

ABSTRACT

Motivation is the key element in successful learning. It has been proven that motivation is important in determining the extent of a learner's active involvement and attitude towards the learning of a second language. In this analysis of how students learn English, the researcher desired to clarify the relationship between a number of motivational factors. The points examined were the socio-economic background of the respondents, their usage of the English Language and their exposure to it, their attitude towards the English Language, their perception of their English Language instructors and their level of academic achievement in the English Language examination. The researcher used Dornyei's motivational framework to investigate whether or not all three levels of the framework, namely the language, learner and learning situation levels, play a role in the respondents' academic achievement in the English Language examination. The findings show that all three levels of the framework play a role in influencing the respondents' good or poor academic achievement in the English Language examination. The findings also show that all the investigated motivational factors affect the respondents' academic achievement in the English Language examination. In relation to these findings, the researcher hopes that future studies will be conducted on ways to enhance the effects of the investigated motivational factors in order to improve future students' academic achievement in the English Language examination.

ABSTRAK

Motivasi merupakan kunci utama dalam pembelajaran yang berjaya. Motivasi telah terbukti penting dalam menentukan sejauh mana penglibatan aktif dan perangai seseorang pelajar terhadap pembelajaran bahasa kedua. Dalam kajian ini, pengkaji ingin mengetahui hubungan di antara faktor-faktor motivasi yang dikaji. Faktor-faktor yang dikaji adalah latarbelakang sosio-ekonomi responden, penggunaan Bahasa Inggeris oleh responden dan pendedahan responden terhadap bahasa tersebut, perangai responden terhadap Bahasa Inggeris dan persepsi responden terhadap tenaga pengajar Bahasa Inggeris, dan tahap pencapaian akademik responden dalam peperiksaan Bahasa Inggeris. Pengkaji menggunakan rangka motivasi Dornyei bagi mengkaji samada ketiga-tiga tahap motivasi dalam rangka motivasi tersebut, iaitu tahap bahasa, tahap pelajar dan tahap persekitaran pembelajaran, memainkan peranan dalam pencapaian akademik responden dalam peperiksaan Bahasa Inggeris. Kajian dapati kesemua faktor-faktor yang dikaji mempengaruhi pencapaian akademik responden dalam peperiksaan Bahasa Inggeris. Sehubungan dengan dapatan tersebut, pengkaji berharap agar kajian di masa hadapan akan tertumpu kepada peningkatan pengaruh faktor-faktor yang dikaji bagi mempengaruhi pencapaian akademik pelajar dalam peperiksaan Bahasa Inggeris.