

AN INVESTIGATION ON PERCEIVED RELATIONSHIP BETWEEN
MOTIVATION AND INTERACTION OF SECOND LANGUAGE'S LEARNERS

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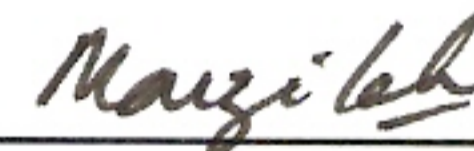
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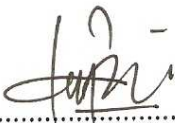
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A report submitted in partial fulfilment of the
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DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful, there's no other power above your power, and to You, I dedicated my life and death.

To my beloved mother and father; Hjh. Salasiah binti Hj Japri and Hj. Nordin @ Baharuddin bin Hj. Masri.

Thank you for your never-ending support and instigation. I knew that I'll never be able to repay all you've done for me. My stubbornness makes me never spitting out my words that I really love both of you with all my heart. I hope my prayers for you will signify my love for both of you.

And for my elder brother *Mohd Khair b. Nordin* who always stand beside me.

Thank you for your never-ending support. Thank you for never give up caters for me. I knew that I could rely on you. I knew that I indebted in so many ways to you.

Thank you so much abang ngah. Thank you for everything.

To my sisters and brother; *Norbahyah, Ahmad Nazeli* and *Noraida Aziza*, thank you because without all of you, I might still be where I am before. I didn't know how to express my feeling, but I knew that I am lucky to have all of you as my family. No words can describe my appreciation for all of you.

To my love one, *Madiah bt. Jailani*, your support and help is much appreciated.

Thank you for coming into my life. The tears and joys we have shared together is part of my wonderful experiences in UTM. Thank you.

And finally for my TESLian classmates, the joys and sorrows we shared together, I hope it'll not end here. May our friendship and ukhwah remains forever. Thank you for everything.

ACKNOWLEDGEMENT

My biggest appreciation stand to Allah the Almighty because enable me to be here. Without His love, I might not even able to be here and be who I am today.

In preparing for this thesis, I was in contact with many people, researchers, academicians and practitioners. They were contributed towards my understanding and thoughts. In particular, i wish to express my sincere appreciation to my thesis supervisor, Pn. Marzilah bt. Abd Aziz, for encouragement, guidance, critics and all her help. I really want to thank her never-ending patience and supports. This thesis with not be here without her help. I am also very thankful for Dr. Abdul Rahim Hamdan for his willingness in helping me out clarifying my research objectives and method of study. I thank him for entertain my questions and blurriness. Though I am not your supervisee, but I'm indebted to you in so many ways since you are willing to help me in my research.

My fellow undergraduates colleagues should also be recognise for their support. My sincere appreciation also extends to others who have helped and provided assistance at various occasions. Their views and tips are useful indeed. Unfortunately, it is not possible to list all of them in this limited space. I am grateful to all my family members who are without them I might not be where I am today.

ABSTRACT

This study attempts to investigate the correlation between two types of motivation; these are intrinsic and extrinsic motivation, and interaction among Universiti Teknologi Malaysia students participating in the Friends of English (FoE) program. 65 participants of the Foe program participated in this research. The descriptive study was carried out in form of survey by using questionnaires with some questions adapted from *Intrinsic Motivation Inventory (IMI): The Post-Experimental Intrinsic Motivation Inventory* by Ryan (1982). The data gained through the survey were processed using SPSS software and results were interpreted based on the Guilford benchmark table. The results are presented in form of graphs and tables. The finding from this survey had revealed that there are significant relations between motivation and interaction. The strong relation between intrinsic motivation and interaction shows that students value FoE and find the program useful. The strong relation between extrinsic motivation and interaction shows that students value FoE and find the program useful. However, between the two types of motivation, extrinsic motivation shows higher relation suggesting that extrinsic motivation has stronger impact towards interaction than intrinsic motivation. However, there are several other things also affecting the findings. As for that, several recommendations to improve the students' interaction using English have been made.

ABSTRAK

Kajian ini bertujuan untuk menilai hubungan antara dua jenis motivasi, iaitu motivasi intrinsik (dalaman) dan motivasi ekstrinsik (luaran) dengan interaksi dikalangan pelajar Universiti Teknologi Malaysia yang mengambil bahagian dalam program Friends of English (FoE). Seramai 65 orang peserta FoE terlibat sebagai peserta dalam kajian ini. Kajian berbentuk diskriptif ini dijalankan dalam bentuk tinjauan dengan menggunakan boring soal selidik sebagai alatan kajian yang mana sebahagian soalan telah diadaptasi dari *Intrinsic Motivation Inventory (IMI): The Post- Experimental Intrinsic Motivation Inventory* yang telah digunakan oleh Ryan(1982). Data yang diperolehi dari tinjauan ini diproses menggunakan Persian pakej statistik bagi sains sosial (SPSS) dan dapatan kajian diterjemahkan berdasarkan Jadual Garis Panduan Guilford. Dapatan kajian dipersembahkan dalam bentuk graf dan jadual. Dapatan dari kajian ini telah membuktikan bahawa terdapat hubungan yang jelas antara motivasi pelajar dengan interaksi mereka. Hubungan yang kuat antara motivasi dalaman dan interaksi menunjukkan pelajar menghargai FoE mendapati ianya berguna. Hubungan yang kuat antara motivasi luaran dengan interaksi pelajar juga menunjukkan pelajar menghargai FoE serta menyedari manfaat yang dapat diperolehi dengan mengambil bahagian dalam FoE. Namun, diantara kedua jenis motivasi, motivasi luaran menunjukkan hubungan yang lebih kuat dengan interaksi pelajar berbanding motivasi dalaman. Walaubagaimanapun, terdapat beberapa faktor lain yang turut dilihat mempengaruhi keputusan kajian ini. Oleh itu, beberapa cadangan bagi meningkatkan lagi interaksi pelajar dengan menggunakan Bahasa Inggeris sebagai medium telah dikemukakan.

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LIST OF ABBREVIATION

CTL	-	Centre for Teaching and Learning
ESL	-	English as Second Language
FoE	-	Friends of English
MUET	-	Malaysian University English Test
SPM	-	Sijil Pelajaran Malaysia
TESL	-	Teaching English as Second Language
UTM	-	Universiti Teknologi Malaysia

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter explains about the background of problem that leads to this research to be done. This chapter also consists of the significance of the research, scope and limitation of the research, the objectives, research questions, and the terms used in this research.

1.2 Background of problem

What motivate human behaviours? What are the factors that could directly or indirectly influence the motivated behaviours? These questions have been haunting researchers for ages especially those in the field of psychology. Various theories have been constructed and proposed in order to gain satisfactory and reliable explanations for the questions above.

One of the prominent domains of such theories that seems engaging to researchers is the domain that focuses on intrinsic motivation. The domain started off with the introduction of theories that rely on the biological needs like the Instinct Theory by Freud (1915). The theories then have been set aside when more popular theories like Drive Theory by Hull (1943) and Deficiency and Growth Theory by Maslow (1943) have taken the attention of the researchers. These theories then also have to make way for the complex socio cognitive based theories that have been able to give the further explanations on the factors that underlie the motivated human behaviour.

Deese et al. (1975) mentioned that most psychologist make distinction between the things we learn (our habits) and the things which prompt us to use these habits (our motives).

1.3 Statement of Problem

Language practitioner believe that reinforcement help students to learn better. Through interaction and communication, they actually reinforce themselves to use the English more. However, the problem is how to make students motivated to communicate using English. Normally, they are comfortable using their native language to interact with people although they know that they have to practice their English more. In other word, many ESL learners have neglected the importance of using English in their daily communication.

The main concern of this research is to find out whether the interaction helps in motivating ESL learner to use English and having confidence in using English in their daily communication. Its focuses on finding how the motivation level is

affecting by interaction. The finding will clarify the role of motivation in enhancing interaction (using English as medium of interaction).

1.4 Significance of the Research

The main concern of this research is to see the correlation between the ESL learners' motivation in using English and their frequent of interaction using English. The finding of this research is hoped to help language practitioner to plan activities that motivates students. Apart from that, English practitioners to cater other factors that help to enhance students to interact by using English.

It is aiming at finding out the impact of motivation in relation to level of interaction among learners. The findings of the study will help teachers to understand the role of interaction better in enhancing students' motivation.

1.5 Research Objectives

This research is done to;

- 1.5.1 Find the perceived relation between interaction and intrinsic motivation among students joining the Friends of English program.
- 1.5.2 Find the perceived relation between interaction and extrinsic motivation among students joining the FoE program.

- 1.5.3 Find out how perceived interaction is affected by perceived intrinsic and extrinsic motivation in FoE program.