

The Influence of Extralinguistic Factor on *Bahasa Melayu* Achievement among Chinese Learners in Sekolah Jenis Kebangsaan Cina (SJKC) Chung Hwa, Besut, Terengganu

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Abstract

The research that the researcher intends to perform in extralinguistic study is by looking at the achievement of Malay language (BM) in Chinese school (SJKC) has been conducted in many researchers. However, the study of the most dominant factor of motivational, whether intrinsic or extrinsic that affects the achievement of BM among Chinese students in SJKC is still lacking. In this regard, this study outlines the extralinguistic factors in the achievement of BM among Chinese students at SJKC Chung Hwa, Besut, Terengganu. The purpose of this study is to identify the extralinguistic factors that are the most dominant motivation, whether intrinsic motivation or extrinsic motivation that affects the achievement of BM Chinese students. The theory used is Gardner's Theory (2005) which explains that the ability and motivation are two important factors that are related to the excellent achievement of the second language in the school. This research uses the Attitude Motivation Test Battery (AMTB) questionnaire by Gardner 2005 which has been adapted to the objectives of this study. Data analysis is done qualitatively and quantitatively. Qualitative is through observation in the classroom and interviews with teachers that teach BM. Quantitative result is use to find percentage of data obtained through the questionnaire filled by respondents. This study was conducted on primary schools in Jerneh city. Respondents of the study are 40 students of 9 years olds from SJKC Chung Hwa. The findings showed that respondents were more motivated to be extrinsic than intrinsic motivation. Extrinsic motivation is an instrumental factor such as expecting rewards in the form of gifts, praise, grading and so on that has caused respondents to be interested in mastering BM as second language. The results of the study are expected to provide a comprehensive picture of the importance of motivation

towards the mastery of the BM especially for non-Malay students to better understand and love BM as their second language and to make teaching and learning more fun and innovative.

Introduction

Extralinguistic is a language situation that is not in the scope of linguistic, but is still involved in language learning, and is still taken into account as it may give information on learners' motivation, emotion, behaviour, personality and other similar aspects that are proven helpful in language learning (Schmidt, 2010). According to The Free Dictionary (2010), the word 'extralinguistic' means the knowledge needed to understand a conversation or pronunciation. In this study, the researcher concludes that motivation influences the learning of *Bahasa Melayu* as a second language (L2) among Chinese learners in Sekolah Jenis Kebangsaan Cina (SJKC) Chung Hwa Jerteh, Besut, Terengganu. First language and L2 are mastered through different ways. Natural acquisition that involves unconscious mental state like a baby acquires his mother tongue is the example of first language acquisition. L2, on the other hand, is acquired through learning a new language with planned process. Bernard (1965) in Hussin (1993) states that the control and retention of interest towards a certain language are influenced by motivation. Motivation is also the main element in determining an active personal involvement until L2 is successfully acquired (Oxford & Shearin, 1994). Studies also revealed that motivation contributes a lot in learners' achievement in learning a second language (Lightbown & Spada, 1999). Among the studies, Siti Sukainah et al (2014) states that motivation is an important element in determining learners' achievement to master the target language. Therefore, it is crucial for us to study the factors that develop motivation.

Literature Review

In the research field, extralinguistic factor is still considered as new. Thus, there are many research gaps yet to be discovered. In this chapter, several literature reviews are presented by the researcher as references to help fill in the research gaps on extralinguistic factor in *Bahasa Melayu* achievement. The literature review of extralinguistic in Malaysia by Kamaruddin (2012) emphasizes that extralinguistic factors, as a matter of fact, surely influence achievement in BM. The relationship between L2 extralinguistic factor in learning *Bahasa Melayu* by Kamaruddin (2012) on 244 respondents clarifies that there is a significant and positive correlation between BM achievement among Malay learners with the mean of extralinguistic factors. The extralinguistic factors in this study are measured through the aspects of motivation, emotion, behaviour, and personality. As of motivation, it is confirmed that SBPIJ and STJ students are extrinsically motivated whereby it inclines more towards the integration factor. The integration factor in this study is clarified based on their positive behaviour towards L2 native speaker that it encourages the students of SBPIJ and STJ to master L2 well and at the same time, shows excellent achievement in *Bahasa Melayu*. The students of SEMESRA, on the other hand, are more intrinsically motivated in learning L2. As of emotion, SBPIJ and SEMESRA liked to be precisely instructed on what they should do while learning and mastering L2. This illustrates that the level of dependency on teachers is high. Meanwhile, STJ states that they could not learn L2 in a long period of time without any breaks. This emotional state brings about students' honest characteristic. This situation is aligned with the representation of the colour green chosen, in which it means that they are able to do things without the help of a teacher. SEMESRA also chose green that can be interpreted as independent learners, similar to those in STJ. Meanwhile, purple is the dominant colour for SBPIJ students that depicts their high level of dependency on teachers. The result of this

colour preference supports the result of the study which concludes that SBPIJ students prefer to be enlightened on exact information regarding things while learning L2.

The study by Kamaruddin (2012) is supported by Yong et al (2013) which claims that extralinguistic factor, especially integration factor, becomes the stimulus for foreign speakers being researched to master *Bahasa Melayu*. This research clearly shows that extralinguistic factor, that is integration factor, plays a crucial role as the main influencer in mastering BM. Their main aim to master *Bahasa Melayu* is to be able to interact with the native speakers, master the Malay culture, and to build a social relationship with the locals. According to Yong et al (2013), the surrounding is also crucial in the process of mastering the second language as it may become the stimulus to positive behaviour.

The research in the area of the problems in learning and mastering *Bahasa Melayu* as a second language among non-native speakers is at an alarming level. Ahmad (2014) found that Kensiu learners' BM achievement is at low level. In addition to their low level of mastery in BM, they also face difficulties to master the learning taught by the teachers and in learning the alphabets. The main factor in this study is the influence of the mother tongue itself. The Kensiu students are confused between their mother tongue with BM as their second language that leads to the difficulty in learning L2. Aligning with Ahmad (2014); Mahamod et al (2016) also claims that mother tongue is the primary factor that influence the learning of L2. This is due to the fact that the learners surely communicate more using their mother tongue with their family members. This means that they rarely use BM either in or out of the classroom that hinders them from mastering L2 successfully.

As of behaviour, this study reveals that the Chinese learners' behaviour towards learning BM is at low level. Based on the research carried out, most of the Chinese students are highly aware of the fact that BM is a crucial requirement to pursue their studies at higher education institutions. However, they are not putting much effort to achieve good result for *Bahasa Melayu*, but instead only to achieve passing grade in the examination for the subject. This is because they found out that BM is the toughest subject for them to score. A study by Chew (2016) also supports the study by Ahmad (2014); Mahamod et al (2016) whereby the respondents agreed that they are distracted by their mother tongue during the learning of L2. This study aims to investigate Chinese students' perceptions towards book reading and pronunciation in BM. The Chinese students in SJKC and SK have difficulty in pronunciation because they are not interested in reading books or any materials in BM. This is due to the factor of culture, and influences from friends and family members. Besides, Chinese students often make mistakes in the pronunciation of phoneme ("m", "n", "l", and "r") and combined consonants ("sy", "ny" and "ng"). This is because for non-native learners, learning L2 which is in this case, *Bahasa Melayu*, is a process of learning a new act. Their articulation tools are already used and trained to pronounce the sounds in their mother tongue, and they also have mastered the skills to read and write in that language. This leads them to face a few natural distractions ("*gangguan bawaan*"), which simply means their first language is interfering with their L2, and vice versa (reverse transfer) (Archibald et al., 2004).

Mother tongue usually becomes the factor of failure in mastering L2. BM acquisition as L2 surely impacts students' performance in learning. Yazid (2016) affirms that the influence of the mother tongue affects students' learning performance. By identifying the factors that contribute to the problem, it will help the involved parties to overcome the problems of L2 acquisition among non-malay students.

A study by Roasharimah (2017) affirms that the results of UPSR's examination shows L2 learning performance of non-native learners are at low level. The problem in learning L2

comes in the picture when the learners have mother tongues other than BM that needed to be learned in schools. The learning of *Bahasa Melayu* as a second language is a tough process. The interference from the mother tongue often becomes the cause of the said statement. This creates challenges for the teachers to help learners master L2 since the acquisition will be hindered if any interference is not tackled properly. Thus, the constraints in acquiring BM as L2 affects students' level of achievement in learning.

Empirical research and studies in and outside of the country emphasize the importance of motivation in learning L2. The L2 acquisition can be influenced by various aspects. Motivation and behaviour are two of the aspects that surely give impact on the learning of BM as a second language. However, it is undeniable that there are other aspects such as the surrounding, peers, and family that may also influence L2 acquisition.

Aside from motivation, the issue of second language's achievement is also the main factor this study is conducted. The process of acquiring a foreign language begins with the process of learning a new language. This is called as L2 learning. Zamri (2016) affirms that L2 acquisition is obtained through the process of formal teaching and facilitation (PdPc). To master a second language, the speaker must first acquire proficiency of his or her first language. The learning of L2 will be effective when L1 is successfully acquired. L2 is an additional language to L1 that is already acquired since childhood and can be learned formally or informally. Nonetheless, according to McLaughlin (1987), L2 is acquired mainly through formal learning sessions. In this study, the researcher chose SJKC students as respondents whereby the first language is Mandarin while their L2 is BM. Previous research in L2 achievement reveal that the acquisition of L2 is still weak and at an unsatisfactory level. The skills of reading, writing, listening, and speaking that are the main skills in learning a language are at an alarming level, not just in schools but also in higher educational institutions.

According to previous studies, it is found that dreams and hope of an individual to achieve or avoid a purpose are considered as motivation. A motivated individual usually possess the important criterion that can be seen through his or her own goals. However, the goals will not be achieved because of the absence of the criteria that can help them. When a person sets a certain goal, he or she must put in effort to achieve the goal. Consecutively, before achieving the said goal, most motivated individuals will portray their solid interest and take part in every task required. The activity done by motivated individuals comes from a cause or a motive and they are not easily defeated and at the same time, show enthusiasm to achieve their dream goals.

Research Methodology

Methodology is the method of research that becomes the guidelines in analysing research data. A study is considered as having a clear and precise nature if it based on the correct guideline. In fact, methodology application is needed in any discovery of data gathered to prove that the study is on the right track. Research methodology is crucial to determine the direction of a study whether the aim is achieved or vice versa. The objective of this study is to identify extralinguistic factor of motivation that influences the students' achievement in BM as L2. This research is conducted to investigate the dominant extralinguistic factor of motivation, specifically intrinsic or extrinsic motivation that influences BM achievement among Chinese pupils in Terengganu. The instrument applied for the research is the Attitude Motivation Battery Test (AMTB) (Gardner, 2005). Gardner's Motivation Theory (2005) is used as the research theoretical framework. This research is conducted on standard 3 Chinese pupils from SJKC Chung Hwa, Jerneh, Terengganu. 40 Chinese pupils are selected to become

the respondents and most of them are proficient in speaking in Malay language in Terengganu dialect even though they live in the state of Besut. This is because there are two divisions of dialect in Besut that is located on the border between Terengganu and Kelantan. Even though majority of the population speak both dialects; Terengganu and Kelantan, Terengganu dialect is more widely used among Chinese pupils in SJKC Chung Hwa.

Research Findings

Research findings are explained in detail to answer the research objective of extralinguistic factor in BM as L2 achievement in SJKC Chung Hwa, Besut, Terengganu. Explanation is based on the research question that is to identify the relationship of extralinguistic factor and respondents' BM achievement. The researcher applied the AMTB model by Howard C. Gardner (2005) in analysing the research objective. The following discussion is extended using Gardner's Motivation Theory (2005) as the main theory for the research. Research findings are presented in the form of figures and tables together with indications.

Respondents Profile

The respondents of the study are Chinese students that took BM as L2 which is one of the compulsory subjects in primary schools. The total of standard 3 students in SJKC Chung Hwa, Jerteh, Besut, Terengganu is 55 pupils from two classes: 3M (first class) and 3K (second class). From the total of 55, 40 pupils are chosen as the respondents, which consists of 72.7% from the population. The chosen respondents consist of Chinese pupils while the other 15 that were not chosen as respondents are Malay pupils. 39 out of 40 respondents are Chinese while the other one is a mix of Chinese and Siamese but still use Mandarin as the mother tongue. Mandarin is the main language used by all the respondents as the medium to speak at home and in schools even though not all of the students are Chinese. This causes the Malay students to be proficient in Mandarin. Out of 40 respondents, 25 of them are female pupils (62.5%) and the other 15 are male (37.5%). The questionnaire developed by the researcher for the respondents consists of two parts, each for extrinsic and intrinsic motivation.

Extralinguistic Factor that Influence Chinese Pupils' BM Achievement

Extralinguistic factor is very important in language learning. In this study, the researcher chooses motivation factor as the foundation in the study of extralinguistic factor in BM achievement among Chinese pupils in SJKC Chung Hwa. The researcher used questions from AMTB by Gardner (2005) to examine the motivation factor. The questionnaire used consists of 10 questions divided in 7 parts

- a) Interest in L2
- b) Students' Motivation Intensity
- c) Attitude in learning L2
- d) Attitude towards L2 native speakers
- e) Integrative Orientation
- f) Desire in learning L2
- g) Instrumental Motivation

The researcher applied the socio – education model pioneered by Gardner (2005). According to this model, in the behaviour towards a learning situation, integrative and instrumental play

a crucial role in influencing the level of motivation of an individual that later influences his or her L2 achievement (refer to figure 1).

The behaviour factor towards the learning situation in the context of this research is analysed through the respondents' opinions regarding the teacher and the subject (*Bahasa Melayu* as L2) learned by the respondents and also their attitude in learning L2. Besides, the integrative factor that is the interest towards foreign languages or L2 and attitude towards target languages are also related with respondents' motivation in learning BM. In addition, instrumental factor in this research context that only focuses on the individuals that learn a target language on the basis of wanting to gain rewards also contributes to the motivation towards BM as L2 achievement.

Respondents' attitude and motivation in mastering and learning languages, specifically L2 other than their mother tongue have been influenced by all three factors mentioned. This model has been applied appropriately and suitably based on the respondents which are standard three Chinese pupils from SJKC Chung Hwa. After the data is gathered and analysed, research findings show that there is a relationship between extralinguistic factor and respondents' BM achievement whereby if extralinguistic factor exists, then a non-native speaker is more motivated to learn and master the desired target language.

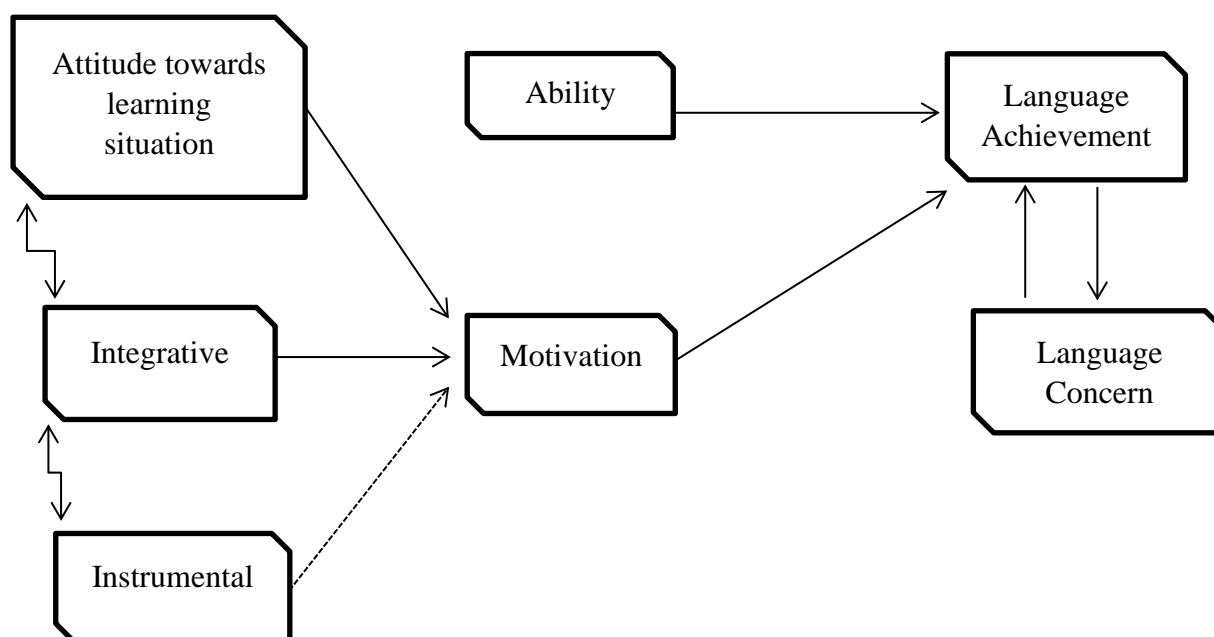


Figure 1: Sosio – education Model
(Source: Gardner 2005)

Table 1 shows the percentage of motivation extralinguistic items that are analysed to find the relationship between the influence of extralinguistic factor and respondents' BM achievement, formal or informally. Based on the table, the percentage of extrinsic motivation, that is the instrumental item, is the highest (100%) followed by the integrative item (86%). The findings also show that respondents' intrinsic motivation inclines more towards the interest in L2 which is the attitude towards learning that is analysed through the aspect of the teacher (80%) and pupils' attitude in L2 learning (75%).

Table 1

Extralinguistic Factor with Respondents' Bahasa Melayu Achievement

| Motivation | Extralinguistic Factor | | | | | | |
|----------------------------------|------------------------|-----------|-------------|-------------------|-------------|--------|--------------|
| | Interest | Intensity | Attitude L2 | Students Attitude | Integrative | Desire | Instrumental |
| SJKC Chung Hwa Standard 3 Pupils | <u>80%</u> | 62% | <u>75%</u> | 70% | <u>86%</u> | 68% | <u>100%</u> |

Indicators:

| | | | | |
|-------------------|---|-------------------------|------------------|-----------------------------|
| Interest | : | interest | in | L2 |
| Intensity | : | students' | motivation | intensity |
| Attitude L2 | : | attitude | in | learning L2 |
| Students Attitude | : | students' | attitude towards | native speakers orientation |
| Integrative | : | integrative | in | learning L2 |
| Desire | : | desire | in | learning L2 |
| Instrumental | : | instrumental motivation | | |

Generally, it is found that motivation extralinguistic factor has a positive relationship in the achievement of BM as L2. The motivation extralinguistic factor is analysed based on four factors that obtained high percentages which are instrumental factor, integrative factor, teaching and learning factor, and the factor of students' attitude in learning L2. This research will discuss the four factors that contribute to the highest percentage in sequence namely instrumental, integrative, teaching and learning process, and students' attitude in learning the second language.

Instrumental Factor

The finding shows that the percentage for instrumental factor is at the highest level which is 100%. This indicates instrumental factor as the main stimulus that causes respondents' motivation to learn L2 to increase. An individual possesses the interest to learn L2 if they are driven by motives that will benefit them, and this is labelled as instrumental motivation. An individual who possesses this kind of motivation (i.e., instrumental), will put in effort to master a second language so that they are able to use it to achieve their life goals such as to pursue higher education, to read reading materials in the target language, to be able to translate and for practical purpose like getting a job (Gardner & Lambert, 1994).

Instrumental factor is different from integrative factor because attitude and motivation are developed when interest to learn a target language exists and 'rewards' from learning L2 are desired. According to Noels (2001), the desire to gain rewards or to avoid forfeiture can also be the cause for someone to be instrumentally motivated. Instrumental motivation in this research focuses more on the reward factor that is learning L2 to get rewards from the teacher. The rewards may be in the forms of compliments, gifts, grading and so on until there exists interest to learn L2 among the pupils themselves. Positive responses in classroom activities by the learners that have obtained rewards, compliments and encouragement from the teacher are shown because the students feel that their efforts are appreciated. Therefore, the teacher should give positive response to the learners that portray their interest to learn L2 to maintain their will to learn the language.

Rahman (2011) believes that the students' achievement in *Bahasa Melayu* is at satisfying level when there are rewards in the form of materials by their teachers. Extrinsic motivation in the moderate form such as compliments and appreciation are still effective as it may motivate and give confirmation that excite the students (Ningsihwidiya,2013). Dwi Pungkasari (2014) states that giving rewards in learning is a form of motivation that can be considered as appreciation with respect to good manners and fostering progressive behaviour.

Integrative Factor

The percentage of integrative factor is also high which is at 60%. This clearly shows that interest towards L2 native speakers, which is *Bahasa Melayu*, is an extrinsic motivation that also influences respondents' BM achievement. Extrinsic motivation is any external stimulus that motivate an individual to act upon things that will benefit them (Yahya, 2006). Based on the findings of this study, majority of the respondents in SJKC Chung Hwa live in the east coast region and this leads them to become proficient in using malay in Terengganu dialect to communicate with outsiders or visitors. It is the local society that provide an environment whereby the respondents speak only using BM until it gives positive impact in their BM achievement.

This research finding is aligned with the motivation theory that states that there is a coherent context that involves communication among individuals who are learning a foreign language with another group of language associates analysed in the aspect of interest towards a group of foreign language and their acceptance of other culture. This statement supports the research finding that proves that the respondents are interested to keep on learning BM and to accept the criteria of that language even though there are differences with their initial medium of speech.

This also lines up with the finding by Hoon and Mezah (2012) that discover that some Chinese students use BM to communicate among themselves. Moreover, Jerie and Zamri (2010) state that the desire to communicate with malay students in schools has caused the Ibans to become interested to learn BM. Kamaruddin (2012) in her study discovers that a visit from a group of Japanese students in the '*Jaringan dan Jalinan Sekolah*' programme has given the exposure to the students of Sekolah Berasrama Penuh Integrasi Jempol (SBPIJ) in promoting their motivation to learn L2 from the native speakers. This clearly shows that the students are influenced by extrinsic motivation in which they are interested in the foreign culture of the target language and are interested to learn the language for the purpose of interaction.

Teaching and Learning Factor

Based on the study, 80% of the respondents are influenced by their interest and amazement towards the teacher as L2 native speaker. The finding shows that the teachers' role influence extralinguistic factor a great deal in the respondents' BM achievement. The process of teaching and learning in schools is an important two-way communication process. Teachers are senders, the lesson is the message, and the learners are the receivers. Figure 2 below shows the process of communication between the teacher and the learners:

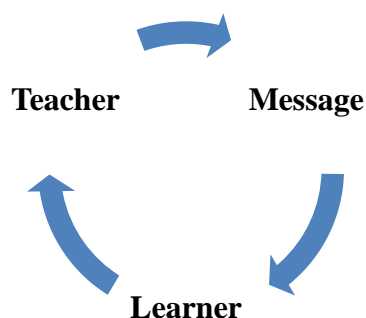


Figure 2: Teacher and Learner Communication Process

The message by the teacher will not be delivered if there is no responses from the students. In the case of BM in the school, there are two different teachers that teach level 1 BM which is one of them is a BM native speaker and another one is not. The researcher finds that the native speaker teacher starts the lesson by grabbing the students' interest towards the topic of the day using the strategy of 'baiting' the students with rewards such as gifts if the students pay full attention and answer the questions correctly. This causes the students to pay attention and are enthusiastic to answer the questions given by the teacher. The opposite happens to the Chinese teacher who are very strict and does not excite the students' will to pay attention in the class and it makes it difficult for the students to be interested and to follow the teaching and learning process.

Therefore, teachers must motivate, guide, and encourage the students to become those who are able to show their ability based on their experience and interest. This clearly shows that teachers are the main influencer for the students to master BM as L2. This supports the research done by Chyn-Chye et al (2013) which affirms that foreign speakers who learn BM as L2 are influenced by motivation from the teacher in a formal setting only and is different from BM native speakers that are also motivated by their family members. Thus, it is certain that teachers or educators play a crucial role to bring about students' interest in the process of learning BM.

The Factor of Students' Attitude in Learning the Second Language

Students' attitude is also considered as extralinguistic factor that influence the achievement of BM as L2 that shows the percentage of 75%. The development of attitude is formed naturally from inside of the individual and later contribute to the development of motivation in learning L2. This attitude and motivation raise profound interest among the students to learn BM. "Intrinsically motivated behaviors emanate from self are marked by the enjoyment and satisfaction of engaging in an activity" (Deci et al., 1991; Yong et.al., 2013). This means that natural and intrinsically motivated attitude will be developed from inside of oneself that is affected by enjoyment and satisfaction during an activity.

Based on the research, it is found that several respondents showed interest towards BM and these respondents consist of excellent pupils and have the potential to achieve excellency in BM. This proves that learners that possess academic potential portray profound interest to learn BM while those who are less skilled possess low motivation level and thus leads to low BM achievement level.

This motivation theory has explained that individuals with ability in excellency and language capability are able to obtain excellent achievement as they are diligent and are always interested to know more in learning a new language compared to those learners in lower performance level. Gardner (2007) affirms that highly motivated learners will put in much effort to give out the best performance in language achievement, able to adapt faster and are more creative towards changes around them compared to learners with lower achievement. In the process of learning a second language, interest towards learning L2 will help learners to learn the language. The same in the context of this research, if the respondents are interested in BM, they will be determined to learn BM as best as they could. According to Yahaya and Latif (2006), learners who possess positive sense towards a subject will cause them to be interested in the subject compared to the other subjects and they will be determined to obtain better grades for it. Undoubtedly, interest towards a course may influence academic achievement and thus, promote motivation among the students.

Extrinsic Motivation Factor that Influences Respondents’ BM Achievement

Question 1 for the item extrinsic motivation, 40 respondents chose the answer *I like being given rewards by the teacher if I did tasks in BM* which equals to 100% of total respondents. The total percentage is based on Chart 2 and Table 4.

Chart 2: I like being given rewards by the teacher if I did tasks in BM.

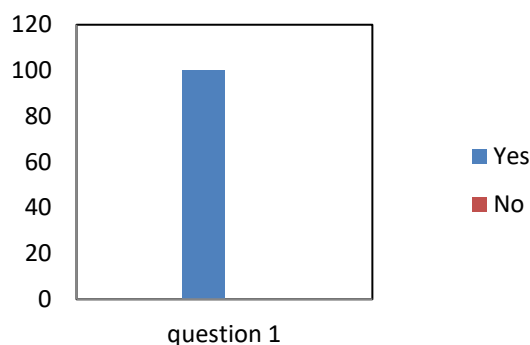


Table 4

| Question 1: I like being given rewards by the teacher if I did tasks in BM | | | |
|--|------|----|-------|
| | Yes | No | Total |
| Standard 3 | 40 | 0 | 40 |
| Frequency | 100% | 0% | 100 |

The second question for the item extrinsic, 28 respondents, which makes up to 70%, chose the answer *I learn BM because the native speakers are friendly and easy to get along*. Another 12 respondents (30%) chose the answer “no” for the second question. The total percentage is based on Chart 3 and Table 5.

Chart 3: I learn BM because the native speakers are friendly and easy to get along.

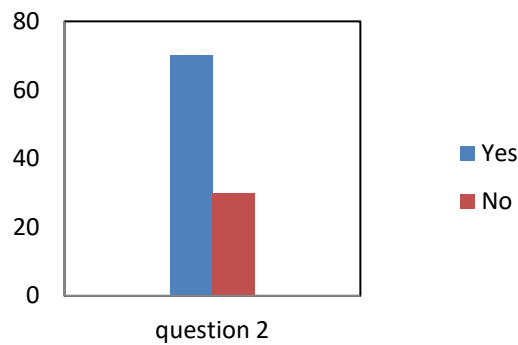


Table 5

| Question 2: I learn BM because the native speakers are friendly and easy to get along. | | | |
|--|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 28 | 12 | 40 |
| Frequency | 70% | 30% | 100 |

The third question for the item extrinsic, 34 respondents, which makes up to 86%, chose the answer *I learn BM so that I can interact with my malay friends in school and society easier*. Another 6 respondents (14%) chose the answer “no” for this question. The total percentage is based on Chart 4 and Table 6.

Chart 4: I learn BM so that I can interact with my malay friends in school and society easier.

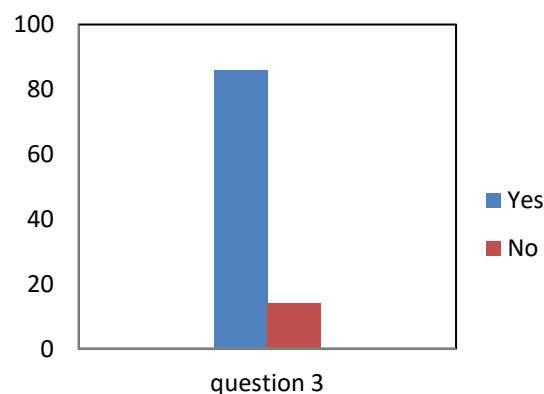


Table 6

| Question 3: I learn BM so that I can interact with my malay friends in school and society easier. | | | |
|---|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 34 | 6 | 40 |
| Frequency | 86% | 14% | 100 |

The fourth question for the item extrinsic, 25 respondents, which equals to 62% from the total, chose the answer *I learn BM because my family encourages me*. 15 respondents (38%) chose the answer “no” for the fourth question. The total percentage is based on Chart 5 and Table 7.

Chart 5: *I learn BM because my family encourages me.*

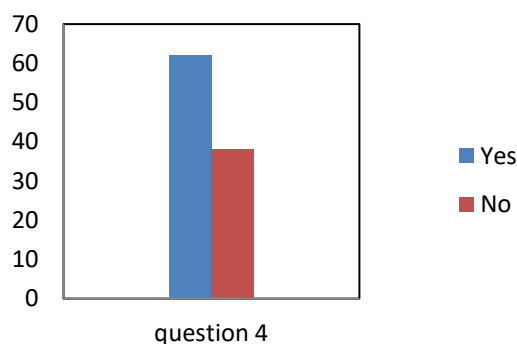


Table 7

| Question 4: I learn BM because my family encourages me. | | | |
|---|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 25 | 15 | 40 |
| Frequency | 62% | 38% | 100 |

The fifth question for the item extrinsic, 27 respondents that equals to 68% chose the answer *I learn BM just to pass the examination*. 13 respondents chose “no” for this question that equals to 32%. The total percentage is based on Chart 6 and Table 8.

Chart 6: *I learn BM just to pass the examination.*

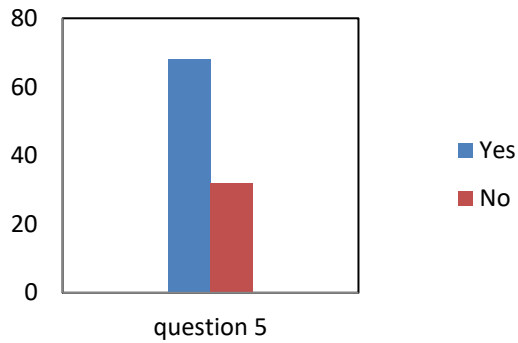


Table 8

| Question 5: I learn BM just to pass the examination. | | | |
|--|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 27 | 13 | 40 |
| Frequency | 68% | 32% | 100 |

Intrinsic Motivation Factor that Influences Respondents’ BM Achievement

The first question for the item intrinsic motivation, 28 respondents chose the answer *I am interested to learn BM*, and this is equal to 70% of the total respondents. 12 respondents chose “no” for question 1 which equals to 30%. The total percentage is based on Chart 7 and Table 9.

Chart 7: I am interested to learn BM.

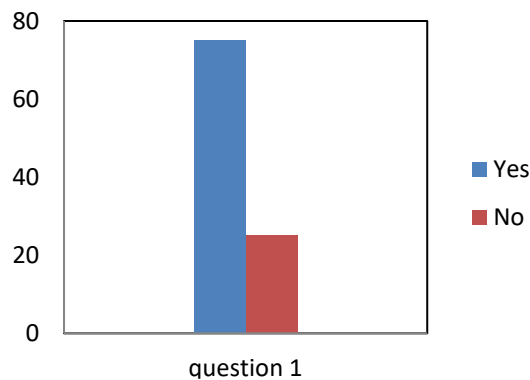


Table 9

| Question 1: I am interested to learn BM | | | |
|---|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 28 | 12 | 40 |
| Frequency | 70% | 30% | 100 |

The second question for the item intrinsic, 30 respondents chose the answer *I hope that I can speak BM fluently* which equals to 75% of total respondents. Another 10 respondents chose “no” for question 2, which equals to 25% from the total respondents. The total percentage is based on Chart 8 and Table 10.

Chart 8: I hope that I can speak BM fluently.

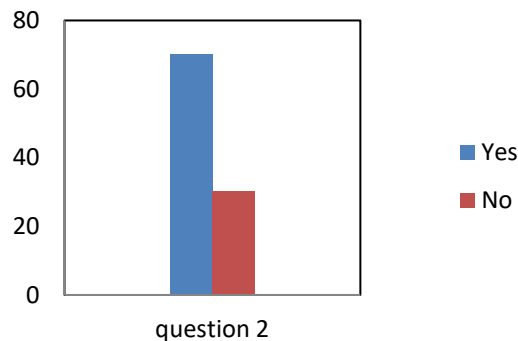


Table 10

| Question 2: I hope that I can speak BM fluently. | | | |
|--|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 30 | 10 | 40 |
| Frequency | 75% | 25% | 100 |

The third question for the item intrinsic, 32 respondents (80%) chose the answer *I always ask my teacher whenever I face difficulty in understanding things regarding BM*. Another 8 respondents that makes up another 20% chose the answer “no” for question 3. The total percentage is based on Chart 9 and Table 11.

Chart 9: I always ask my teacher whenever I face difficulty in understanding things regarding BM.

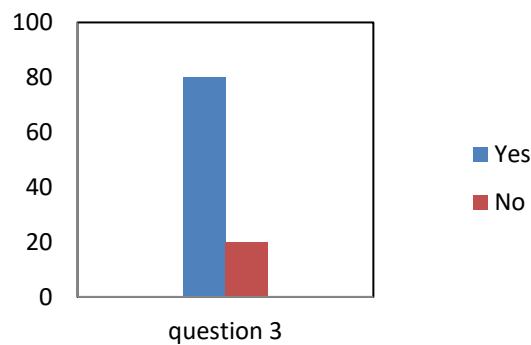


Table 11

| Question 3: I always ask my teacher whenever I face difficulty in understanding things regarding BM. | | | |
|--|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 32 | 8 | 40 |
| Frequency | 80% | 20% | 100 |

The fourth question for the item intrinsic, 25 respondents chose the answer *I can learn BM in a long period of time without breaks*, which equals to 62% of total respondents. Another 15 respondents chose “no” for question 4 that equals to 38% of total respondents. The total percentage is based on Chart 10 and Table 12.

Chart 10: I can learn BM in a long period of time without breaks.

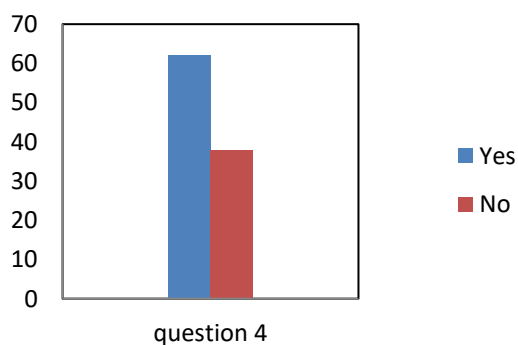


Table 12

| Question 4: I can learn BM in a long period of time without breaks. | | | |
|---|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 25 | 15 | 40 |
| Frequency | 62% | 38% | 100 |

The fifth question for the item intrinsic, 27 respondents chose the answer *I work hard to learn BM* which makes up to 68% of total respondents. 13 respondents chose “no” for question 5 (32%). The total percentage is based on Chart 11 and Table 13.

Chart 11: I work hard to learn BM.

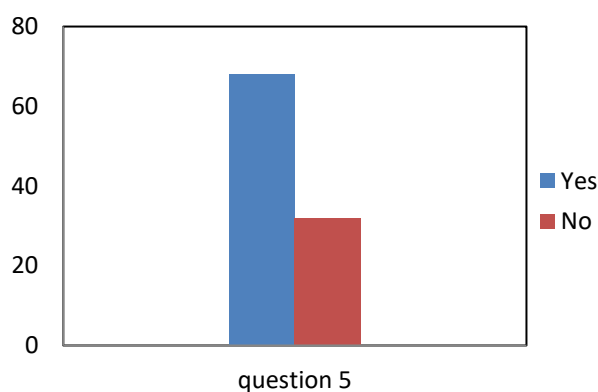


Table 13

| Question 5: I work hard to learn BM. | | | |
|--------------------------------------|-----|-----|-------|
| | Yes | No | Total |
| Standard 3 | 27 | 13 | 40 |
| Frequency | 68% | 32% | 100 |

Research Implication

The findings from this research contribute in improving the learning process in schools, especially the teachers in enhancing students' achievement in the learning of *Bahasa Melayu*. This is because this study has identified the factors that influence students' motivation to learn *Bahasa Melayu*. Therefore, these factors can be benefited by teachers and parents to improve students' BM performance.

Conclusion

In general, it can be concluded that extralinguistic factor of motivation is the most dominant aspect in influencing respondents' BM achievement. The factor that influences students learning is divided by two, extrinsic and intrinsic factor. In this study, the dominant extrinsic motivation factor among the respondents in SJKC Chung Hwa is the instrumental motivation. Instrumental motivation in this study focuses more on the reward factor which is learning L2 to gain rewards from the teacher. This reward can be in the forms of compliments, gifts,

grading and so on that develop students' interest to learn L2. This type of motivation shows that the respondents are motivated to participate in the learning process to obtain the rewards from the teacher. Rewards distribution by teachers motivates the respondents to get interested in L2 and to gain achievement in the subject, which is *Bahasa Melayu*. The researcher concludes that the respondents in this study are only interested and enjoy learning BM if there are rewards given by the teacher. Nonetheless, external motivation such as to gain rewards is only temporary compared to internal motivation that will be a better help for the respondents to gain excellent achievement.

The dominant intrinsic motivation factor for the respondents from SJKC Chung Hwa is the factor of teaching and learning. Majority of respondents (80%) agreed with this statement as it is normal for standard 3 students to need guidance from the teachers in completing difficult tasks. Guidance and asking for help from the teachers may improve respondents' language skills and prevent them from making language errors. The researcher found out that there is communication between the respondents and the teacher. Before the learning session begins, BM teacher will firstly ask the respondents questions to find out their understanding about the subtopic that will be taught for the lesson. This is the example that motivated the respondents to ask the teacher regarding things they do not understand in the subject of *Bahasa Melayu*. This is because the study involved 7- to 11-year-old learners which is at the level of Concrete Operational. At this level, the children are already started to think creatively and critically yet are not able to think using symbols and thus extensive guidance from the teachers are needed.

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