

**THE RELATIONSHIP BETWEEN INTRINSIC MOTIVATION  
AND ATTITUDE TOWARDS LEARNING ENGLISH  
AMONG ENGLISH AS SECOND  
LANGUAGE LEARNERS**

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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.

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## APPROVAL

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## ABSTRACT

Motivation and attitude are two factors that have become the subject of a lot of academic discussion either in language learning literatures or in language learning conferences. These two variables are believed to have correlation with the success or failure in language learning. This study was conducted among ESL learners from Infrastructure University Kuala Lumpur (IUKL) to investigate the relationship between Intrinsic Motivation and Attitude towards learning the English language. 100 participants from different faculties in IUKL such as Faculty of Business and Accounting, Faculty of Architecture and Built Environment, Faculty of Engineering and Technology Infrastructure, Faculty of Arts, Communication and Education, Faculty of Applied Science and Foundation Studies and Faculty of Creative Media and Innovative Technology volunteered to participate in this study. They comprised of 46 males and 54 females from the age of 18 to 25 years old. The instruments used are Intrinsic Motivation questionnaire adopted and modelled on questionnaires presented by Schmidt and Watanabe (2001). For the Students' Attitude part the researcher used questionnaire from Gardner's AMTB (1985), Integrative and Instrumental Orientation scales of the original 5-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985). The results indicated that all students possess positive attitude and they are intrinsically motivated to learn English. The findings also show that there is a significant relationship between students' intrinsic motivation and attitude towards learning English. Therefore, a conclusion can be made that students' intrinsic motivation affects their attitude towards learning the English Language which may then affect other factors in improving themselves when learning the English Language. Recommendations to increase students' intrinsic motivation through active facilitation by inside and outside factors such as teachers, parents and society are suggested to ensure students' success in mastering the English language.

## TABLE OF CONTENTS

<b>Declaration</b>	ii
<b>Approval Page</b>	iii
<b>Acknowledgments</b>	iv
<b>Abstract</b>	v
<b>Table of Contents</b>	vi
<b>List Of Tables</b>	ix
<b>List Of Figures</b>	x

### **CHAPTER 1: INTRODUCTION**

1.0 Background of the Study	1
1.1 Problem Statement	3
1.2 Purpose of the Study	5
1.3 Scope of the Study	5
1.4 Research Question and Hypothesis	6
1.5 Significance of the Study	7
1.6 Limitation of the Study	8
1.7 Definition of Terms	9
1.8 Research Framework	13
1.9 Summary	14

### **CHAPTER 2: LITERATURE REVIEW**

2.1 Introduction	15
2.2 The Concept of Motivation	15
2.3 Intrinsic Motivation	19
2.4 The Concept Of Attitude	21
2.5 Related Previous Studies	24
2.6 Theoretical Framework	30
2.6.1 Socio- Education Model (1972)	31
2.6.2 Self-Determination Theory (2000)	34
2.7 Summary	37

## **CHAPTER 3: METHODOLOGY**

3.1 Introduction	39
3.2 Research Design	39
3.3 Population and Sampling	40
3.4 Instrumentation	40
3.4.1 Demographic Questionnaire	41
3.4.2 Intrinsic Motivation to Learn English	41
3.4.3 Attitude towards Learning English	41
3.5 Pilot Study	42
3.5.1 Pilot Study Sample	43
3.5.2 Real Study Sample	44
3.6 Data Collection Procedure	45
3.7 Data Analysis	45
3.8 Pearson Correlation Coefficient	46
3.9 Pilot Study	47
3.9.1 Procedure	47
3.9.2 Pilot Outcome	47
3.10 Summary	49

## **CHAPTER 4: RESEARCH FINDINGS**

4.0 Introduction	50
4.1 Analysis of the Demographic Questionnaire	50
4.1.1 Participants' Gender	51
4.1.2 Age of Participants	51
4.1.3 Participants' Faculties	52
4.1.4 Participants' Current Year Of Study	53
4.2 Descriptive Statistic	55
4.3 Research Questions	57
4.3.1 Research Question 1	59
4.3.2 Research Question 2	61
4.3.3 Research Question 3	63
4.4 Summary	65

**CHAPTER 5: DISCUSSION, IMPLICATION AND  
RECOMMENDATIONS.**

5.0 Introduction	66
5.1 Discussion	66
5.1.1 Research Question 1	66
5.2.2 Research Question 2	68
5.3.3 Research Question 3	70
5.2 Summary	72
5.3 Implications	72
5.3.1 Pedagogical Implications	72
5.3.2 Theoretical Implications	74
5.4 Recommendation For Future Research	76
5.5 Conclusion	77
<b>REFERENCES</b>	79
<b>APPENDIX A</b>	85



## LIST OF TABLES

		<b>Pages</b>
Table 1	Profile of Respondents (Pilot Study)	43
Table 2	Profile of Respondents (Real Study)	44
Table 3	Pearson Correlation Coefficient “r” value.	46
Table 4	Reliability Statistics Pilot Study (Overall)	48
Table 5	Reliability Statistics Pilot Study (Intrinsic Motivation)	48
Table 6	Reliability Statistics Pilot Study (Attitude)	49
Table 7	Participants Overall Details	54
Table 8	Descriptive Statistics for Students Intrinsic Motivation	55
Table 9	Descriptive Statistics for Students Attitude towards learning English	56
Table 10	Cut-off point for level of Motivation and Attitude.	58
Table 11	The Pearson Correlation between Malaysian Undergraduates’ Intrinsic Motivation and Attitude towards learning English.	64

## LIST OF FIGURES

		<b>Pages</b>
Figure 1	Research Framework	13
Figure 2	Gardner and Smythe's Model Motivation	17
Figure 3	Theoretical Framework	30
Figure 4	Participants' Gender	51
Figure 5	Age of the participants	51
Figure 6	The faculties where the participants are in.	52
Figure 7	The participant's year of study.	53
Figure 8	Malaysian Undergraduates' Intrinsic Motivation Level.	59
Figure 9	The Motivation Level of Malaysian Undergraduates' based on Faculties	60
Figure 10	The Attitude Level of Malaysian Undergraduates'	61
Figure 11	The Attitude Level of Malaysian Undergraduates' based on Faculties.	62

# CHAPTER 1

## INTRODUCTION

This chapter aims to set the context for this study. It is organized into seven sections. It begins with the researcher explaining about the background of the research by providing some brief information on students' intrinsic motivation in learning. It follows by presenting the issue and problem statement, objectives of the study, the research aims and research questions that the study seeks to answer. This chapter then includes the significance and limitations of the study and finally a conclusion that concludes the chapter.

### **1.0 Background of the Study**

English is increasingly becoming a global language, mainly due to the globalization. It is not only used as an official language in many nations, but has become very influential in many different cultures in a large number of countries. According to Susanna (2007), this is because it is the central language of the communication world-wide

Motivating ESL students to develop themselves in the target language is quite complex. In many cases, these students face difficulties in learning English and are often demotivated to learn. De Bot, Lowie and Verspoor (2005) claimed that “teachers, learners and researchers will all agree that a high motivation and a positive attitude towards a second language and its community help second language learning”. Research in the classroom motivation has found that certain strategies can help these students to adopt more positive attitudes and become more motivated in the learning process.

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