

THE ROLE OF MOTIVATION IN THE LEARNING OF  
ENGLISH AS A SECOND LANGUAGE

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## **ABSTRACT**

Motivation is important in language learning. This present study aims to investigate learners' motivation in the learning of English as a second language at university level and the factors that affect their motivation. The study particularly focuses on six motivation components: integrative motivation, instrumental motivation, effort, valence, expectancy and ability. The present study also aims to explore the differences in motivation level between female and male participants. 189 students participated in this quantitative study. The survey method used was the administration of the Motivation Scale (Wen, 1996 and modified by Shaaban and Ghaith, 2000).

The results of this study revealed that the participants are both integratively and instrumentally motivated, although the degree of instrumental motivation is higher among the participants. The main factors that contributed to their motivation are job and travel orientations. The participants demonstrated low perception of valence and put little effort in their English language learning. In terms of gender and motivation, there are significant differences between female and male participants except in terms of valence and expectancy. The results also revealed that females are more motivated than males. Based on the findings, recommendations and some implications to educators and researchers are provided.

## ABSTRAK

Motivasi memainkan peranan penting dalam pembelajaran bahasa. Kajian ini adalah bertujuan untuk mengenal pasti tahap motivasi dalam kalangan pelajar di peringkat universiti dalam pembelajaran bahasa Inggeris sebagai bahasa kedua. Disamping itu, kajian ini bertujuan untuk mengenalpasti faktor-faktor yang mempengaruhi motivasi para pelajar. Kajian ini tertumpu pada enam komponen motivasi: motivasi integratif, motivasi instrumental, usaha, valensi, harapan dan kemampuan. Kajian ini juga bertujuan untuk meneliti perbezaan tahap motivasi diantara pelajar perempuan dan lelaki. 189 pelajar telah mengambil bahagian dalam kajian yang dilakukan secara kaedah kuantitatif ini. Skala Motivasi (*Motivation Scale*) (Wen, 1996 dan diubah suai oleh Shaaban dan Ghaith, 2000) telah digunakan untuk mengumpul data.

Dapatan kajian menunjukkan bahawa pelajar bermotivasi secara integratif dan instrumental. Namun, tahap motivasi instrumental didapati lebih ketara. Antara faktor utama yang menjadi pendorong motivasi mereka ialah untuk mendapatkan peluang pekerjaan dan untuk pelancongan. Dapatan mendapati pelajar menunjukkan tahap valensi yang lemah and kurang berusaha dalam pembelajaran bahasa Inggeris. Dari aspek jantina dan motivasi, terdapat perbezaan ketara di antara pelajar lelaki dan perempuan kecuali dari aspek valensi dan harapan. Dapatan juga menunjukkan pelajar perempuan lebih bermotivasi berbanding pelajar lelaki. Berdasarkan dapatan kajian ini, beberapa cadangan untuk para pendidik dan penyelidik telah dibuat.

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