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IDENTIFYING THE INTERNAL AND EXTERNAL FACTORS THAT
INFLUENCE THE MOTIVATION OF STUDENTS TAKING ENGLISH COURSE
AT UIVERSITI MALAYSIA SABAH

CHONG MEN YE

THIS DISSERTATION IS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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MATEMATIK DENGAN EKONOMI

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 (HURUF BESAR)

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PROF. DR AMRAN AHMED
 Nama Penyalia

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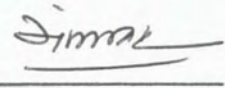
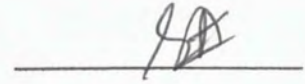
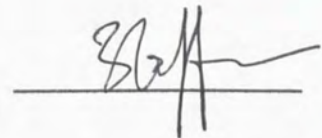
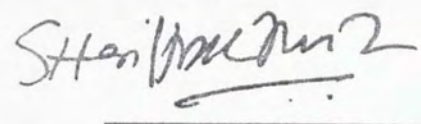
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_____**4. DEAN****(SUPT./ KS. ASSOC. PROF. DR. SHARIFF A.KADIR S. OMANG)**
_____

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ABSTRACT

The main purpose of this study is to identify the internal and external factors that influence the motivation of a group of students taking English course at Universiti Malaysia Sabah (UMS). There are 69 students (English Level Two,) involved in Intensive English Program that organizes by PPIB, UMS. This study was conducted using a set of questionnaire which are divided into three sections that include demographic factors, internal and external factors in five scales form and one section using structure questions for preference and strategies. Completed questionnaires were collected from 60 respondents and then analyzed through descriptive statistic, factor analysis, repeated measure t-test, One Way and Two Way Analysis of Variance (ANOVA). The frequencies distributions for the demographic factors and the strategies are also included in this study. The female respondents are more than male students in this Intensive English Program. The mean score of motivation was found significantly different before and after the Intensive English Program. There was significant difference of mean score for internal factors before and after the program but not in the mean score for the external factors. Mean scores of motivation in learning English for genders are equal. There is no significant difference in female and male students for motivation in learning English in this study. Besides that, there is interaction effect of demographic factor, i.e. father's and mother's education levels toward post-test mean score of motivation of respondent's in learning English. The identifications of internal and external factors of motivation in learning English seem to contribute to the progress of English Language Improvement Programs for the students.



MENGENAL PASTI FAKTOR DALAMAN DAN LUARAN YANG MEMPENGARUHI MOTIVASI SEKUMPULAN PELAJAR BAHASA INGGERIS

ABSTRAK

Objektif utama kajian ini adalah untuk mengenalpasti faktor-faktor dalaman dan luaran yang mempengaruhi motivasi sekumpulan pelajar-pelajar Bahasa Inggeris Universiti Malaysia Sabah. Terdapat seramai 69 orang pelajar Bahasa Inggeris peringkat Dua dari PPIB, UMS yang mengikuti Program Intensif Inggeris selama sebulan. Data kajian ini dikumpul melalui kaedah soal selidik yang mengandungi tiga seksyen iaitu soalan factor-faktor demografi, soalan factor-faktor dalaman dan luaran bagi motivasi dan lapan soalan strategi-strategi yang berbentuk struktur. Data kajian berjaya dikumpulkan dari 60 orang responden dan terdapat sembilan orang responden yang tidak lengkap. Maka hanya 60 orang responden yang diambil kira untuk pengumpulan data analisis. Kemudian data dianalisis melalui analisis statistic berperihalan, analsis factor, 'repeated measure t-test', ujian ANOVA satu hala dan dua hala. Terdapat jadual-jadual frekuensi yang menerangkan factor-faktor demografi dan strategi dalam kajian ini. Salah satu daripada jadual frkuensi menunjukkan bahawa pelajar perempuan adalah lebih ramai orang berbanding pelajar lelaki yang mengikuti Program Intensif Inggeris. Ujian Factor Analysis dijalankan untuk menghasilkan factor-faktor dalaman dan luarn Hasil kajian daripada 'Repeated measure t-test' adalah menunjukkan terdapat perbezaan min skor bagi motivasi pelajar bagi sebelum dan selepas Program Intensif Inggereis dijalankan. Factor dalaman dan luaran dijalankan ujian 'Repeated measure t-test' secara berasingan untuk menentukan perbezaan min skor bagi kajian sebelum dan selepas Program Intensif Inggereis dijalankan ke atas segolongan pelajar Bahasa Inggeris. Hasil daripada ujian ini menunjukkan terdapat perbezaan min skor bagi factor dalaman tetapi tidak wujud perbezaan bagi factor luaran. Keputusan ini menunjukkan bahawa terdapat keberkesanan Program Intensif Inggereis atas motivasi pelajar-pelajar untuk mempelajari Bahasa Inggeris. Selain itu, perbezaan min skor bagi jantina tidak signifikan dalam motivasi pelajar untuk mempelajari Bahasa Inggeris. Keputusan ini menerangkan bahawa tiada perbezaan bagi jantina dalam menentukan motivasi pelajar. Di samping itu, terdapat kesan berinteraksi antara factor demografik iaitu tahap pembelajaran bagi bapa dan ibu pelajar dalam motivasi pelajar untuk belajar Bahasa Inggeris. Pengenalpastian faktor-faktor dalaman dan luaran bagi motivasi pelajar untuk mempelajari Bahasa Inggeris sebagai bahasa asing amat berguna untuk dikaji oleh penyelidik pendidikan dan pengajar Bahasa Inggeris untuk masa yang akan datang.



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CHAPTER 1

INTRODUCTION

1.1 Introduction

In Malaysia, there are many kinds of languages spoken among the people. English language is one of the second languages used in this country and is nowadays widely used in the country. Although English language is important, there are many people in this country who failed to learn this language. This is because of the difficulties the learners faced in learning the English language. Besides that, the first language (mother tongue) of the learners is one of the factors that influence the learning of English language.

English language is getting a more important status in education in this country. Malaysian Education Ministry decides to change the teaching of mathematics and science to English for primary and secondary schools since year 2003. Thus English language subject in school is very important for the students to be successful in the two school's subjects. At local university level, most of the subjects are taught in English. For example, Mathematics, Science, Economy, Management subject, etc. Therefore, we can conclude that students need motivation to learn English language as their second language in this country.



1.2 Background of the problem

This study focuses on William and Burden's framework in Dornyei (2001). Characteristic, believes and motivation are some of elements to bring in the process of learning English language. From the Williams and Burden's framework of L2 motivation (William and Burden. 1997), there are internal and external factors that influence motivation of learning. Internal factors include intrinsic interest of activity; perceived value of activity; sense of agency; mastery; self-concept; attitudes; and other affective states. External factors include significant others; the nature of interaction with significant others; the learning environment; and the broader context.

1.3 Rationale for the study / Significance of the study

This study will observe some of the students' difficulties in learning English as a second language. This will aid in the preparation of better teaching materials or in choosing suitable teaching approaches for the learners. The teachers will find out more interesting ways to teach students in the future.



1.4 Objectives of the study

The objectives of this study are:

- (i) To identify the external and internal motivation factors that affects the learning of English among the students.
- (ii) To identify the effectiveness of Intensive English Program for the students' motivation of learning English.
- (iii) To determine the demographic factors toward students' motivation of learning English as second language.

1.5 Scope of the study

This study is focus on 69 English Level 2 (Semester 2, Sesi 2006/2007) students that were involved in the Intensive English Program of PPIB, University Malaysia Sabah.

The students were from different programs and schools at UMS.



1.6 Limitation of the study

One of the limitations of this study is the number of the students in this survey. There were 69 students that participated in Intensive English Program. But there were only 60 students that completely answered the pre-test and post-test questionnaire paper. Besides that there is only one instrument used in this survey. This study employs the questionnaire survey as its data collection method. The actual total number of questions in the questionnaire paper is 58. The questions reduce to total of 52 questions only because of the miss printing error in all pre-test questionnaire papers. Thus six questions have been eliminated from the statistical test in this study which are Q32, Q33, Q34, Q35, Q36 and Q37.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

According to Dornyei (2001), the term motivation is concerned with the direction and magnitude of human behaviour, such as the choice of a particular action, the persistence with it, and the effort expended on it.

Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, and (successfully or unsuccessfully) acted out (Dornyei and Otto,1998).

There are two types of motivations that are contributed by the internal and external factors, which influence the motivation of learning a second language as mentioned in Williams and Burden's framework of second language motivation (William and Burden, 1997).



2.2 Internal and external factors

2.2.1 Internal factors

Williams and Burden (1997) assert that there are a few internal factors as described in their second language (L2) motivation framework. The intrinsic interest of the student toward the activities is one of the internal factors. This factor includes the personal relevance and intrinsic value attributed to the activities. The optimal degree of challenge of the activities will influence the intrinsic interest of the student to learn second language.

Student's mastery of the second language (L2) is another internal factor in second language motivation. The feeling of competence and awareness of developing skills by the student will increase the mastery in a chosen area, for example in learning second language. Student's self efficacy is important to motivate him/her to learn a second language.

Self concept of a student will influence the motivation to learn second language. Students will have realistic awareness of personal strengths and weaknesses in skills required. Students' personal definitions and judgments of success and failure are important in learning a second language. Students should be concerned about their abilities in learning a second language.



Attitudes of a student are important in motivating him/her to learn a second language. In general students' attitudes can influence them to learn a second language. For example, their attitudes toward the target language community and culture concerned.

Perceptions of the student toward the second language will affect the motivation of learning. Confidence, anxiety and fear are some of the important elements of students' perceptions of leaning a second language. If the student shares good perception of the target language, this will increase the motivation of leaning the second language and vice versa. The gender of students also will influence the motivation of leaning in second language.

2.2.2 External factors

There are a few external factors in the Williams and Burden's second language (L2) motivation framework (Williams and Burden, 1997). The learning environment is one of the external factors. The size of class and school ethos can affect the motivation of students to learn a second language. A comfortable learning environment can encourage students to be more motivated to learn a second language.



Instructors and teachers will be another external factor in the motivation of learning a second language. The nature of interaction with instructors and teachers will influence the students' motivation in learning. The students will be concerned about the nature and amount of feedback in learning a second language.

The students' motivation in learning a second language also depends on the nature and amount of appropriate praises received. Rewards, punishments and sanctions will influence the motivation in learning.

Other external factors are wider family networks, the local education system, conflicting interests, cultural norms and societal expectations and attitudes. The family networks will affect the students' motivation in learning a second language. If the student's family is English educated, thus the student will be more motivated to learn English as a second language. Students will have less interaction with English language as a second language if their family networks are not educated. The local education system will also affect the student's motivation in learning a second language. Good local education systems will motivate students to learn a second language and vice versa. The student's conflict of interests will also have detrimental effects on the motivation of learning a second language. Other than that the cultural norms will also influence the student's motivation in learning a second language. The societal expectations and attitudes toward the second language will affect the motivation of learning among the students in that country.



2.3 Previous research / study

2.3.1 Research on college student extrinsic and intrinsic of motivation and learning

Yi, McKeachie and Yung (2002) did a research on college student intrinsic and extrinsic motivation and learning. This study involves four groups of college students in his research. The first group is 73 students in a “learning to learn” course at University of Michigan. The second group consists of 73 students from the same course in the following year. The third group includes 432 students from nine classes in biology, English literature, Psychology, and Sociology at Alma College, Washtenaw Community College and Eastern Michigan University. The fourth group consists of 72 students from two psychology courses in Keimyung University, Korea. The Intrinsic goal Orientation and Extrinsic Goal Orientation scales of the Motivation Strategies for Learning Questionnaire (MSLQ) were used to assess students’ intrinsic and extrinsic motivation. Final grades were the dependent variable in this research. The grades were determined by a variety of assessment methods assures greater generalization where consistent relations are found. The scores of both intrinsic and extrinsic motivation scales were divided into low, medium, and high levels with approximately one third of the subjects in each category. This research uses validity and reliability test. The means and standard deviations of course grades of students with high intrinsic motivation and with low, medium, and high extrinsic motivation are tested.



The result of all four samples, students with a medium level of extrinsic motivation and high intrinsic motivation have higher mean course grades than students with either low or high extrinsic motivation. The research suggests that a moderate level of extrinsic motivation is better than a high one. Result shows that higher levels of intrinsic motivations are positively related to grade. The conclusion of this research is that moderate extrinsic motivation coupled with high intrinsic motivation achieved better grades than students with higher or lower extrinsic motivation.

2.3.2 Attitudes towards foreign-language learning

Storm (2007) investigates the effects of bilingual teaching on the development of children's literacy skills and towards language learning. There are 145 fourth-grade pupils (aged 10 - 11) in the study. The instrument in the study was derived from Elementary Reading Attitude Survey, developed by McKenna and Kear (1999) and Writing Attitude Survey, developed by Kear, Coffman, McKenna, and Ambrosio (2000).

The measure of the questions in this research was designed to measure pupils' attitudes towards reading, writing and the studying of foreign language. The result of this study showed that pupils' literacy skills in the bilingual classes were significantly better than in the monolingual classes.



The pupils in bilingual classes showed significantly more positive attitudes towards foreign language learning than the pupils in monolingual classes. From the study, pupils who consider themselves poor learners and find studying a foreign language difficult have negative attitudes towards language learning.

2.3.3 Beliefs about language learning and the used of learning strategies

Yang (1999) investigated the relationship between college EFL (English as a foreign language) students' beliefs about language learning and their use of learning strategies. The English Learning Questionnaire (Yang, 1992) which was composed of Horwitz's (1987) *Beliefs About Language Learning*, Oxford's (1990) *Strategy Inventory for Language Learning* and author-designed questions is used as the instrument in this study. The questionnaire was administered to collect the information on language learners' beliefs, learning strategies, and individual background. Five hundred and five university students in Taiwan participated in this study. The methods of analysis used in this study are factor analysis, pearson correlation, and multivariate analysis. There are four factors in the study. They are self efficacy and expectation about learning English, perceived value and nature of learning spoken English, beliefs about foreign language aptitude and beliefs about formal structural studies.



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