

**RELATIONSHIP BETWEEN ATTITUDE AND MOTIVATION  
TOWARDS ENGLISH LANGUAGE ACHIEVEMENT: MALAYSIA SECONDARY  
SCHOOL FORM FOUR ESL STUDENTS IN JOHOR**

**By**

**HEMAJOTHI BALAKRISHNA**

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## DECLARATION

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

Date: .....

Name: Hemajothi Balakrishna

Matric No: 141012484

## APPROVAL

We have examined this manuscript and verify that it meets the programme and University requirements for the degree of Master of Arts in Teaching of English to Speakers of Other Language

Name of Supervisor: Prof. Dr. Siti Maziha Mustapha

Name of Faculty: Faculty of Arts, Communication and Education  
IUKL

Name of Internal Examiner: Mr. Harold Poong Wan Hing

Name of Faculty: Faculty of Arts, Communication and Education  
IUKL

.....

Kamaljeet kaur

Director, Centre for Postgraduate Studies

IUKL

Date:.....

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## ABSTRACT

English language has been the essential skill in the higher education. Yet, Malaysian students' achievements are not in the satisfactory level. It is believed that students' attitude and motivation level play important role in the students English language achievement. This study was conducted among Malaysian secondary school students from four different streams to investigate their attitude, motivation level and the relationship between attitude and motivation level towards the English language achievement and the factors that motivate them to learn language. The participants were 280 form four ESL Malaysian students from four streams. The streams were Science, Arts, Technical and Religious selected from three schools in the South Peninsular of Malaysia. The students were selected using the purposive sampling. The instrument used was questionnaires adapted from Gardner. The results indicated that all the ESL form four secondary school students from the four streams in Malaysia possessed positive attitude and they are motivated to achieve in English language. However, the strength of the positive attitude and the level of motivation are different among all these four streams. The Science stream students have more positive attitude and high level of motivation and therefore they managed to achieve good grades in the English language. Meanwhile, the other three streams; Arts, Technical and Religious stream students possessed moderate level of positive attitude and moderate level of motivation which affected them by obtaining average grades in the English language. The findings also showed that there were differences in factors that motivate students towards learning English among these four streams. Thus, students' attitude and motivation level together with the motivating factors influenced their English language achievement. Recommendations to increase students' motivation through active facilitation by teachers and parental encouragement are offered to ensure students' successful mastery of the English language.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 INTRODUCTION**

Chapter 1 begins with a discussion on the background of the study about English language learning and its relationship with attitude and motivation from the educational context. This is followed by a detailed discussion on the problem statement and purpose of the study. The significance of the study is later examined, along with its limitations. Lastly, the chapter ends with some operational definitions to the key terms.

#### **1.1 BACKGROUND OF THE STUDY**

Motivation has emerged as the most important criterion in language learning (Van Lier 1996). It can also be said that without motivation, learners cannot achieve success in the language learning process. In the past few decades, there have been several L2 motivation theories which have been discussed and developed by scholars. Perhaps, the most influential L2 motivation theory was promoted by Gardner (1985). The author claims that L2 learning is a socially and culturally influenced activity, and his socio-educational model aims to explore learners' motivation from a wide perspective. The theory focuses on attitude, motivation and orientation. Two orientations, namely integrative and instrumental, have evolved to become the most important and central key concepts representing Gardner's work in the field.

Motivation and attitude have a very clear link with the language learning process (Gardner, 2001). Attitude is considered as an important aspect in language learning. According to

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