

Elements of Attitude and Motivation of SJKT Students at Form 1 in Malay Language Mastery

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Abstract

The study aims to investigate the attitudes, motivations, and interests of Form 1 students in six secondary schools in Negeri Sembilan towards learning Malay, particularly focusing on Indian students enrolled in SJKT. The findings shed light on the factors influencing their proficiency in the Malay language. This research uses the Attitude Motivation Test Battery (AMTB) questionnaire by Gardner, 2005 which has been adapted to the objectives of this study. The analysis revealed that Indian students' attitudes towards learning Malay are predominantly influenced by affective components, indicating emotional aspects play a significant role in their language acquisition journey. This suggests that fostering positive emotions and attitudes towards learning Malay could potentially enhance language proficiency among SJKT students. Furthermore, the study identifies integrative motivation as the primary driving force for Indian students' motivation to learn Malay. Integrative motivation, which involves the desire to connect with and become part of the Malay-speaking community, emerged as a crucial factor influencing their language learning efforts. This underscores the importance of creating opportunities for SJKT students to engage with the Malay-speaking community and cultivate a sense of belonging. Overall, the findings suggest that addressing affective factors and promoting integrative motivation could be key strategies in improving the Malay language proficiency of SJKT students in Form 1. By understanding and addressing these factors, educators and policymakers can develop targeted interventions to support the language learning needs of Indian students in Negeri Sembilan's secondary schools.

Introduction

The educational system serves as the cornerstone of societal development and national advancement. In Malaysia, a country with diverse ethnicities, education policies must align with the populace's needs to promote national unity and cultivate knowledgeable citizens. Malay language has been the national language of Malaysia since independence and serves as the primary medium of instruction in various educational institutions. Its historical

significance dates back centuries, with Malay language acting as a lingua franca in the Malay Archipelago. Language plays a crucial role in communication, symbolizing civilization, nationhood, and fostering unity. In Malaysia, Malay language is used as a medium of instruction to promote unity among students from diverse ethnic backgrounds, contributing to the cultivation of a national identity. Historically, various types of schools were established during British rule, each using the mother tongue as the medium of instruction. However, efforts to elevate Malay language within the education system have been significant, positioning it dominantly in the national education framework. Despite these efforts, challenges persist, particularly among students from Tamil vernacular schools (SJKT), who often struggle with Malay language proficiency in secondary school. The mastery of Malay language is crucial for all Malaysian students to ensure national continuity and unity among the multi-ethnic population. The level of Malay language proficiency among SJKT students needs to be identified early to address potential gaps and ensure they master the language effectively. Attitude and motivation play pivotal roles in language acquisition, influencing students' interest and willingness to learn Malay as a second language. Understanding these factors is essential for developing effective strategies to enhance Malay language proficiency among SJKT Indian students in secondary school. By addressing attitude and motivation, educators and policymakers can promote greater proficiency in Malay language, contributing to national unity and the development of intelligent citizens.

Problem Statement

The problem statement highlights the struggle of Indian students from Tamil vernacular schools (SJKT) in mastering the Malay language upon transitioning to secondary school. This difficulty is attributed to factors such as lack of motivation, socio-cultural differences, and negative attitudes towards the Malay Language. Thye (2008) has voiced concerns about the diminishing role of Malay as the national language among non-Malay students, partly due to societal attitudes, including those within the Malay community. The diminishing role of Malay as the national language among non-Malay students is also a concern. The statement suggests that these challenges hinder students' academic performance and overall well-being. A comprehensive study of attitudes is proposed to design appropriate interventions, considering both quantitative and qualitative data for a thorough understanding of the issue. Among the educational issues that receive widespread attention is the truancy of Indian students in secondary schools, as evidenced by a study by the Social Strategic Foundation (2010), which found that out of 269,985 Indian students aged 13 to 17 who continued their education in secondary school, 12,500 were absent. This indicates a significant rate of truancy among Indian students upon entering secondary school, totaling 39,680 or 26.3%. According to Yusuf (2010), truant students are often associated with a bleak future, leading to low self-concept and internal motivation, causing students to harbor negative perceptions of their ability to master the second language, Malay. Therefore, a more in-depth study to identify motivational elements is necessary to strategically enhance students' appreciation and pride in the Malay language, in line with the teaching goals emphasizing the mastery of quality language.

Weaknesses in students' Malay language proficiency stem from their attitude and motivation, according to (Zubir, 2019). These factors are interconnected mechanisms that drive students' interest in learning Malay. Abdullah (2004) found a correlation between students' attitudes and motivation toward mastering Malay, indicating that low interest leads to diminished motivation and academic performance. This is further supported by Gardner & Lambert's

research (1972) cited in Budiawan (2008), which highlights integrative and instrumental motivation as two distinct motivational elements. Students with high levels of these motivations find it easier to learn a second language.

The increasing failure rate of Indian students in the PT3 examination for Malay language in secondary schools highlights the importance of identifying the dominant motivational elements influencing their mastery of the language. While negative attitudes and low motivation are recognized factors contributing to this trend, insufficient attention has been given to positive attitudes, motivation, and interest among Indian students. Understanding and analyzing these elements within the context of Malay language mastery are crucial for developing effective language learning strategies tailored to their needs. Further research is needed to explore and understand the dominant attitude and motivation elements, as well as the level of interest in the Malay language among Indian students, to facilitate the development of more relevant interventions and improve their learning outcomes.

Many Indian students struggle to master Malay, despite receiving formal education from primary school, as Krishnan (2014) acknowledges. These students primarily use their mother tongues, Tamil and English, for communication, leading to moderate proficiency in Malay writing skills and a significant portion exhibiting weakness in Malay language proficiency. According to Shankar (2015), students who excel in UPSR perform poorly in PMR and struggle to understand Malay language questions. Upon entering secondary school, some students engage in disciplinary issues such as exam cheating, necessitating further research to identify dominant elements in attitude and motivation that can improve Malay language proficiency among Indian students. This research aims to ensure academic success and reduce disciplinary incidents among Indian students in secondary schools.

The Malaysian Ministry of Education's Statistical Report reveals a substantial educational disparity between Indian students and other ethnic groups in Malaysia. Specifically, 9% of Indian youth aged 20-24 have low education levels, compared to 6% among Malays and 5% among Chinese. Despite the relatively small Indian population of around 2 million people in Malaysia, Indian students exhibit a high dropout rate of 13%, comprising approximately 1000 individuals. This elevated dropout rate may exacerbate social inequalities, leading to increased poverty, unemployment, and social unrest, which could impede economic growth, reduce competitiveness, and threaten social cohesion. Consequently, further investigation is needed to identify motivating factors, especially as Indian students from SJKT adjust to a new educational environment, where their failure to grasp the second language could significantly hinder their overall language proficiency.

Literature Review

Dayang and Wan Munna's 2016 study focused on the difficulties students face in mastering Malay as a second language, highlighting its impact on both exam performance and future communication skills. The study aimed to uncover the factors influencing Indian students' proficiency in Malay within a new learning environment. It identified motivation, attitude, and environment as crucial social factors affecting language mastery, along with other factors encountered when transitioning to secondary school. By understanding these factors, the research aimed to provide insights into second language acquisition dynamics among Indian students, aiding educators in devising effective and personalized learning strategies.

Megersa Dadi's 2018 study at Dire Dawa University examined students' attitudes and motivations towards learning English as a second language. Using a Likert scale questionnaire and SPSS for analysis, the study found that students generally held positive attitudes towards

English and were instrumentally motivated to learn the language. Similar research is needed in Malaysia to understand students' attitudes and motivations, especially in new environments, to help educators design effective language learning activities

Deeneswary and Nasri's study (2021) explored the attitudes and motivation of Indian students from rural Tamil primary schools in learning Malay as a second language. They found that these students exhibit positive attitudes and high motivation towards learning Malay as a second language. The study offers valuable insights into the attitudes and motivation of Indian students in mastering Malay, highlighting the need to consider psychosocial factors like attitudes and motivation in developing effective teaching strategies. This research contributes to designing more suitable and efficient learning approaches to aid Indian students in achieving proficiency in Malaysia.

The study by Ahmad and Kamaruddin (2019) investigates extralinguistic factors influencing foreign students' attitudes towards learning Malay as a second language in selected Malaysian universities. Conducted as a quantitative survey with 150 respondents from 27 countries, the research identifies integrative attitude as the most dominant factor affecting language learning. The findings indicate a positive overall attitude among students towards learning Malay, emphasizing the importance of social interaction and cultural experiences in second language education.

The study by Mahadd et al (2021) investigated the attitudes and motivation of primary school students towards online Malay language learning during the Movement Control Order (MCO). Utilizing a quantitative approach and a questionnaire comprising 20 items, the study surveyed 110 Year 5 students from a national school in Batu Berendam, Melaka. The analysis indicated that the students exhibited positive attitudes and high motivation towards online Malay language learning during the MCO period. Notably, factors such as gender and family socioeconomic status did not appear to influence students' attitudes and motivation in Malay language learning. In summary, the study offered valuable insights into students' responses to online learning during the MCO, particularly in the context of Malay language education.

Research Methodology

The study underscores the importance of conducting focused research on the attitudes and motivations of Indian students from SJKT schools regarding their proficiency in Malay, particularly as they transition to secondary school. While existing studies have addressed challenges faced by these students in primary school, there exists a gap in understanding their attitudes and motivations after entering Form 1. This deeper understanding is crucial to prevent student marginalization and enhance academic performance. Therefore, a systematic and comprehensive study is necessary to inform educational authorities and teachers in developing effective teaching strategies tailored to the needs and interests of SJKT students in secondary school.

The researcher employed specific procedures to ensure the systematic implementation of this study. Utilizing a descriptive form and a survey method, the research aims to identify the dominant elements of attitude and motivation influencing Malay language proficiency among Form 1 students from SJKT schools. Additionally, it seeks to analyze the dominant elements between instrumental and integrative motivation in language mastery. The Attitude Motivation Battery Test (AMTB) serves as the research instrument, with Gardner's Motivation Theory (2005) used as the theoretical framework. A descriptive survey involving 180 Indian students from SJKT currently in Form 1 across six secondary schools around Negeri Sembilan was conducted for the study. These secondary schools were chosen by SJKT Indian students

to continue their education at the secondary level. Overall, the study aims to provide valuable insights into the attitudes and motivations of SJKT students towards Malay language proficiency, informing the development of effective educational strategies to support their learning needs.

Respondent Profile

This study involved 180 students from 6 schools around Seremban, Negeri Sembilan. All respondents in this study received primary education in SJKT before entering Form 1. Tamil language was the medium of instruction in primary school and the main language used by all respondents at home and in school. Their peers were among Indian students during primary school. These students then moved on to secondary school due to their excellent grades and achievements in Year 6. These secondary schools became the focus for Indian students from SJKT. The distribution of respondents in each school varies, and the number of respondents in the study is random, with 88 Indian male students and 92 respondents being female students from all six schools.

Research Findings

Objective 1: Dominant attitude elements in the mastery of Malay language among SJKT students in Form 1

The following is a discussion on the research findings regarding the dominant attitude elements among affective, cognitive, and conative aspects. Respondents who have a positive attitude possess three attitude components in mastering the Malay language. To assess respondent's attitudes in mastering the Malay language, 30 out of 50 items related to students' attitudes from affective, cognitive, and conative elements were formulated. It was found that a total of 180 respondents, which is 100%, have a positive attitude towards mastering the Malay language in Form 1 according to the data analyzed. No students gave negative feedback on the Malay language through the questions presented. Overall, respondents have a positive attitude towards mastering the Malay language even when confronted with new environments during Form 1. The following table shows the overall positive attitudes of students in mastering the Malay language.

Table 1

Students' Attitudes in Mastering the Malay Language

Student Attitude	Frequency	Percentage
Positive	180	100 %
Negative	0	0%

This is also evidenced in Ahmad (2019), which clearly indicates that students or individuals will have a positive attitude towards mastering the Malay language when faced with new environmental conditions. Furthermore, research by Irma (2020) shows that students maintain a positive attitude towards mastering the Malay language. This study contradicts Norizah's (2013) research opinion, which suggests that foreign students have a negative level of mastery of the Malay language when in new environments.

The survey presented to respondents includes questions regarding the readiness of a student to accept new situations, phenomena, and environments. The respondents' attitudes are interpreted into five components in the questionnaire form: strongly agree, agree, neutral,

disagree, and strongly disagree. The affective element here refers to the emotional aspect of human behavior. The development of affective conditions or feelings involves various personality factors, self-perceptions, and the Malay language.

Table 2
Analysis of Affective Attitude Elements

Item	Survey Question	Min	Standard Deviation
2	I master the Malay language so that I can feel comfortable with friends who speak Malay.	4.02	0.91
3	I feel satisfied when using the Malay language.	4.01	1.00
6	I enjoy using the Malay language when speaking with my Indian friends.	3.20	1.06
15	I enjoy learning Malay in Form 1 compared to primary school.	4.24	1.31
16	The more I am interested in Malay, the more I want to deepen my knowledge of Malay.	4.00	1.03
22	I want to make more Malay friends by mastering the Malay language.	4.16	1.05
26	I enjoy being in secondary school because I can learn Malay more deeply.	4.03	2.58
31	I am interested in Malay because teachers often use variety in teaching this subject.	4.17	0.92
42	I want to be a good citizen by mastering the national language, Malay.	4.48	0.59
46	I am more confident using Malay in secondary school compared to primary school.	4.23	0.88
48	I feel happy speaking and using Malay	4.22	0.82
	Overall Min	4.28	0.81

The analysis reveals that Form 1 students exhibit a highly positive affective attitude towards mastering Malay, with an overall mean score of 4.28 and SD of 0.81. The highest mean score was observed for item 42, indicating a desire to become good citizens by mastering Malay (mean score of 4.48, SD=0.59). Additionally, item 15 showed a high mean score of 4.24, suggesting enjoyment in learning Malay in Form 1 compared to primary school, possibly due to the more supportive environment in secondary schools. Researchers argue that the conducive and enjoyable environment of secondary schools aids better mastery of Malay compared to Tamil National Type Schools (SJKT). Factors such as interactive teaching, diverse resources, and supportive teacher and peer networks contribute to this positive learning experience. The desire to make Malay friends (item 22) and increased confidence in using Malay in secondary school (item 46) were notable factors driving positive affective attitudes. The study indicates that the secondary school environment fosters confidence in language usage among students from diverse ethnic backgrounds without hindering mother tongue speech. However, Indian students showed a preference for using Tamil when communicating with peers of the same ethnicity (item 6), resulting in a moderate mean score. Nevertheless, the overall findings suggest a significant positive affective attitude towards mastering Malay among Form 1 students, driven by the desire to be good citizens and the supportive learning environment in secondary schools.

Cognitive Element

The cognitive element refers to the knowledge, beliefs, or thoughts of respondents regarding their attitudes towards mastering the Malay language. The cognitive element influences one's thinking towards behavior. Table 3 discusses the cognitive element of attitudes affecting the mastery of the Malay language among Indian SJKT students in Form 1.

Table 3
Analysis of Cognitive Attitude Elements

Item	Survey Question	Min	Standard Deviation
5	I want to learn Malay to receive recognition such as awards and prizes.	3.69	1.17
7	I want to master Malay so I can be friends with the Malay community.	4.18	1.05
10	I want to master Malay for my future career.	4.21	1.01
18	I know mastering Malay is important so I can communicate with school members.	4.37	0.79
21	I believe that by using Malay correctly, I will be recognized among peers	4.01	1.03
27	I want to master Malay because I want to watch Malay movies.	4.31	0.95
30	I want to master Malay to interact with the local community.	3.85	1.04
37	I believe mastering Malay well helps in getting the career I desire.	4.38	0.87
40	I want to master Malay because I am interested in the culture of native Malay speakers.	3.93	0.97
41	I believe mastering Malay makes me knowledgeable.	4.06	1.01
45	I want to master Malay as a requirement to pass the SPM examination	4.00	1.03
Overall Min		4.23	0.96

The cognitive element regarding the importance of mastering the Malay language among Indian students was examined, revealing various motivations and attitudes. The overall minimum cognitive value was 4.23 with a standard deviation of 0.96. The highest minimum was recorded for item 37, emphasizing the role of Malay proficiency in achieving desired careers (4.38, SD = 0.87). Indian students perceive mastering Malay as crucial for career opportunities, as it's often a requirement in Malaysian companies and factories. Similarly, communicating with school members (item 2) and friends (item 7) also scored high minimum values (4.37 and 4.18 respectively) indicating the importance of interpersonal communication across different ethnic backgrounds. Other motivations included watching Malay movies (item 6), understanding Malay culture (item 40), and passing examinations (item 45). However, the desire for recognition through awards and prizes (item 5) recorded the lowest minimum value (3.69, SD = 1.169), suggesting that such extrinsic motivations are less influential compared to other factors. Researchers concluded that positive cognitive attitudes towards mastering Malay are primarily driven by internal factors influenced by environmental factors such as interaction with the Malay community and cultural immersion.

Conative Element

This element represents the inclination towards specific behaviors that align with the attitudes held by students in mastering the Malay language.

Table 4

Analysis of Conative Attitude Elements

Item	Survey Question	Min	Standard Deviation
1	I am determined to master Malay.	3.54	0.98
8	I am brave when communicating with teachers in Malay.	3.94	1.12
13	I communicate confidently when encouraged by teachers.	3.83	0.96
19	I communicate confidently when encouraged by teachers. I am more diligent in mastering Malay after being appreciated by teachers.	3.70	0.86
21	I try to use Malay correctly to be recognized among peers.	3.89	0.92
25	I have no problem adjusting to secondary school because I enjoy Malay.	4.02	1.18
28	I often ask Malay teachers if I don't understand.	3.68	0.75
32	I use Malay even if teased by classmates in class when making mistakes.	3.85	1.04
38	I am not afraid to answer in Malay class even if embarrassed.	4.23	1.01
39		4.06	1.00
	I enjoy participating in Malay learning sessions.		
44	I will quit schooling because I have difficulty mastering Malay.	4.11	0.84
	Overall Min	3.96	1.03

The conative element, reflecting the behavioral tendencies of Indian students towards mastering Malay, exhibited a high minimum value of 3.96 with a standard deviation of 1.03. The highest minimum within this construct was noted for item 38, indicating a lack of fear in answering questions in Malay class (minimum value of 4.23, SD=1.01). Researchers observed a decrease in fear as respondents acclimatized to their new environment. However, item 44 revealed a willingness among respondents to quit schooling if they struggled with Malay (minimum value of 4.11, SD=0.84), underlining the significant role Malay proficiency plays in their academic pursuits. Furthermore, enjoyment in participating in Malay learning sessions (item 6) and ease in adjusting to secondary school due to an affinity for Malay (item 25) were evident with minimum values of 4.06 and 4.02 respectively. Despite occasional teasing, respondents demonstrated bravery in using Malay (item 8) and a commitment to improvement (item 32). Additionally, acknowledgment from teachers positively influenced diligence in mastering Malay (item 19). The study also referenced data indicating a willingness among some respondents to quit school if they struggled with Malay, aligning with a broader trend identified in previous research. Overall, the affective element emerged as the dominant factor influencing attitudes towards mastering Malay among Indian students in Form 1, with a minimum value of 4.28 compared to 4.23 for the cognitive element and conative items. This indicates that emotional responses play a significant role in their language acquisition

journey, with positive emotions driving acceptance, appreciation, and internalization of Malay amidst environmental changes.

Table 5

Instrumental Motivational

Item	Survey Question	Min	Standard Deviation
5	I am studying Malay to receive recognition such as awards and prizes.	3.99	1.21
19	I am more diligent in mastering Malay after being given recognition.	4.02	1.00
21	I try to use Malay correctly to be recognized among peers.	4.01	1.01
23	I want to master Malay because I want to watch Malay movies.	3.20	1.46
33	I want to only master Malay for the purpose of teaching and learning in secondary school.	4.22	0.73
36	I want to master Malay to be respected by schoolmates.	3.89	1.16
37	I believe that mastering Malay well helps in getting the career I desire.	4.21	0.76
41	I believe that mastering Malay makes me knowledgeable.	4.06	1.04
45	I want to master Malay as a requirement to pass the SPM examination.	3.91	1.52
47	I am more diligent in mastering Malay after being given recognition	3.85	1.41
Overall Min		4.15	1.48

The respondents' instrumental motivation towards mastering Malay demonstrated a minimum value of 4.15 (SD=1.08). The highest minimum value within this motivational aspect was observed for item 33, where respondents expressed their intent to solely master Malay for educational purposes in secondary school, scoring 4.22 (SD=0.73). This underscores the recognition among respondents of the essential role Malay proficiency plays in the educational setting, particularly in secondary schools. Furthermore, item 37 emerged as the second-highest minimum value, with respondents acknowledging that mastering Malay significantly contributes to achieving their desired careers, scoring 4.21 (SD=0.76). They recognize Malay proficiency as a gateway to various career opportunities in fields such as education, healthcare, and public administration. Additionally, respondents attributed high importance to item 41, indicating their belief that mastering Malay enhances their knowledge (minimum value of 4.06, SD=1.04). Items 19 and 21 further reinforce this trend, emphasizing the importance of using Malay correctly for peer recognition and academic advancement. Moreover, respondents expressed their motivation to study Malay to receive recognition and awards (item 5) and to pass the SPM examination (item 41), highlighting the significance of Malay proficiency in academic achievement. The desire for social recognition among peers was evident in item 36, where respondents aim to be respected by mastering Malay, scoring a minimum of 3.89 (SD=1.16). Additionally, item 47 revealed that respondents become more diligent in mastering Malay after receiving recognition from teachers, with a minimum value of 3.85 (SD=1.41). Overall, respondents are highly motivated to master Malay instrumentally,

recognizing its importance in education, career advancement, academic success, peer recognition, and social standing, as well as being driven by teacher acknowledgment.

Integrative motivation

Integrative motivation is when students learn and master a second language because of their interest in the society and culture associated with the target language.

Table 6

Analysis of Integrative Motivation Element

Item	Survey Question	Min	Standard Deviation
2	I am studying Malay to receive recognition such as awards and prizes.	3.93	0.91
3	I am more diligent in mastering Malay after being given recognition.	4.02	1.18
7	I try to use Malay correctly to be recognized among peers.	4.04	1.04
18	I want to master Malay because I want to watch Malay movies.	4.23	0.97
22	I want to only master Malay for the purpose of teaching and learning in secondary school.	4.05	1.05
26	I want to master Malay to be respected by schoolmates.	4.14	1.57
30	I believe that mastering Malay well helps in getting the career I desire.	4.00	1.03
31	I believe that mastering Malay makes me knowledgeable.	4.03	1.05
40	I want to master Malay as a requirement to pass the SPM examination.	4.22	0.80
46	I am more diligent in mastering Malay after being given recognition	4.48	0.63
Overall Min		4.28	1.02

The study delves into the motivational dynamics influencing Indian students learning Malay, particularly focusing on the concept of integrative motivation. Integrative motivation refers to the desire to learn a language to connect with its culture and speakers, as opposed to instrumental motivation, which involves learning a language for practical reasons such as career advancement or academic requirements. The findings reveal that the mean score for integrative motivation among the participants is 4.28, indicating a relatively high level of motivation. This suggests that the students are driven not only by pragmatic considerations but also by a genuine interest in Malay culture and community. The analysis further highlights specific items within the survey that garnered particularly high minimum values, indicating strong motivation. For example, the item stating a desire to become a good citizen by mastering the Malay language received a minimum value of 4.48, emphasizing the participants' aspiration to integrate into Malay society. Similarly, items related to socializing with Malay friends and embracing Malay culture also scored high, reflecting a deep-seated interest in cultural immersion.

In summary, the study underscores the significance of affective elements in shaping students' attitudes towards language acquisition, with integrative motivation emerging as the

dominant factor influencing the mastery of the Malay language among Indian grade 1 students in secondary school. It highlights Indian students' positive attitudes and motivations towards Malay, emphasizing the importance of interacting with native speakers for second language mastery. This aligns with previous research by Saraswathy (2017), Ahmad, and Kamaruddin (2019), which also emphasized positive attitudes' impact on Malay language proficiency among second language speakers. Additionally, the study resonates with Dayang and Wan Munna's (2016) perspective on the crucial role of motivation, attitude, and environment in language mastery, acknowledging the significance of these factors during the transition to secondary school. However, it contradicts Megersa Dadi's (2018) study at Dire Dawa University, which suggested that students are instrumentally motivated to learn the language.

Research Implications

The findings contribute to the theoretical understanding of language acquisition by emphasizing the significance of affective factors, such as integrative motivation and attitudes, in shaping language learning outcomes. This aligns with theoretical frameworks emphasizing the importance of socio-affective factors in language acquisition, enriching our understanding of the complex interplay between motivation, attitude, and language proficiency. Empirically, the study highlights the effectiveness of integrative motivation in facilitating language mastery among Indian grade 1 students learning Malay. By demonstrating the impact of integrative motivation on language proficiency, the study provides empirical support for existing theoretical frameworks and informs future research exploring similar dynamics in different linguistic and cultural contexts. From a practical standpoint, the implications suggest actionable steps for educators and policymakers to enhance language learning outcomes. This includes developing educational policies that promote integrative motivation, designing curricula that incorporate cultural elements and opportunities for interaction with native speakers, providing teacher training to create supportive learning environments, and conducting further research to identify effective interventions. These practical implications translate theoretical insights into tangible strategies for improving language education practices in diverse educational settings.

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