

MOTIVATION IN LEARNING A SECOND LANGUAGE

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ABSTRACT

Challenges in teaching are many. This is especially true when it comes to teaching a second language to diverse background of students with different proficiency level. A vital role in learning is motivation ; be it integrative or instrumental. Good language teachers will be able to sustain students' motivation throughout the learning session. This study examined the type and level of English language learning of 50 undergraduate students from semester 3 of FPM in KUIS. A modified motivational survey of 20 items adapted from Gardner's Attitude/ Motivation Test Battery (AMTB) was conducted. The data were analyzed by means of frequency, percentage, arithmetic mean and standard deviation.

INTRODUCTION

Motivation plays a vital role in the process of learning a language. Many researches has been done prior to motivation and its relation to one's achievement in language learning. Gardner (1985) explains motivation is a combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. The challenge for every individual especially English teacher is to keep the motivation high since motivation fluctuates.

In Malaysia, the importance of being able to converse in English language has been acknowledged widely to the point that it is accepted as the second language. In education policy, it is clear that English is taught as a second language. In line with the policy, most colleges and universities at tertiary level used English language as medium of instruction. This is also to prepare the students in keeping up with the era of globalisation and technology. Due to this matter, it is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language. Zoltan Dornyei (2001) stated that the learner's enthusiasm, commitment and persistence are the key determinant of success or failure.

BACKGROUND

BACKGROUND KUIS AND FACULTY

International Islamic University College Selangor is also known as KUIS, is a private university college fully owned by Selangor Islamic Religious Council (MAIS). It came into existence in February 1995. In 2000, KUIS moved to its permanent campus in Bandar Seri Putra, Bangi and was officiated by DYMM Sultan Sharifudin Idris Shah Ibni Almarhum Sultan Salahudin Abdul Aziz Shah AlHaj, Sultan of Selangor on May 25 2002.

Today, KUIS is one of the most dynamic Islamic private universities in Malaysia and is striving towards its mission to become one of the most renowned centers of academic excellence locally and internationally. KUIS students come from all states of Malaysia as well as overseas such as China and Middle East countries.

Programs offered by KUIS are ranging from Islamic Studies, Business Management, Islamic Banking, Language Studies, Communication, ICT, Multimedia and Education. With recognition and awards received from global and local KUIS is geared towards achieving the highest standard to meet the expectations of local and international bodies.

Students in KUIS are required to sit for English subjects for three semesters. This practise is meant for both diploma and degree courses. Pusat Pengajian Teras (PPT) or Centre for Core Studies is responsible to administer and teach all three english subjects. Students have to study English for 2 hours a week or a 28 hours for the entire semester. Even Though the subjects are taught in English as a medium of instructions, the progress of the students in mastering the language are still unsatisfactory.

Faculty Management and Muamalah is one of the many faculties serving in KUIS. Two classes of undergraduate courses from this faculty are involved in this study. Their responses are expected to provide useful information since we need to determine the extent and type of motivation acquired during their learning process.

1.2 OBJECTIVES OF THE STUDY

This study is going to determine the motivational level of semester 3 students from undergraduate courses in Faculty Management and Muamalah. Apart from that, this study will also reveal if they are more integratively or instrumentally motivated English language learning.

1.3 RESEARCH QUESTIONS

1.3.1 What is the level of motivation among these 50 undergraduate students at FPM ?

1.3.2 Are the respondents predominantly integratively or instrumentally motivated towards English language learning?

2.0 LITERATURE REVIEW

2.1.1 Definition

Vast definitions and arguments to which one is best explain the classroom context. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a “motive force”, something that prompts, incites or stimulates action. According to The Short Oxford English Dictionary, motivation is “that which moves or induces a person to act in a certain way; a desire, fear, reason, etc which influences a person’s volition: also often applied to a result or object which is desired.”

According to Abruden (2008) people tend to refer to this psychological factor- the impulse that generates the action - as motivation. Similarly Ryan & Decci (2000), to be motivated means to progress or to be in motion to do something.

2.1.2 Types of Motivation

Integrative motivation is a key component for people who learn a target language in order to become familiar and integrate into a society in which the language is used. In contrast, desire to obtain something practical or concrete from the study of a second language is

characterised as instrumental motivation (Hudson 2000). In a simpler sentence (Gardner & Lambert, 1972) concluded people with an integrative motivation for language study want to get to know the language to connect with its people or culture.

Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p. 86). An individual will be identified as instrumentally motivated if he or she learns the target language in order to pass an examination or for the benefits of future career.

3.0 RESEARCH METHODOLOGY

3.1 Participants

The participants of the study were 50 undergraduate students from Faculty Management and Muamalah , who were studying in the third semester , academic year 2016/2017.

3.2 Research instrument

The instrument used in this study is a 5 point Likert Scale which was adapted from the original 7-point Likert Scale format of Gardner's Attitude / Motivation Test Battery (AMI), 909 ranged from 'Strongly Agree' to 'Strongly Disagree'. (Gardner, 1960). Some of the questions used in the questionnaire were adopted from Prapphal's Attitudes Testing (Prapphal, 1981) and Wimolmas (2013) to gather information on participants' motivation. There are 20 questions in the questionnaire. The questionnaire consists of two main parts: integrative motivation (item 1-10) and instrumental motivation (item 11- 20). The questionnaire format consists of the following parts. Part 1: General demographic information of students : gender and faculty. Part 2: Students' motivation related to various variables of English language learning.

3.3 Data collection

The questionnaires were posted to the group whatsapp where students need to take part in answering the questionnaires by login to their emails. 50 students took part in the study after explanation is done in class and in the group whatsapp.

3.4 Data analysis

The data obtained from the questionnaires were analyzed using the SPSS program. The data concerning subjects' general background as well as their comments were calculated and presented in percentage. A five-point Likert scale was used to measure the level and type of subjects' learning motivation. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Mean Range	Interpretation
3.68 – 5.00	High degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
1.00 – 2.33	Low degree of Motivation

4.0 FINDINGS

The findings of this study are divided into two parts : (1) general information of the subjects; and (2) students' motivation,.

4.1 General information

This part indicates the general demographic data of the respondents. The results are shown based on the questionnaires as follows :

Table 1 Gender of Respondents

Gender	Frequency	Percentage (%)
Male	36	28
Female	14	72

4.2 Motivation

This part presents overall details of the study's results. The following two tables (Table 2 and 3) outlines all the 20 questioned items, their resulting itemized mean scores , using descriptive statistics of Mean scores and Standard Deviation (S.D.) and their corresponding motivation levels, which serve as the basis for further interpretation and implications. The following Table 2 contains 10 instrumentally motivated related items.

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4.2.1. Instrumental Motivation

Table 2 Instrumental Motivation

Instrumental Motivation	Mean	S.D	Rating of Motivational Level
1. I mainly focus on using English for class assignment and the exams.	4.08	0.83	High degree
2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class	3.12	0.90	Moderate degree
3. I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines	2.58	1.13	Moderate degree
4. I am more interested in earning a university degree and a good job than learning English language itself.	2.88	1.15	Moderate degree
5. I am more interested in furthering my higher education than learning English language itself.	3.26	1.26	Moderate degree
6. Learning English is important for travelling abroad.	4.62	0.60	High degree

7. Learning English is important for making me a knowledgeable and skillful person	4.52	0.68	High degree
8. Learning English is important for making me an educated person.	4.4	0.86	High degree
9. Being proficient in English can lead to more success and achievements in life.	4.22	0.68	High degree
10. Being proficient in English makes other people respect me.	3.92	0.99	High degree
Total	3.76	0.91	High degree

Table 2 reveals that the respondents possessed a mixed of high and moderate level of instrumental motivation. Statement number 6 (Learning English is important for travelling abroad) has the highest mean (4.62). The lowest mean score of 2.58 is statement number 3 (I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines) and is considered as a moderate level of motivation. However, the overall mean score of instrumental motivation demonstrates a high level of motivation.(3.76).

4. 2. 2 Integrative Motivation

The following Table 3 contains 10 integratively motivated related items.

Table 3 Integrative Motivation

Integrative Motivation	Mean	S.D	Rating of Motivational Level
11. Studying English enables me to understand English books, movies, pop music etc.	4.56	0.67	High degree
12. Studying English enables me to better understand and appreciate the ways of life of native English speakers.	4.36	0.83	High degree
13. Studying English enables me to keep in touch with foreign acquaintances.	4.4	0.70	High degree
14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	4.44	0.70	High degree
15 Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.	4.55	0.65	High degree
16. Studying English enables me to participate freely in	4.42	0.67	High degree

academic, social, and professional activities among other cultural groups.			
17. Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	4.2	0.81	High degree
18. Studying English enables me to appreciate English arts and literature.	4.26	0.80	High degree
19. Studying English helps me to be an open-minded, and sociable person like English speaking people.	4.2	0.86	High degree
20. I am determined to study English as best as I can to achieve maximum proficiency.	4.38	0.75	High degree
Total	4.38	0.74	High degree

Table 3 shows the overall high degree of integrative motivation of the respondents with a high average mean score of 4.38. The statement number 11 (Studying English enables me to understand English books, movies, pop music etc.), the statement number 15 (Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.) and the statement number 14 (Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.) show the highest level of instrumental motivation with the mean scores of 4.56, 4.55 and 4.44 respectively. However, the statement number 17 (Studying English enables me to behave like native English speakers: e.g accent, using English expressions.) and the statement number 19 (Studying English helps me to be an open-minded, and sociable person like English speaking people.) both have the lowest mean score which is 4.2 but they are still considered as high level of motivation.

Table 4 The Comparison Between Integrative and Instrumental Motivation

Motivation	Mean	S.D	Meaning
Instrumental Motivation	3.76	0.91	High degree
Integrative Motivation	4.38	0.74	High degree
Total	4.07	0.83	High degree

Table 4 presents the comparison between instrumental and integrative motivation. It reveals that the mean score of integrative motivation (4.38) is higher than the mean score of instrumental motivation (3.76). However, the overall mean scores of both types of motivation of 4.07 is considered as a high degree of motivation.

5.0 CONCLUSION

In conclusion, the overall results reveal that the students are highly motivated to learn English. Therefore the first research question is answered. From the data, it is also shown that the students are integratively motivated to learn English. The comparison is done to answer research question two.

This findings shows similar result to a research about Malaysian students' attitude toward Arabic language carried out by Obeidat (2005) revealed that most respondents who are studying at Al-Albeit 4 University and Yarmouk University are integratively motivated in learning Arabic as they enjoyed mixing with the Jordanian citizen. Another research of instrumental and integrative motivation among undergraduate Libyan students by Ahmed (2012) has shown the same result.

Contrary to this findings, Wimolmas 2013, Qashoa, 2006; Vaezi 2009; Al-Tamimi & Shuib 2009; Wong 2011; Adila 2012 have concluded that students "instrumental motivation was higher than their integrative motivation in learning second language." in their study.

In language teaching and learning, what is vital is to keep the motivation going regardless being instrumentally or integratively motivated.

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