THE RELATIONSHIP BETWEEN ATTITUDE AND MOTIVATION TOWARDS LEARNING ENGLISH AND ENGLISH ACHIEVEMENT OF THE FORM FOUR STUDENTS IN THE SARIKEI DIVISION

HII YEW CHUO

DISSERTATION PRESENTED TO THE UUM COLLEGE OF ARTS AND SCIENCES, UNIVERSITI UTARA MALAYSIA AS THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTERS DEGREE OF EDUCATION (CURRICULUM AND INSTRUCTION)

UNIVERSITI UTARA MALAYSIA

2011
Saya yang bertandatangan di bawah, memperakukan bahawa
(I, the undersigned, certify that)

HII YEW CHUO (NO. MATRIK : 805268)

Calon untuk Ijazah Sarjana Pendidikan (Kurikulum & Pengajaran)
(candidate for the degree of)

telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

THE RELATIONSHIP BETWEEN ATTITUDE AND MOTIVATION TOWARDS
LEARNING ENGLISH AND ENGLISH ACHIEVEMENT OF THE FORM FOUR
STUDENTS IN THE SARIKEI DIVISION.

seperti yang tercatat di muka surat tajuk dan kulit kertas projek boleh diterima dari segi
bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(as it appears on the title page and front cover of project paper is acceptable in form
and content and that a satisfactory knowledge of the field is covered by the project paper)

Nama Penyelia
(Name of Supervisor) : Prof. Madya Dr. Abdull Sukor Shaari

Tandatangan
(Signature) : 

Tarikh
(Date) : 30 April 2011
DECLARATION

I hereby declare that the work in this assignment is my own except for quotations and summaries which have been duly acknowledged.

30 APRIL 2011  
HII YEW CHUO
ACKNOWLEDGEMENTS

First and foremost, my utmost gratitude goes to God Almighty for His kindness in blessing me with good health, strength and most importantly endurance to successfully complete my work.

My sincere appreciation also especially dedicated to my supervisor, Associate Professor Dr. Abdull Sukor Bin Shaari, for his assistance, patience and guidance in the writing of this thesis. His concern and constructive advice has enabled me to proceed with this thesis despite the difficulties encountered when writing it. In addition, I would like to thank him for his valuable suggestions and proofreading to improve this research.

I would like to thank all the lecturers in UUM CAS that have taught me till the very end of this course and also the continual supports from the coordinator of this course, Dr Laurence who has given his advice and full support throughout this course. His help and thought are very much appreciated for me to take this course.

The completion of this study would not have been possible without the cooperation from all my colleagues, the respondents who willingly participated in this study. I am very grateful to all of them for providing useful information for the analysis of this study. Most of all, I wish to deeply thank my beloved family for their continuous encouragement during my study.
THE RELATIONSHIP BETWEEN ATTITUDE AND MOTIVATION TOWARDS LEARNING ENGLISH AND ENGLISH ACHIEVEMENT OF THE FORM FOUR STUDENTS IN THE SARIKEI DIVISION

ABSTRACT

The purpose of this study is to determine the relationship between attitude and motivation towards learning English and the achievement in English. 330 form four students are chosen as sample from the Sarikei Division secondary schools. All the form four students are chosen randomly from the population approximately 2119 students. Data was collected through a 46 - item questionnaires (2 sections: Attitude and Motivation). Both descriptive and inferential statistics were used to analyse the data. For earlier stage, a pilot study was carried out with the 30 students to test on the questionnaires chosen from Attitude and Motivation Test Battery (Gardner, 2004). An analysis using the Coefficient reliability test (Cronbach’s alpha) was conducted to ensure the reliability of the constructs on the attitudes (25 questions) and motivation (21 questions). The reliability of all question items in the questionnaire was at a high level, depicting .90. The independent sample t-test was used to see the differences of the attitude, motivation and students’ achievement based on the gender. Pearson correlation method was used to analyse the relationships between the variable of attitude, motivation and students’ achievement in English. The findings revealed the non-significant results of the attitude and motivation with the gender. This indicated that there was no clear difference between the male and female students in the aspects of their attitude and motivation that would influence the learning of English. Interestingly, there was a significant result on gender in the comparison with the achievement of the students whereby the female students performed better result in English than the male students. The Pearson correlation reflected the significant relationships for the variables of attitude, motivation and the achievement. The obvious relationship was shown between the attitude and motivation that conveyed the positive strong association.
CHAPTER I BACKGROUND STUDY

1.1 Introduction
1.2 Statement of Problem
1.3 Objectives of Study
1.4 Research Questions
1.5 The Conceptual Framework of the Study
1.6 Significance of Study
1.7 Operational Definitions
  1.7.1 Attitude
  1.7.2 Motivation
  1.7.3 Learning English
  1.7.4 Achievement in English
1.8 Scope of Study
1.9 Limitations of the Study
1.10 Summary
CHAPTER II  LITERATURE REVIEW

2.1 Introduction 21
2.2 The Nature of Learning Language 21
2.3 The Concept of Attitude and Second Language Learning 22
2.4 The Concept of Motivation and Second Language Acquisition 24
   2.4.1 Integrative motivation 25
   2.4.2 Instrumental motivation 26
   2.4.3 Intrinsic motivation 27
   2.4.4 Extrinsic motivation 28
2.5 The Relationship Between Affective Factors (attitude and motivation) and Language Acquisition 29
2.6 Gender and Motivation in Learning 33
2.7 Attitude in Learning 35
2.8 Gender, Attitude. Language and Motivation 36
2.9 Students’ Perspectives on the Motivation towards the Learning of English 39
2.10 Teachers’ Perspectives on the Motivation towards the Learning of English 41
2.11 Summary 43

CHAPTER III  METHODOLOGY

3.1 Introduction 44
3.2 Research Design 44
3.3 Population and Sampling 46
3.4 Instrumentation 46
3.5 Data Collection Procedures 48
CHAPTER IV  ANALYSIS OF FINDINGS

4.1 Introduction

4.2 Demographic Profile of Students

4.3 Reliability Analysis of the Questionnaires

4.4 The comparison of means
   4.4.1 Means for attitude
   4.4.2 Means for motivation

4.5 The Independent Sample t-test
   4.5.1 The difference of attitude according to gender
   4.5.2 The difference of motivation according to gender
   4.5.3 The achievement and gender

4.6 Inferential statistics – Pearson Correlation

4.7 Summary

CHAPTER V  DISCUSSION AND CONCLUSION

5.1 Introduction

5.2 Summary

5.3 Discussion

5.4 Implications of the study
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Particular</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Background information on respondents for gender</td>
<td>52</td>
</tr>
<tr>
<td>4.2</td>
<td>The ethnics</td>
<td>52</td>
</tr>
<tr>
<td>4.3</td>
<td>Streams of the students</td>
<td>53</td>
</tr>
<tr>
<td>4.4</td>
<td>Types of primary schools</td>
<td>53</td>
</tr>
<tr>
<td>4.5</td>
<td>The respondents’ parents income</td>
<td>54</td>
</tr>
<tr>
<td>4.6</td>
<td>Father’s education</td>
<td>55</td>
</tr>
<tr>
<td>4.7</td>
<td>Mother’s education</td>
<td>56</td>
</tr>
<tr>
<td>4.8</td>
<td>Siblings</td>
<td>56</td>
</tr>
<tr>
<td>4.9</td>
<td>Medium of communication at homes</td>
<td>57</td>
</tr>
<tr>
<td>4.10</td>
<td>Frequency of using English</td>
<td>58</td>
</tr>
<tr>
<td>4.11</td>
<td>The grades on English school-based exam results</td>
<td>58</td>
</tr>
<tr>
<td>4.12</td>
<td>Range of reliability for questionnaires</td>
<td>59</td>
</tr>
<tr>
<td>4.13</td>
<td>Interpretation of results in terms of mean levels</td>
<td>60</td>
</tr>
<tr>
<td>4.14</td>
<td>The comparisons of mean for the attitude towards English</td>
<td>61</td>
</tr>
<tr>
<td>4.15</td>
<td>The comparisons of mean for the motivation towards English</td>
<td>64</td>
</tr>
<tr>
<td>4.16</td>
<td>The results of independent sample t-test of attitude and gender in Learning English</td>
<td>66</td>
</tr>
<tr>
<td>4.17</td>
<td>The result of independent sample t-test of motivation and gender in Learning English</td>
<td>67</td>
</tr>
</tbody>
</table>
4.18 The result of t-test independent sample between the achievement and gender for the learning of English

4.19 The number of students for the grades based on the gender

4.20 Descriptive statistics for students' attitudes and motivation

4.21 Correlations of students' attitudes and motivation
# LIST OF FIGURE

<table>
<thead>
<tr>
<th>Figure</th>
<th>Particular</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conceptual framework</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>The relationship between <em>affective factors</em> and <em>language acquisition</em></td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td><em>Quantitative research design</em></td>
<td>45</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>AMTB</td>
<td>Attitudes and Motivation Test Battery</td>
<td></td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
<td></td>
</tr>
<tr>
<td>PMR</td>
<td>Penilaian Menengah Rendah</td>
<td></td>
</tr>
<tr>
<td>SLA</td>
<td>Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
<td></td>
</tr>
<tr>
<td>STPM</td>
<td>Sijil Tinggi Pelajaran Malaysia</td>
<td></td>
</tr>
<tr>
<td>TL</td>
<td>Target Language</td>
<td></td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>AMTB</td>
<td>Attitudes and Motivation Test Battery</td>
<td></td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
<td></td>
</tr>
<tr>
<td>PMR</td>
<td>Penilaian Menengah Rendah</td>
<td></td>
</tr>
<tr>
<td>SLA</td>
<td>Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
<td></td>
</tr>
<tr>
<td>STPM</td>
<td>Sijil Tinggi Pelajaran Malaysia</td>
<td></td>
</tr>
<tr>
<td>TL</td>
<td>Target Language</td>
<td></td>
</tr>
</tbody>
</table>
## LIST OF FIGURE

<table>
<thead>
<tr>
<th>Figure</th>
<th>Particular</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conceptual framework</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>The relationship between affective factors and language acquisition</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Quantitative research design</td>
<td>45</td>
</tr>
</tbody>
</table>
CHAPTER I

BACKGROUND OF STUDY

1.1 Introduction

Malaysia, a multinational country in Asia, was once empowered by the British and the English language was then used as the official language of administration and communication between the governmental bodies in the nation. However, after independence in 1957, Bahasa Melayu soon replaced English as the next official and national language of the country though the carefully planned language policies by the authorized governmental bodies and institutes. English was then used only as the second most important language in the country next to Bahasa Melayu. It became a learning subject in schools while Bahasa Melayu was used as the main medium of instructions whereby as a result of this language policy which was strongly held together by political factors and the urgent need to create a national identity, many Malaysians speak a variety of English described generally as Malaysian English (Gill, 1993).

In capturing the interest in learning English, motivation has generally been considered to be an important factor in students’ learning and achievement (Dornyei, Csizer, & Nemeth, 2006; Gardner, Tremblay, & Masgoret, 1997; Schunk, Pintrich & Meese, 2007; Volet & Jarvela, 2001). In 2002, English was re-introduced in Malaysia school system as an important language for education, especially in the learning of Science and Mathematics, and despite resistance from certain quarters in the country,
The contents of the thesis is for internal user only
REFERENCES


Gardner, R. C. (2004). *Attitude or motivation test battery: International AMTB research project*. The University of Western Ontario, Canada.


communication, control, and concern. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.


