more than 100 countries have English as their primary second language (Tseng, 2000). The world sees the importance of English language as the vital means of communication. An estimation of 85% of international organizations in the world make official use of English and at the same percentage the film market as well is in English (Crystal, 1997). In the realm of education there's about 90% of published articles in academic fields are written in English (Crystal, 1997).

In the Malaysian context, it is conclusive that English plays an important role in various areas. It is important and necessary for it to build strong relationships with other countries. Moreover, in terms of economic and political interaction with English-speaking countries, force Malaysia to strengthens the usage of English not only to certain fields (namely business trading, entertainment, political, employment and tourism) but also in the education arena. English had become the second language after Bahasa Malaysia after Malaysia gained its independent in 1957 and it does still remain until today. In Malaysian educational system, English becomes a learning subject in schools and on the other hand Bahasa Melayu is used as the main medium of instructions (Pramita Kaur Sidhu, 2010).

According to Darus (2009) the Malaysian education system had transformed it system since the National Language Policy was implemented in 1970. English as a second language was formally stated as the second language after Bahasa Melayu that is compulsory to all schools in Malaysia. The changes had been change on and on ever since. Darus (2009) also added that in order to ensure the development of using English as a second language, a few innovations were introduced and implemented. One of them is the Self-Access Learning. It was had been introduced in 1990. A lots of school opted to adopt this method. The objectives of self-access learning were to provide opportunities for students to learn and how to learn, to cater for the student's individual needs and learning styles and to allow students to evaluate and assess their own learning as well as to complement classroom teaching and learning. Other than that, a few more innovations in the teaching English were introduced. For example Computer-Assisted language Learning (CALL), English language Reader Programme that was introduced to schools in 1979 and other programme. Teaching of science and Mathematics in English also had been introduced in order to strengthen the usage of English among Malaysian students. Yet still the motivation to learn English is yet to be discovered.

When it comes to motivation in learning English among Malaysian students, there is no one specific answer could answer this question. This is because students' motivation is because of the exam according to Koo (2008) (Che Musa et.al 2012) that makes them afraid or motivates them to learn English. There might be more reason why students in Malaysia wanted to learn English and therefore this study had been carried out to see the differences of degree of motivation in learning English according to Dörnyei's conceptual framework.

1.1 Bumiputera Sabah Context

Sabah is one of the 13 members states of Malaysia, and also located on the northern part of the Island of Borneo. As one of the main tourist attractions in Malaysia, Sabah has placed itself at the eye of the world. With its numerous attracting places make English plays its role as the main mediator in daily conversation. From here, we can see how important is English in Sabahan context.

According to Sabah State report (Sabah State, 2013) the residents of Sabah consisted of 33 ethnics that is consider as indigenous tribes or Bumiputera Sabah and there are more than 50 languages and 80 dialects in it. Malaysian statistic of population reported out of 3.1 million people in Sabah, the Bumiputera Sabah is representing 1.9 million people. Kadazandusun (KDN) people are the largest group in Sabah. They are one of the indigenous of this state. According to the Malaysia 2000 Census, the population of KDN is 479,944 or 18.4% of the state population. Most of this population lives in KDN area like Tuaran, Tamparuli, Penampang, Ranau, Kota Belud, Kota Marudu, Tambunan, and Kudat. Most KDN people nowadays opted to live in Kota Kinabalu (urban area). Bajau and Murut placed second and third as the largest group in Sabah. Other groups are like Bisaya, Melayu Brunei, Bugis, Kedayan, Lotud, Lundayeh, runqus, Suluk, Minokok, Bonggi, Ida'an, and many more.

Lots of them moved to the city to improve their lives economically and educationally. Hence, more Bumiputera Sabah people were born and live longer in urban area (Kota Kinabalu). This phenomenon shows the existence of urban and non-urban context among Bumiputera Sabah society.

The English language seems to be more mastered by people who live in a big city compared to people who are from sub-urban area (Wong, 2007). As for Bumiputera Sabah (BS hereafter) context, those BS students who lived in Kota Kinabalu for a long time or born in that area considered as urban area students. Where as, places that are not listed as urban area or outside of the city of Kota Kinabalu considered as Sub-urban area students (i.e. Ranau, Kota Belud, Kota Marudu, Kinabatangan, Tambunan and Keningau).

1.1.2 Urban and Non-urban or Rural area

Place of origin creating its own paradigm to which it affects ones motivation to learn English language. According to the *Department of Statistic Malaysia* defined urban area as

"... gazette areas and their adjoining built-up areas with combine population 10,000 persons or more at the time of census".

Built-up areas were defined as areas that had at least 60% of their population involved to non-agricultural activities as well as 30% of the housing units having modern toilet facilities. Places like Kuala Lumpur, Kota Kinabalu, Kuching, Johor Bahru, Sandakan and Petaling Jaya are some examples of gazette areas in Malaysia.

As for sub-urban or rural area can be defined as area, which has a small population and isolated from an urbanized area (Khattari, Riley and Kane, 1997). This area is where their mother tongue languages are daily conversed and used as a focal language after Bahasa Melayu. Places like Keningau, Sipitang, Kota Belud, Tawau,

Semporna, Sandakan, Kota Marudu, Pitas and Tambunan are considered as non-urban or rural area.

1.2 Problem Statement

According to The Star newspaper April 10, 2011 reported that the declining standard of English among the young in Malaysia have taken many concerned stakeholders from employers, educationists, linguists and parents. Various surveys on graduates' employability have found that English is their core weakness and many cannot speak or write proper English (Higher Education Ministry Survey 2008).

The Star April 28th, 2011 also reported that, The Sabah Kadazandusun Murut Welfare and education Association (PEKADIN) stated how important is to train 10,000 English language teachers in order to boost up their competency in teaching the subject. PEKADIN advisor, Mr Latif Kandok hoped that more trained English teachers to be posted to remote schools in Sabah so that it will help to upgrade students' general English proficiency. He also added that they always had a problem to raise the level of English proficiency in remote areas because of a lack of trained English teachers. This statement is regarding to the people of KDN who lived in a remote area with an absent community who are speaking English. Because of the absences of the English community in that area, made the English language even difficult to be mastered among rural students. Yet, KDM people still realized how important is English language for them. What makes them speak English? Are they influenced or motivated by their family, teachers, future, or friends. KDM who live outside of urban area or Kota Kinabalu who come to Kota Kinabalu to continue their study will help this study to discover their motivation in learning English.

According to Thiyagarajah (2003) (Marwan et.al, 2012), one of the difficulties faced by Malay students in rural schools is related to their performance in four macro skills in English language. In adapting learning strategies outside of the classroom seems hard for them. It also might affect the performances of rural school in English paper. This problem might also happen to our students in Sabah. Their problem usually started from their primary school level until they reached tertiary education level. In terms of adapting and adopting the skills of the language. Noor Hashimah Abdul Aziz (2007) cited from Che Musa et.al (2012) stated that in her study looking for anxiety among English language learners in higher education, most of the learners were reported nervous when they have to speak in English. They were also facing a face great difficulty to express themselves in English.

Che Musa et.al (2012) presented the causes of limited English proficiency in Malaysia in her study of exploring English Language Learning and Teaching In Malaysia. The followings are directly quoted from Che Musa et.al (2012) study:

English is viewed as a difficult subject to learn.

Learners depend on the English teachers authorities.

English is used only to answer teacher's questions and spoken during English class.

Learners tend to depend heavily on translation and dictionary use to find meanings.

There is a lack of support to use English in the home environment and the community.

Learners are found to have limited vocabulary as English reading materials are not always available.

Learners display unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.

Learners have inadequate or insufficient exposure to the language as there is a limited opportunity to use English outside the classrooms.

English is not perceived as an important medium for communication as they use Bahasa Melayu both for academic and personal interactions.

Learners express unwillingness and high anxiety to use English to communicate despite acknowledging that English is important for their future.

There is a mismatched between policy and practice in the Malaysian ELT curriculum cannot be fully implemented in schools because of the over-riding concern for examination.

Based on researcher's experience, students from sub-urban area (outside of Kota Kinabalu) had a huge hesitation to learn English language. As Gill (2004) stated:

"English could not be helped but be influenced by the various other languages developed into a number of varieties"

Their aspiration and keenness to learn this language was very low compared to students who come from urban areas (the city of Kota Kinabalu, Sandakan, and Tawau). They felt embarrassed to learn English because of their past experienced and felt intimidated to their own peers who'd better command in English. As they have to pass English paper to ensure their graduation (Diploma students at Kolej Yayasan Sabah), they have no choice to attend English class and sit for the exam. Their reluctance causes them to fail and repeat the paper. Most of them who are trapped in this condition are students from rural or sub-urban area especially Bumiputra Sabah's students.

As the motivation is very important to ignite one students' eagerness to learn English, this study will find out the significant of the students' origin whether affecting their motivation to learn English language.

1.3 Purpose Of the Study

The purpose of this study is to examine whether the differences of origin (urban and non-urban area) among Bumiputera Sabah students affect the motivation of Bumiputera Sabah's non-urban or rural students in Sabah (outside of Kota Kinabalu) compared to Bumiputera Sabah's urban students who studied in Kota Kinabalu. Other than that, this study is meant to examine whether the pattern of differences varies by birthplace with Non-urban or rural students. Moreover, this study is also meant to see how teachers could help students who particularly come from non-urban or rural area to study in an urban context.

1.4 Objectives

The objective of this study is as follow:

1. To find out which of the two groups of Bumiputera students has stronger motivation to learn English.
2. To find out whether place of origin affect student's motivation to learn English at different levels. (Language level, learner level, and learning situation level)
3. To find out how do differences in place of birth affect urban students' (Kota Kinabalu) and non-urban/rural students' (outside of Kota Kinabalu) motivation

to learn English under different motivational components (course-, teacher-, group- , parent- and culture – specific motivational components).

1.5 Research Questions

The following research question will guide the study:

1. Do Bumiputera students from non-urban areas have stronger motivation to learn English compared to urban students?
2. Does place of origin affect students' motivation to learn English at different levels (Language level, Learner level, and situation level)?
3. Do differences in place of birth affect urban students' (Kota Kinabalu) and non-urban/rural students' (outside of Kota Kinabalu) motivation to learn English under different motivational components (course-, teacher-, group-, parent- and culture – specific motivational components)?

1.6 Hypothesis

The followings are the null hypothesis of this study:

1. There is no significant difference in motivation between urban students (Kota Kinabalu) and non-urban/rural students (outside of Kota Kinabalu) to learn English in Kota Kinabalu.
2. There is no significant difference of motivation in learning English on language level between urban students (KK) and non-urban or rural students (OKK).

3. There is no significant difference of motivation in learning English on learner level between urban students (KK) and non-urban or rural students (OKK).
4. There is no significant difference of motivation in learning English on learning situation level between urban students (KK) and non-urban or rural students (OKK).
5. There is no significant difference at motivation to learn English at course specific motivational components level between urban students (KK) and non-urban or rural students (OKK).
6. There is no significant difference at motivation to learn English at teacher specific motivational components level between urban students (KK) and non-urban or rural students (OKK).
7. There is no significant difference at motivation to learn English at group specific motivational components level between urban students (KK) and non-urban or rural students (OKK).
8. There is no significant difference at motivation to learn English at parent specific motivational components level between urban students (KK) and non-urban or rural students (OKK).
9. There is no significant difference at motivation to learn English at culture specific motivational components level between urban students (KK) and non-urban or rural students (OKK).



1.7 Significance Of the Study

This study is very important to Sabah context as Bumiputera Sabah is the largest ethnic in Sabah and generally originates from only two contexts: Kota Kinabalu (urban context) and outside of Kota Kinabalu (non urban context). Therefore, this investigation into the relationship between different places of birth and motivation to learn English within the group may serve benefits for everyone.

It is hoped also that this study will help and assists educators/teachers (especially teachers in Sabah) in helping their students especially in the context of non-urban area students in learning English. Moreover, by providing knowledge on motivation of learning English among non-urban area students will assist educators and teachers in selecting appropriate teaching materials as well as the right approach. This study is also hoped to adjust the current teaching and learning practices (based on the adopted motivational theory) and enhance non-urban Bumiputera Sabah students' motivation in learning English in urban context in Kota Kinabalu. This will help them better integrate into the new learning environment in Kota Kinabalu.

1.8 Limitations of the study

There are a few limitations that researcher found during the process of completing this study they are firstly, the participants are accessed from one college only and not many participants were involved around Sabah. The sample of 221 respondents might be small to represent the populations of urban and non-urban students in Sabah. The result might be different if the sample is bigger than 221 respondents.

Secondly, the result might not fully generalize to students from a larger set of disciplines or from different parts of the world or country. Next, time frame of doing this study was also one of the limitations faced by the researcher. If the questionnaires were distributed for a long period, for example allowing students to answer the questionnaire at home and giving them more time to think of what should be answered, the outcome might be different.

The researcher himself is also one of the limitations as he is the researcher and instructor of the respondents. The results might be bias and only looking at the researcher perspective.

1.9 Definition of Terms

The following terms are defined in relation to the usage in the study. The researcher created the terms with and without references or citations.

Motivations: Motivation is defined as what causes us to act as well as the process that starts, guides and maintains aim-oriented behaviors.

Bumiputera Sabah: This is the largest ethnic category in Sabah. (Sabah Tourism Board, Malaysia)

Urban Area: Gazetted areas and their adjoining built-up areas with a combined population of 10, 000 persons or more at the time of census (Department of Statistic, Malaysia). Within Kota Kinabalu area from Putatan to Telipok.

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