

Motivation and Attitudes towards Learning English among Undergraduates in National University of Malaysia (UKM).

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Abstracts: *Motivation and attitude are two elements which are important in learning a second language as well as to provide the continuity needed to carry on the learning process. Multiple methodologies are being used for teaching and learning of a second language. In countries where English is taught as a second language, learners have different motivational factors and attitudes thus develop a specific relation towards English. Motivational factors and past experiences can affect students' attitude towards English language learning. The paper outlines the results of a survey which was carried out to identify National University of Malaysia (UKM) undergraduates' motivation and attitude towards learning the English language. The study investigated students' motivation and personal motivation based on Gardner's (1985) and Cooper and Fishman's (1977) works. Learners' attitude, on the other hand, focuses on English in social context, education and culture. The study sample consisted of 30 UKM undergraduates. A questionnaire as survey instrument was used for data collection. The results of this brief study showed that majority of the students have high motivation and positive attitudes towards the learning of English as a second language.*

Keywords: *Motivation, Attitudes, Learning English as Second Language, Tertiary Students*

Introduction

English language is an important language in the field of academic and future professional lives of undergraduate students. English is an essential tool in the workplace and therefore integrating English in their professional lives is important to improve the performance of their work. Therefore, two most important output skills which are speaking and writing play a very important part in this aspect.

English has become a dominant language in business, finance and banking, science and technology, popular culture and international relations around the world. It is widely accepted that being fluent in the English language is a key to success in life in this modern era. (Gomleksis, 2010)

Verma (2005) states that the English language does not only function as a Lingua Franca but in today's globalised world it is also a language of the business community. It has a dual function of doing business as well as communicating with people of different background from all over the world. The language does not belong to a certain high class or educated group in the

society anymore. The language, now, belongs to every citizen of the world and if he or she does not know the language it will hinder his or her goal to be successful because English is related and vital in every sector of life. Therefore the students should know that they can land a good job with fat salary if only they are proficient in the language.

As a business language, English language is being emphasized and widely used in various education levels to ensure the survival of nation in the competitive world. However, in Malaysia, the poor English Language proficiency and communications skills have been identified as two of the main factors behind the increasing rate of unemployment among local graduates. (Jain et.al, 2013)

Thang (2011) mentioned that many research have shown that Malaysian students acknowledge the importance of learning English for their future success. The urge to get good grades, prospect to further their studies overseas and good career opportunity are extrinsic motivation which pushed them to learn the language. However for the past few years, the government has voiced out concern that the students have very low competency level in the language. Articles in the newspapers also shared the same view that the students faced a lot of difficulties in using the language.

Graduates who have entered the workforce looking for a job ended up unsuccessful due to their low grades in English. They are also unable to speak and write well in the language. CEO of Jobstreet.com, an Asia-Pacific leading Internet recruitment website, Mark Cheng attributed not being proficient in the language as the main factor why companies reluctant to hire fresh graduates. This was evident in a survey conducted from March 29 to 31, 2005. The graduates should know that the private sector use English widely in their business deal and these fresh graduates when they were in the university should have equipped themselves with the all four important skills in the language.

Even after more than ten years of learning English in schools, a vast majority of Malaysian students have been unable to gain a good mastery of the language. According to the article published by the local daily, Berita Harian (23 January, 2007) entitled 'IPTA Students' English Language still weak' stated that almost 30 percent of the community colleges, polytechnics and public universities achieved Band 1 and Band 2 in the Malaysian University of English Test (MUET) whereas the highest level is Band 6.

A majority of the students also failed to converse effectively in English. This was highlighted by the Minister of Education who stressed that English language plays a vital role in ensuring nation building (New Starits Times, 1May 2012). It should be noted that factors such as motivation, attitude and beliefs of the students in learning a language determine and influence their competency and proficiency in language classes. (Oroujlou, 2011)

Background of the Study

English is placed as the second language in Malaysia (Gill, 2002) and in line with the education policy, English is taught as a second language. Once the students are in institutions of higher learning, the importance of English became more prevalent. Almost 70 percent of the materials are in English and they need to take some basic courses in English.

National University of Malaysia (UKM) is a public university which offers various courses in Malay and English to its students. Although it was established to use Malay as a medium of instruction, English still plays a very important role in certain courses. Undergraduates in UKM are required to take a course in English since 2000. This course is aimed at improving students' proficiency and designed to prepare them for outside world once they have graduated. The students should be able to converse in the language well at the end of the course.

Gardner and Lambert (1972) have carried out detailed research on motivation and attitude and how these two variables correlate with students' language performance. From their study, the findings showed that in order to learn a second language or any other languages for that matter, L2 learners have to be psychologically ready because those languages carry culture characteristics of different race.

Statement of the Problem

There have been many studies conducted to identify the factors that contribute to the decline of students' academic performance. Some of the studies relate academic performance to social economic status (SES) and parental involvement. (Samsiah et.al, 2009). However, for Samsiah, the students' orientation, attitudes and individual personal characteristics also play important factors in learning the language. Studies have shown that there are many factors that contribute to students' low proficiency in the language. Among the factors are students' motivation and attitude in learning the language and there are correlation between the two factors. As Al Tamimi (2009) puts it "a learner's motivation in language learning is affected by his/her attitudes towards learning the language". (p30). The study is designed to examine whether motivation and attitude play an important role on the undergraduates towards learning the second language.

Literature Review

Motivation

The term motivation in a second language learning context is seen according to Gardner (1985) as cited in Oroujlou (2011) as 'referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this

activity' (p10). According to the Oxford English Dictionary, motivation is defined as the reason or reasons behind one's actions or behaviour. It can also be considered as enthusiasm.

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation relates to a person's intrinsic goals and desires.

Motivation is also defined as the force that drives a person to strive and work hard to learn the language because of the desire of learning and the satisfaction he will get in the learning process. (Gardener, 1985). Motivation also plays a crucial role to determine effective language learning as Gardner (2001) puts, motivation in various aspects will make learners eager to learn second language. Brown (2002) highlighted that there are two basic types of motivation proposed by Gardner and Lambert in 1972.

The two basic types of motivation are instrumental and integrative motivation. Instrumental motivation refers to the desire of a person to acquire a language to achieve instrumental goal in his life such as becoming a translator or furthering a career while integrative motivation is being defined as a force that drives a person to learn a particular language for the sake of integrating himself into the culture of the second language or becoming part of the social interchange group. Then there is the third type which was proposed by Cooper and Fishman (1977) which deals with personal satisfaction.

Gardner (1985), Cooper and Fishman (1977) highlighted these three different kinds of motivation further in second language learning situation as:

- i) **Instrumental motivation** – when the learner wants to acquire a language to fulfil immediate goals, such as getting a job or passing an examination etc his/her motivation is of instrumental kind. Instrumental motivation is defined as an urge to get a substance from learning a second language (Hudson, 2000). The substance can be in the form of meeting the requirement of a course in college or university, job application, translating an article or reading materials of high technical level.
- ii) **Integrative motivation** - when the main purpose to acquire a language is to speak and mingle with people of other communities who is able to speak the same language. Falk (1978) states that the most successful students in learning the language are those who admire the culture of that particular community and willing to assimilate into the community in which the language is used.
- iii) **Personal motivation** - besides Gardner's integrative and instrumental motivations, Cooper and Fishman (1977) mentioned a third type of motivation which is termed as

personal motivation. It refers to motivation relating to personal development or satisfaction which includes activities such as watching movies, listening to music and travelling.

A good teacher must tap into the sources of intrinsic motivation and find way ways to connect them with external factors that can be brought to a classroom setting. As stated by Oroujlou (2011) 'Since learners have different purposes for studying a language, it is important for teachers to identify students' purposes and needs to develop proper motivational strategies'. (p995)

Attitude

Attitude is a set of beliefs which developed over a period of time in a society. It determines the behaviour of a person in whatever he does. The students' participation in language learning is determined by their attitude. Attitude towards a language can be either positive or negative according to Youssef (2012). Study shows that if a learner has positive attitude his learning process will be easy. On the contrary, if the learner is reluctant to learn and shows negative attitude, his learning process will be halted. As Thang (2011) puts it students with positive attitudes towards second language learning are more at an advantage compared to their counterpart with negative attitude.

A learner who learns a language for the purpose of dominating the people in a society has negative attitude while positive attitude of a learner will try to strengthen the existing motivation in the language learning. Jain (2013) stressed that attitude is an important factor in language learning if one is to be successful. The attitude shapes the students' perceptions towards class, teachers and curriculum which will be different from one another. Ultimately, language learning is influenced by attitude and motivation.

In a study by Parilah (2002), she examined the respondents' attitude towards ESL experiences. In this case study, the respondents' attitudes, motivation and individual characteristics were examined. It was found that although the low achievers acknowledged the importance of English for instrumental purposes, they show negative attitude towards learning the language. The respondents spent little or no effort at all to improve their proficiency in the language inside and also outside of the classroom. In another study by Thang (2011), he found out that majority of Malaysian students know the importance of learning English but they still showed little or no effort at all in learning the language. His findings are similar to the results found by Parilah 9 years earlier. This shows that nothing has changed in terms of attitude among Malaysian students.

Theoretical Framework

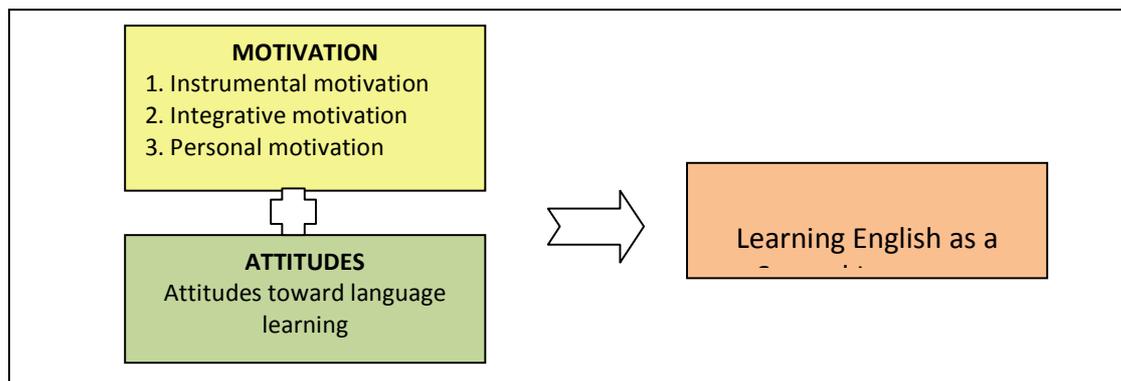
The study is based on Gardner and Lambert's (1972) theory which stated that concepts like attitudes and motivation are important factors in learning another language. Gardner (2002) believed that many other variables such as anxiety, self-confidence, risk-taking and others are dependent on motivation.

In his own words, Gardner (2001) stated that "language learning strategies probably will not be used if the individual is not motivated to learn the language and/or there is little or no reason to take risks using the language if there is little intention to learn it". (p2)

For Gardner (1985) attitude is considered as a subset of motivation in learning a language. He also emphasized that "motivation...refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language". (p10)

Conceptual Framework

Figure 1: Basic model of the role of motivation and attitudes in second language learning



Objectives of the Research

The objectives of the research are:

- i. To find out the influence of instrumental motivation on UKM undergraduates towards the learning of English.
- ii. To investigate the influence of personal motivation on UKM undergraduates towards the learning of English.
- iii. To determine the influence of integrative motivation on UKM undergraduates towards the learning of English.
- iv. To find out attitudes of UKM undergraduates towards the learning of English.

Research Questions

The study was guided by the following research questions:

- i. To what extent instrumental motivation influence students towards the learning of English?
- ii. To what extent personal motivation influence the students towards the learning of English?
- iii. To what extent integrative motivation influence the students towards the learning of English?
- iv. What are the students' attitudes towards the learning of English?

Limitations of the Study

The study is restricted to a small number of students. Thus, the results gained cannot be generalised to the population of other universities in Malaysia. In order to make a generalization, further research is needed involving a larger sample of respondents.

All the respondents in this study are from various faculties in UKM and therefore their motivation and attitude would also be different. Therefore, in order to identify the level of motivation and attitudes from different faculties, data from those respective faculties is needed to make a comparison.

The research was primarily a quantitative survey. There were no other methods used to get more data to triangulate the findings. No interview was carried out as the respondents were too occupied with other tasks to give full cooperation. This could be due to no previous rapport with the undergraduates as the researchers are staying outside of the university. As a researcher, it is unethical to force them to answer the questionnaires.

Besides, the data that they gave would not give a true picture of the situations. The researcher acknowledged that triangulation was needed to strengthen the validity and reliability of the study. On top of that, using multiple methods in a research design would also help to give a bigger picture and address many different aspects of the study.

Out of 30 subjects participated in the survey, 25 of them were females and only 5 were males. Besides, 26 of them were Malays, 3 Chinese and only 1 Indian. Thus, the two variables – motivation and attitude were compared to the samples as a whole without focusing on the gender or race as that would be insignificant due to a very low samples.

Research Design

The study employed the survey method so as to enable the researcher to establish the motivation and attitude in language learning among the undergraduates in UKM. The quantitative technique was employed through the use of the questionnaires to the students.

Research Sample and Sampling Procedure

The target population for the study were 30 undergraduates from UKM irrespective of their level of English proficiency participated in the survey. They comprised of 5 male and 25 female students. In terms of race ratio, 26 Malay, 3 Chinese and 1 Indian students took part in the survey. It took them approximately 20 minutes to answer the questionnaire. The 30 students were

chosen randomly. To elicit data for the study, the students had responded to two parts of the questionnaire which were motivation and attitudes towards learning the English Language.

Instrument - Questionnaire

The only method of inquiry used in this study was a questionnaire. Questionnaires were distributed to the 30 students. The questionnaire sought information about the students' attitude and motivation in relation to language learning. The researchers have adopted and adapted items in section B and section C for the questionnaire from Al-Tamimi and Shuib (2009).

Section A of the questionnaire, consisting of 3 items, was designed to elicit students' background information like gender, race and language used at home. For section B, there are two parts. The first part in section B included questions to identify students' motivation to learn the English language. Instrumental motivation was represented by items 1, 2, 3 and 4, and personal motivation by items 5 and 6 and integrative motivation by item 7. Items on the questionnaire for the second part required the respondents to indicate with five levels of Likert scale with 5 coded very important, 4 for important, 3 for of some important, 2 for of little important and 1 for not important.

In the second part of section B, the focus was on the importance of the English language courses to the students. The students need to state whether attending an English workshop or courses could improve their proficiency and competency in the language. In section C, the students need to answer 8 items based on their attitude towards learning the English language. In this section, the students need to indicate three levels of agreement – agree, disagree or don't know in contrast with section B part 1.

The questionnaires were bilingual, in English as well as Malay. The questionnaire was translated into Malay and checked for clarity and accuracy by the researchers. The reasons for translation were because they will be given to students who may have problem understanding the meaning of the sentences and to ensure the real meaning of the items will not be lost. The undergraduates were taking various courses and have different levels of proficiency in the language and so translation would help them even though the English used was simple and easy.

Data Collection Procedures

The researchers carried out the study at the Perpustakaan Tun Sri Lanang (PTSL), the university's main library, where there were many samples who can be selected randomly. A brief explanation and instruction were given to each student before he/she started to answer the questions. They were also requested to state their true and honest responses. Before giving out the questionnaire, permission was sought from each respondent and most of them were very obliging to answer. However, there was one respondent who rejected but the researchers respected her right to do so.

Data Analysis

Data analysis began as soon as the questionnaires were returned. The data collected in the present study was of only one type which was quantitative. The quantitative data of the questionnaires were analysed using Statistical Package Social Science (SPSS) version 19 that involves descriptive statistics which include frequencies, percentages and means. The patterns which emerged from the questionnaire made it possible for the researchers to establish the students' motivation and attitudes towards language learning.

Results

Motivation to learn English

Table 1: The students' results on their motivation for learning English

Motivational Constructs	Reasons for Learning English	n	Mean	SD	Overall mean
Instrumental motivation	1. Because it will enable me to carry my tasks more efficiently	30	4.267	0.868	4.117
	2. Because it will enable me to get a job easily	30	4.367	0.765	
	3. Because I hope to further my education	30	4.200	0.887	
	4. Because it is a university requirement	30	3.633	0.928	
Personal motivation	5. For a personal development	30	4.300	0.915	3.766
	6. Because it will enhance my status among my friends	30	3.233	1.223	
Integrative motivation	7. To integrate with the western culture	30	2.767	1.382	2.767
	8. Others (please specify)	30	-	-	

The undergraduates were asked to answer 8 items on reasons for learning English based on the importance of each item.

Based on table 1, the respondents' responses for all the items can be seen from the mean values. The three variables showed significant differences between them based on the overall mean. Instrumental motivations which include items 1, 2, 3 and 4 have the highest overall mean of 4.117. Item 2 which is for the reason of getting a job has the highest mean score of 4.367 and followed by item 1, 3 and 4 with mean score of 4.267, 4.200 and 3.633 respectively.

Personal reasons are represented by items 5 and 6. This variable is second in place after instrumental motivation with an overall mean of 3.766. Item 5 which is learning the English language for a personal development got a mean of 4.300 while item 6 which is to enhance their status among friends received a mean of 3.8395. Item 5 showed higher preference among the students compared to item 6.

Integrative motivation with item 7 has the lowest mean of 2.767 for those who opt for it. It is definitely showing that for majority of the students, to learn the English language, it doesn't

mean they need to integrate with the western culture. For the category of others, only 5 students responded to the last question. This category is not considered due to its small number of responses.

Language training needs

Table 2: Results of the students regarding language training needs

Questionnaire item	Yes		No		Total	
	n	%	n	%	n	%
Would you like to attend more English language training courses which will help you to improve your proficiency in the language?	29	96.7	1	3.3	30	100

The students were also asked to answer a question on whether or not they are interested in attending more English language training courses to improve their English proficiency. Table 2 above shows percentages representing the subjects' responses to the question. The results indicate that 96.7% of them responded favourably to the idea of attending a language training courses to enhance their competency in the language. Only 1 respondent or 3.3% of the population indicated negative response towards it.

Attitudes towards the English Language

Table 3: Students' results regarding their attitudes

Questionnaire Items	Agree		Disagree		Don't know	
	Total (n=30)	%	Total (n=30)	%	Total (n=30)	%
1. The development of our country is possible mainly by educated people who know English well.	16	53.3	12	40.0	2	6.7
2. The use of English in government and business offices helps in getting things done easily.	17	56.7	12	40.0	1	3.3
3. English should not be a compulsory subject in secondary schools in Malaysia.	7	23.3	22	73.4	1	3.3
4. English should be the medium of instruction in the secondary schools in Malaysia.	14	46.7	12	40.0	4	13.3
5. At least some subjects like Science and Mathematics should be taught in English at the secondary level in	19	63.3	10	33.4	1	3.3

Malaysia.

6. The learning of English should start at home.	25	83.3	4	13.4	1	3.3
7. English films are more enjoyable than films in any other language.	19	63.3	9	30.0	2	6.7
8. When I hear someone speaks English, I wish I could speak like him.	29	96.7	1	3.3	-	-

The analysis of the data was based on the students' responses to eight statements which they need to tick any of the three alternatives of agree, disagree and don't know and percentages were given to indicate the data analysis.

The findings in Table 3 show that the majority of the subjects (96.7%) have great interest or passions towards speaking English well like the native speakers. Moreover, English as a compulsory subject in the secondary schools in Malaysia was received well by the students as 73.4% of them supported English subject as part of the syllabus in country with only 23.3% wanted English to be made as elective.

The subjects' agreement about teaching English in schools showed mixed responses. While almost half of them (46.7%) are against the idea of having English as the medium of instruction in schools, however ironically, almost 2/3 of them are in favour of the now defunct Etems (English for Teaching Mathematics and Science) policy. Majority of the students also agree English should start at home.

53.3% of the students agree to the idea that educated people, who could speak English well, are the catalysts in bringing modernisation and development to the country. 56.7% are of the view that English in government and business offices helps in getting things done easily. Finally, in responding to the second last item in the questionnaire, 63.3% support the idea that English films are more enjoyable than films in any other languages.

Discussion

Students' motivation towards learning English

This study shows that instrumental motivation is the primary source of motivation among the three to trigger the students towards learning the language. This can be seen from the students' favourable responses towards future aspiration such as to enable me to get a job easily, and academic reasons such as enable me to carry my tasks more efficiently, to fulfil university's requirement and to further their education. It shows that English plays a very important role in their lives as it has great demand in the job market.

Personal reasons like personal development and to enhance their status among friends were also regarded important but not as important as the instrumental motivation. In the 21st century, English does not belong to a certain elite group who hold prestige because of their ability to converse in the language like the natives. Now, everyone can speak English albeit with

different level of proficiency. Integrative motivation, on the other hand, shows clearly that learning English because it was part of the culture of another community and the learner wanted to be a part of the community has the least impact on their English language motivation. In other words, they are not willing to learn the language because they need to be part of that society. As Al-Tamimi (2009) puts it well when he stated "...would like to be bilingual but not bicultural".(p45) The willingness to learn English is still seen as something apprehensive among minority Malaysian students due to its past history in the form of colonial occupation and present form of westernization in the form of culture.

In addition, overwhelming of them are interested in attending more English language training courses to improve their proficiency in the English language. The most reasonable explanation would be despite having learnt English for the past 11 years from primary to secondary level; they still feel the lacking in language skills especially in speaking and writing which will enable them to function effectively in both their academic and professional settings especially in this global era.

Students' attitude towards learning English

The results of the students' English language attitudes show rather mixed and interesting reactions from the respondents. It is an irony that more than half of the students agree that development of the country is possible mainly by educated people who know English well. Our former and present prime ministers are well versed in the language and they have brought tremendous development to the country.

It is a known fact that English language is essential to the development of the country. However, the other 40% may assume that the leaders can still shoulder the responsibility despite being handicapped in the language. This is evident in countries like Germany, Russia, Japan, France and others where their leaders only speak their national language despite being mildly proficient in the language. They only speak in English when the situation warrants them to do so at the astonishment of the foreign media. For example, when the Russian president gave a presentation in English in his bid to win the Winter Olympic and he was successful and same was done by Prime Minister of Japan, Shinzo Abe in his bid to win the 2020 Olympic.

This response is in parallel with the second question on the use of English in government and business offices helps in getting things done easily with almost the same amount of supporting it. This could be due to the fact that the respondents may think correspondence was being done with foreign agencies. In this regard, English is indeed important.

Less than half of the respondents have negative attitude toward English being the medium of instruction. This is understandable as Malay is accepted as the medium of instruction in Malaysian schools. More than 2/3 of the respondents wanted English as a compulsory subject. This shows the importance of English in the global era. They also showed positive attitude towards wanting to learn the language.

The most surprising factor, however, would be the willingness of the respondents to accept English to be used as the language to teach Science and Mathematics. The researchers found out that most of the respondents studied Science and Mathematics in English during their

school years when the policy was implemented and it definitely had an impact on them. Many of them support the notion that English should begin at home to be really proficient in the language but this is only true in urban areas compared to the rural setting.

The students' attitude towards English movies showed that 63% enjoy watching them in English rather than any other language. This could be due to the movies being well made and attractive to the young and old generations thus cutting through the racial and age barrier. Another reason can be attributed to the effect and influence of globalisation around the whole world. Hollywood is playing a very important role in promoting the American English to the extent that majority of the non-natives speak in the American dialect. It shows the influence of the movies on the language. The students may be interested in the culture of the people of the richest nation in the world, USA, that they wanted to know and learn through watching the movies. However, they do not want to be fully integrated into it.

Overwhelming respondents indicated that they would like to speak and express themselves in English just like the native speakers. This is a good attitude because the students are moving one step ahead in grasping the English language. Ability to speak like native speakers will give them the advantage in joining multinational companies which are operating locally and in foreign land. This will lead them to promising future in their working lives.

Conclusion

The research showed that UKM undergraduates' motivation and attitudes towards learning the English language is positive overall. Instrumental motivation without doubt is the primary sources in pushing the students to learn the English. This is followed by personal motivation which has a significant contribution to the same aim. However, it shows that integrative reason has the least effect on the students' English language motivation. On the other hand, based on the findings towards students' attitude, the results clearly showed positive attitudes towards the use of English in education, social and culture.

Recommendations

An in-depth research can be carried out with different items on motivation and attitudes to a larger sample which will give a better insight into the students' motivation and attitude on the English language learning in Malaysia's universities and colleges.

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Appendix**QUESTIONNAIRE****SOAL SELIDIK****Respondent no:** _____

Instructions: For the following items, please indicate your answer with a tick (/) in the spaces provided. Where a line is provided, please write your answer, if applicable.

Arahan: Sila tandakan (/) pada ruangan yang bersesuaian.

SECTION A: BACKGROUND OF RESPONDENTS**BAHAGIAN A: LATAR BELAKANG RESPONDEN**1. Gender (*Jantina*)

Male/ <i>Lelaki</i>	
Female/ <i>Perempuan</i>	

2. Race/Etnic (*Keturunan/Etnik*)

Malay/ <i>Melayu</i>	
Chinese/ <i>Cina</i>	
Indian/ <i>India</i>	
Others/ <i>Lain-lain</i>	

3. Language Used at Home (*Bahasa Pertuturan Di Rumah*)

Malay/ <i>Melayu</i>	
Chinese/ <i>Cina</i>	
Indian/ <i>India</i>	
Others/ <i>Lain-lain</i>	

SECTION B: MOTIVATION TO LEARN ENGLISH**BAHAGIAN B: MOTIVASI UNTUK BELAJAR BAHASA INGGERIS**

1. What are your reasons for learning English? Please rate (/) the following reasons according to their importance.

1. Apakah sebab anda mempelajari Bahasa Inggeris? Sila tanda (/) mengikut keutamaan.

Reasons for learning English (Sebab Mempelajari Bahasa Inggeris)	Very important (Sangat penting)	Important (Penting)	Of some importance (Agak penting)	Of little importance (Kurang penting)	Not important (Tak penting)
1. Because it will enable me to carry my tasks more efficiently. (Sebab ia membolehkan saya menjalankan tugas saya dengan mudah)					
2. Because it will enable me to get a job easily. (Sebab ia membolehkan saya mendapat kerja dengan mudah)					
3. Because I hope to further my education. (Sebab saya ingin melanjutkan pelajaran)					
4. Because it is a university requirement. (Sebab ianya adalah syarat yang ditetapkan oleh universiti)					
5. For personal development. (Untuk perkembangan sendiri)					
6. Because it will enhance my status among my friends. (Sebab ia akan meningkatkan status saya di kalangan kawan)					
7. To integrate with the western culture. (Untuk menyerap budaya barat)					
8. Others (please specify) (Lain-lain, sila nyatakan) _____ _____ _____					

2. Would you like to attend more English language courses which will help you to improve your proficiency in the language?

2. Adakah anda ingin menghadiri lebih banyak Kursus Bahasa Inggeris yang akan membantu anda mempertingkatkan penguasaan Bahasa Inggeris?

Yes/Ya	
No/Tidak	

SECTION C: ATTITUDES TOWARD LEARNING ENGLISH

BAHAGIAN C: SIKAP TERHADAP PEMBELAJARAN BAHASA INGGERIS

What are your attitudes towards the following issues? Please tick (/) in the appropriate box.

Apakah sikap anda terhadap isu-isu berikut? Sila tanda (/) in petak yang sesuai.

1. The development of our country is possible mainly by educated people who know English well.

Pembangunan negara kita tercapai ,terutamanya, disebabkan oleh mereka yang berpendidikan yang menguasai Bahasa Inggeris dengan baik.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

2. The use of English in government and business offices helps in getting things done easily.

Penggunaan Bahasa Inggeris di sektor kerajaan dan pejabat-pejabat perniagaan membantu menyelesaikan urusan dengan mudah.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

3. English should not be a compulsory subject in secondary schools in Malaysia.

Bahasa Inggeris tidak perlu menjadi mata pelajaran wajib di sekolah-sekolah menengah di Malaysia.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

4. English should be the medium of instruction in the secondary schools in Malaysia.

Bahasa Inggeris sepatutnya menjadi bahasa pengantar di sekolah-sekolah menengah di Malaysia.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

5. At least some subjects like Science and Mathematics should be taught in English at the secondary level in Malaysia.

Sekurang-kurangnya subjek-subjek seperti Sains dan Matematik sepatutnya diajar dalam Bahasa Inggeris pada peringkat menengah di Malaysia.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

6. The learning of English should start at home.

Pembelajaran Bahasa Inggeris patut bermula di rumah.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

7. English films are more enjoyable than films in any other language.

Filem Inggeris lebih menyeronokkan berbanding filem-filem dalam bahasa lain.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

8. When I hear someone speaks English, I wish I could speak like him.

Apabila saya mendengar seseorang bertutur dalam Bahasa Inggeris, saya berharap dapat bertutur sepertinya.

Agree/Setuju	
Disagree/Tidak setuju	
Don't know/Tak tahu	

Thank you for your cooperation.