

Intrinsic and Extrinsic Motivation as Extralinguistics Factors in Second Language Learning Among Foreign Students in Five Universities of Malaysia

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Research on the relationship of second language extralinguistic factors with Malay language achievement among foreign students at university in Malaysia is still deficient. Being aware of this fact, the researchers have conducted a study on dominant second language extralinguistic factors in learning a second language. Researchers are keen to study the motivation as one of the main factors in extralinguistic. As a continuation of these efforts, researchers are trying to analyze the most dominant factor in the intrinsic and extrinsic motivation in learning a second language. The sample consists of a group of foreign students from University Putra Malaysia, University Kebangsaan Malaysia, University Malaya, University Teknologi Malaysia, and University Sains Malaysia. The total of 150 samples was from 27 countries. The results of observations and field studies show that foreign students choose Question 5 as the dominant intrinsic motivation variable. When foreign students have a problem understanding something in their Malay language class, they always ask their teachers for help. This indicates that the level of their dependence on teachers is high. Meantime, for extrinsic motivation, the students choose Question 11 as the dominant variable in motivation. For foreign students, studying Malay language is important because they will be able to interact more easily with native speaker of Malay language. Overall, intrinsic motivation among foreign students is at the highest level compared to extrinsic motivation.

Keywords: extralinguistic, second language, motivation, intrinsic, extrinsic

The Free Dictionary (2011) defined “extralinguistic” as common knowledge that is needed to understand one speech or pronunciation. Meanwhile, according to Schmidt (2010), extralinguistic is a language situation out of linguistic scope but still in a language study, and extralinguistic element is still counted as it gives information on motivation, emotion, attitude, personality, and others, which has proved to help a student to learn language. In this research, it is expected that motivation influences the second language learning amongst the foreign students in five universities in Malaysia.

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Motivational issues in second language learning started to be given attention by researchers in the 90s. There have been many debates and discussions amongst scholars in regard of motivation in mastering second language. Nevertheless, all of them admitted the importance of motivation in making sure of success in mastering second language.

According to C. Ames and R. Ames (1989), motivation is defined as the boost to provide action and retain intention in achieving the goals desired. Other than that, it is also one important element that determines the extent of personal involvement, vivacity, and success in mastering the second language (Oxford & Shearin, 1994). Many researches found that motivation element gives the biggest impact on the achievement of students in the learning of second language (Lightbown & Spada, 1999). One of the researches is Misnan Jemali's (1999) study which summarises that there is a significant relationship between motivation and students' achievement in Arabic communication subject. Mat and Yunus (2014) found that positive attitude, motivation, and efforts in mastering the target language are crucial elements that can determine the success of language students. Therefore, it is important for us to know factors that influence motivation.

Motivation is formed as one multifactorial entity and the levels can change from time to time. According to Noels (2002), factors that can influence motivation are divided into two categories: One is intrinsic orientation that refers to satisfaction whether due to the development of knowledge, self achievement, or gaining exciting experiences; second is extrinsic orientation that happens due to external returns such as getting a degree, occupation, rewards, and others. Ellis (1985), Julkunen (1989), and Dornyei (1994) emphasised that learning activities, teaching materials, and individual assignment can influence students' motivations for second language. Oxford and Shearin (1994) listed five factors that can give big impact towards the formation of motivations, which are attitude towards target language, self trust, involvement target, environment, and self attribute. Gilakjani, Leong, and Sabouri (2012) regarded passion as the most important factor in the formation of motivation. Five initiative efforts that can be done to encourage early motivation include: shaping students' attitude towards target language, increasing their success projection, encouraging their objective of learning target language, designing learning materials which are related to them, and forming their trust realistically (Gilakjani et al., 2012).

Research Objective

Objectives of this research are as follows:

- (1) Identify factors that can influence foreign students' motivation towards Malay language learning;
- (2) Analyse the most dominant factor in intrinsic and extrinsic motivations.

Research Scope

This study is done to examine the most dominant factor in intrinsic and extrinsic motivations based on foreign students in Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), Universiti Malaya (UM), Universiti Teknologi Malaysia (UTM), and Universiti Sains Malaysia (USM). L2 extralinguistic factor that is studied encompasses motivational variable towards L2 learning. Research instrument that is used is Attitude Motivation Battery Test (Gardner, 2005). This research is conducted on foreign students who are learning at UPM, UKM, UM, UTM, and USM. Researchers manipulated the field survey by using a set of questionnaire besides observation and notebook.

Literature Review

Research on Motivational Theory by Robert C. Gardner (2005) in Kamaruddin (2012)

Motivation is a concept that has been defined in various ways and dimensions by researchers in psychology and other scientific disciplines. Therefore, motivation concept includes strong definition. In a research done by Gardner (2005), he once referred a finding from Keller's (1983) research that states motivation is a choice made by an individual on experience, objective, and effort in achieving or avoiding one's goal.

Generally, one important criterion of a motivated individual can be seen through one's goal. It cannot be denied that many people have goals but due to the absence of criteria that could enable them to achieve them, the goals could not be achieved. This is because a motivational individual not only has a goal but he or she is willing to do anything to achieve the goal that has been set. They are not only persistent but also highly spirited as well as loving the activities that they have to go through in order to achieve the goal. A highly motivational individual can also anticipate his or her own success. Once they are successful, they will show a high level of self-confidence. Motivation to learn the second language cannot be built easily as it covers multitude of aspects such as cognitive, affective, and behavior as well as external wants. Motivation also cannot be gauged using any scale.

In short, motivation is a wide concept that covers cognitive, affective, and conative aspects. All these aspects can be examined in a motivational individual. An individual may want to learn a language on the basis that can be related to integrative orientation or instrumental motivation, but it has to be accompanied by motivational characteristics. A motivational person has a reason or motive to be involved in a related activity and does not easily give up. They also show high determination to achieve goal that has been set.

From Gardner (2005), researchers have chosen 15 items to be indicated by the foreign students from UPM, UKM, UTM, UM, and USM. Elements in these items are important to know the existence of these variables:

- (1) Interest in second language;
- (2) Intensity of students' motivation;
- (3) Attitude in learning second language;
- (4) Attitude towards native speaker;
- (5) Integrative orientation;
- (6) Thirst for second language learning;
- (7) Instrumental motivation.

All items are answered by choosing one of the Likert scales prepared, from the range of 1 to 6.

From the results of this survey, it is found that students possess a high motivation to succeed. They definitely will give their efforts to achieve their goals for the sake of their future.

Research on Motivation

Motivation refers to the tendency to do something. Saedah Siraj and Tunku Mohani (1996) stated that motivation is the drive to the needs and wants to succeed or to achieve one goal. Motivation is also said as a success plan for a person or motivation to prevent from failure. An important aspect in motivation is that students can do something voluntarily and be tailored to their needs in order to achieve their goals. Students also are willing to be involved intensively in activities which are related to their goals and hold on for a long period of time to ensure that their goals are met. With motivation, students are able to achieve satisfaction and joy in learning tasks as well as being aware of the importance of learning in their life. However, without the

readability to study, learning will not happen. The readability to study depends on suitable motivation thus motivation is important to encourage learning. Each individual can be motivated either intrinsically or extrinsically. According to Deci and Ryan (1985), intrinsically motivated humans have the perception that they are talented and able to make their own decisions. Every action of these intrinsic people is controlled internally. These people do not allow other people or external events to influence them. People of intrinsic motivation determine their goals and are determined to achieve them. If there is any kind of force, this perception will decrease.

Extrinsically motivated people do not regard themselves as talent and are able to make their own decisions. Their actions are usually controlled by other people. Sometimes, they regard themselves as similar to the more talented ones with the aim to gain benefits from such talent. Extrinsically motivated students always think about their teachers' opinion if work that they have done is not satisfactory. However, not all individuals are intrinsically or extrinsically motivated.

Azizi and Jaafar (2006) stated that motivation can be seen as an element that enables students to actively be involved in the teaching and learning processes. Besides, it can make learning process to be, in more meaningful situations, useful and funny. Therefore, teachers need to give immediate reinforcement when the students show positive behavior. The reinforcement can be in the form of praise, smile, or present. In a way, it will increase the level of students' motivation.

Zubairi and Sarudin (2009) had done a research on Malaysian students' motivation in learning L2. Questionnaire, document analysis, and focus group discussion were used for data collection. More than 500 students of UKM and UiTM (Universiti Teknologi MARA) gave their response in the survey based on 16-item questionnaire.

Two interesting findings came from the research of Zubairi and Sarudin (2009). The first, Malaysian students are highly motivated to learn L2 due to either extrinsic or intrinsic reasons. Students, as an example, reported that they learn L2 because of extrinsic reasons such as for their future, to make them more educated, or to fulfil their graduation's requirement. This finding is supported by data collected from one of the discussion series of the focus group with their L2 lecturers in the two universities examined.

In the focus group, many reasons have been given to the popularity of L2 among the university students. Mandarin, as an example, is very popular among Malay students as mastery of the language is an added value when dealing with businessmen in Malaysia that use Mandarin as their spoken language. Japanese, on the other hand, is popular among Chinese students as working in a Japanese multinational company is their priority.

Finding from focus group discussion shows that Arabic is very popular among Malay students because of two reasons. First, because Arabic is the language of Quran. Therefore, the language is learnt to understand Quran. Second, there is a significant investment from Middle Eastern countries that have opened wide job opportunities. Besides job opportunities, the influx of thousands of tourists from the Middle East due to the 11 September bombing has created the need for graduates to equip themselves with knowledge in Arabic especially to sectors which are related to tourism. European languages are also popular among students. According to the focus group discussion, the popularity of European languages such as French and German is due to the needs of students in using technical and scientific terms or concepts in fields based on science and engineering.

Malaysian students are also motivated to learn L2 because of intrinsic reasons. Finding from a research done by Zubairi and Sarudin (2009) shows that students of both universities learn L2 because they want to meet

people of different culture and language. They want to take part in cross-cultural activities besides enjoying the experience of learning L2. Finding from focus group discussion with the language trainers supported this discovery. Focus group discussion found that Korean and Spanish are gaining popularity among university students because of drama and mini series shows shown on local television. Students are not only attracted to the characters in the stories but the language used as well.

In focus group discussion, students give priority to mini series that use Korean and Spanish compared to mini series that have been dubbed into English or Malay language. Lecturers reported that students expressed their disappointment over some mini series of Korean and Spanish languages which have been dubbed into Mandarin and Malay. The popularity of Korean and Spanish mini series is inline with the finding of students wanting to understand and appreciate two languages as well as the culture and people that use the two languages.

The second interesting finding in this study is related to the difference of motivation among Malaysian students. Although the analysis shows that UKM and UiTM students are motivated to learn foreign languages because of extrinsic and intrinsic reasons, result of T-test indicates a significant difference between motivation min of UKM and UiTM students. More UKM students are motivated to learn foreign languages due to extrinsic reason compared to UiTM students while more UiTM students are motivated to learn foreign languages because of intrinsic reasons compared to UKM students.

The following are the extrinsic reasons to explain UKM students' motivation to learn L2:

- (1) Others will respect me if I have knowlege in foreign languages;
- (2) Friends encourage me to learn foreign language;
- (3) My lecturers encourage me to learn foreign language;
- (4) I need to complete my foreign language as a requirement to graduate.

In contrast, more UiTM students are motivated to learn foreign languages because of intrinsic reasons compared to UKM students. Some of the intrinsic reasons given are as follows:

- (1) I really want to learn many foreign languages;
- (2) Learning seond language is a funny experience;
- (3) It is important for all to learn second language;
- (4) If I were to visit a foreign country, I would want to speak using the language of the country.

A research by Jerie and Zamri (2011) entitled *Sikap dan Motivasi Murid Iban dalam Mempelajari Bahasa Melayu sebagai Bahasa Kedua* ("Attitude and Motivation of Iban in Learning Malay Language as Second Language") was done to identify whether there is any difference in attitude and motivation among Iban students based on gender as well as the presence of attitude and motivation while learning Malay language as second language in Kanowit district, Sarawak.

The finding of this research found that primary school Iban students were positive and had high motivation in learning Malay language as their second language. They were interested in learning Malay language because they liked to be friends with Malays in the school. However, the students showed low motivation while learning Malay language when in a long period of time compared to other subjects. The study also showed that there was a difference in motivation amongst boys and girls.

Generally, in this study, researchers found that the attitude of primary school Iban students in learning Malay language as second language was positive. This shows that Malay language has been accepted well as the language of knowledge and unity.

This statement is also supported by a study done by Nurul and Azizi (2012) that examines the relationship between learning motivation and attitude with academic achievement among secondary school students in Kulai district, Johor. This study was done on 291 students using questionnaire instrument and some of the objectives of this study are to identify the most dominant factor in intrinsic and extrinsic motivation as well as to find out the significant relationship among learning motivation, attitude, and academic achievement.

The finding of the study shows that goal is a factor that could influence intrinsic motivation of a student. This means that if a person has a high motivation level, automatically he would give his effort to achieve an excellent result. The same goes with grading factor for intrinsic motivation. Positive reinforcement is an event that could cause improvement in studies or positive changes that could encourage students' interest to get good grade in the examination.

A study by Nasir and Hamzah (2014) has been done to identify attitude and motivation of foreign students in learning Malay language as third language in UTM. The finding of their study has shown that respondents showed positive attitude and high motivation while learning Malay language. Other than that, the lecturer was also a factor that motivated them to learn Malay language. However, the study found that environment did not affect Malay language learning among foreign students that much. Overall, foreign students have positive attitude and high motivation to learn Malay language if they have encouragement and guidance from related individuals.

Studies on Second Language

One study titled *Antara Minat Dan Sikap Pelajar Terhadap Bahasa Arab: Satu Kajian Ke Atas Pelajar Sarjana Muda Bahasa Arab di IPTA Malaysia* ("Between Interest and Students' Attitude Towards Arabic: A Study on Bachelor Degree Students in Public Universities in Malaysia") has been done by Mohamad and Sulong (2006, p. 9). This study is trying to show the relationship between interest and attitude among Arabic Bachelor Degree students towards Arabic language. The 130 respondents chosen were students who took specialization in Arabic in public universities such as UPM, UIAM (International Islamic University Malaysia), UKM, UM, and KUIM (Kolej Universiti Islam Malaysia).

The finding of this study summarised that manjority of students had high interest in Arabic but they did not show equivalent attitude towards their specialization and interest. The study also found out that less than half liked to read newspapers, novels, and short stories in Arabic or access Arabic information using the internet. Other than that, the students also did not interact with the Arab students much as well as not using a lot of Arabic in their daily speech. This showed that the culture of using Arabic among them was still at a minimum level and it was always associated with a few of negative traits in them such as shy to speak, low self esteem, insecure, wary of making mistakes, and being mocked by peers. These kinds of attitude are the obstacles to the students in practicing Arabic in their daily life.

Meanwhile, according to a study by Abdullah et al. (2014) that is *Faktor-faktor yang Mempengaruhi Motivasi terhadap Pembelajaran Bahasa Arab dalam Kalangan Pelajar Peringkat Menengah Rendah di Sekolah Menengah Kebangsaan Agama (Smka) Naim Lilbanat, Kota Bharu Kelantan* ["Factors That Influence Motivation in Arabic Language Learning Among Lower Secondary School Students in Sekolah Menengah Kebangsaan Agama (SMKA) Naim Libanat, Kota Bharu Kelantan"], it found out that there are five factors that are the most significant in influencing students' motivation. The factors are listed in sequence: "Arabic is an

important subject” (79 people/84.9%), “Conducive environment for Arabic language” (68 people/73.1%), “This subject is easy to learn and understand” (65 people/69.9%), “Self awareness” (64 people/68.8%), and “The effectiveness of teaching and learning in classroom” (63 people/67.7%). Meanwhile, three factors that have less agreement are listed in sequence: “Family motivation” (54 people/58%), “Peer influence” (56 people/60.2%), and “My own effort” (57 people/61.3%). Their study found that high level of motivation is the biggest cause to the improvement of students’ achievement in Arabic language in that school.

Methodology of the Study

This study is a quantitative study in the form of survey where data were collected through questionnaire instrument. Data collected were used to identify factors that influence foreign students’ motivation towards Malay language as well as analyzing the most dominant factor in intrinsic and extrinsic motivation based on the studied foreign students. The respondents of the study were 150 foreign students who are Bahasa Melayu learners in UPM, UKM, UM, UTM, and USM. These respondents come from different countries and have different educational background.

The questionnaire used has been divided into three parts where Section A was on respondents’ background, Section B was on students’ attitude towards Malay language learning that contains five questions, and Section C was on students’ motivation towards Malay language subject that contains 15 questions. The scope of the study was only focused on students’ motivation aspect that was the most dominant towards Malay language learning in five universities in Malaysia.

Findings of the Study

Intrinsic Motivation

The study findings on the analysis of items for intrinsic motivation approaches in Malay language learning are listed in Figure 1 which the researchers explain the result in Table 1.

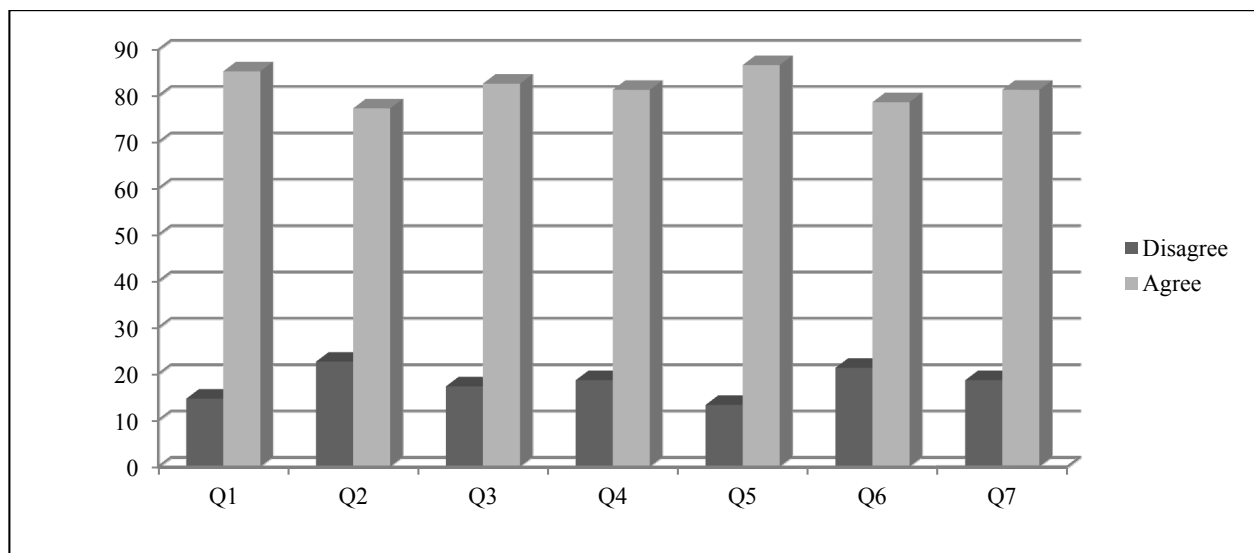


Figure 1. Percentage of intrinsic motivation in Malay language learning.

In this study, motivation of the foreign students towards Malay language learning can be divided into two parts which are intrinsic motivation and extrinsic motivation. Table 1 shows percentage for items 1-7 which are

related to intrinsic motivation. Based on the study, five factors which influence students' intrinsic motivation the most are sequenced as follows: "When I have a problem understanding something in my Malay language class, I always ask my teacher for help" (130 people/86.67%), "I wish I could speak Malay languages perfectly" (128 people/85.33%), "I would really like to learn Malay languages" (124 people/82.67%), "I make a point of trying to understand all the Malay language I see and hear" (122 people/81.33%), and "Learning Malay language is really great" (122 people/81.33%). Meanwhile two factors, which received the least responses, are as follows: "I really work hard to learn Malay language" (118 people/78.67%) and "I wish I could read newspaper and magazines in Malay languages" (116 people/77.33%).

Table 1

Intrinsic Motivation Percetange in Malay Language Learning

No.	Questions	Disagree (%)	Agree (%)
1.	I wish I could speak Malay languages perfectly (<i>Saya harap saya boleh bercakap bahasa Melayu dengan sempurna</i>)	14.67	85.33
2.	I wish I could read newspaper and magazines in Malay languages (<i>Saya harap saya boleh membaca akhbar dan majalah dalam bahasa Melayu</i>)	22.67	77.33
3.	I would really like to learn Malay languages (<i>Saya benar-benar ingin belajar bahasa Melayu</i>)	17.33	82.67
4.	I make a point of trying to understand all the Malay language I see and hear (<i>Saya cuba membuat satu titik untuk memahami semua bahasa Melayu yang saya lihat dan dengar</i>)	18.67	81.33
5.	When I have a problem understanding something in my Malay language class, I always ask my teacher for help (<i>Apabila saya mempunyai masalah memahami sesuatu di dalam kelas Bahasa Melayu, saya selalu bertanya kepada guru saya untuk mendapatkan bantuan</i>)	13.33	86.67
6.	I really work hard to learn Malay language (<i>Saya benar-benar bekerja keras untuk belajar bahasa Melayu</i>)	21.33	78.67
7.	Learning Malay language is really great (<i>Pembelajaran bahasa Melayu adalah benar-benar hebat</i>)	18.67	81.33

Generally, the most dominant factor in intrinsic motivation among students is item 5, which is "When I have a problem understanding something in my Malay language class, I always ask my teacher for help".

About 86.67% students agreed with the statement. From the statement, it could be seen that students' dependency on teachers is high as they would want to gain excellent results. Many of them were afraid of making mistakes. Thus, they needed guidance from their teachers so that they would not be making the same mistake again as that could help to better their language learning from time to time. This matter complements the findings from Azizi and Jaafar's (2006) research that says that teachers must always give positive reinforcements to their students in language learning. Other than that, findings from a study done by Nasir and Hamzah (2014) also show that teacher is also a factor that motivates students to learn Malay language.

Delivery techniques and strategies employed by the trainers can also attract the students' interest to continue their learning. This statement is reinforced by a study done by Mardian and Marniyati (2011) that states that teachers play an important role in making sure the language learning process runs in a conducive and effective situation. Besides that factor, natural ability of a teacher as a presenter in a language class is also important in a non-native speaker's learning process.

Additionally, the second dominant factor for this kind of motivation is item 1 that is "I wish I could speak Malay languages perfectly". Data show that 85.33% students hope that they can speak in Malay fluently, and

this is because they do not want to make any mistakes while learning in class or answering questions. Most of these students are Arabs and they are of a nation that fears failure, as to them, if they fail, they are weak.

Extrinsic Motivation

Findings of the survey on extrinsic motivation in Malay language learning are listed in following Figure 2 and the interpretation is in Table 2.

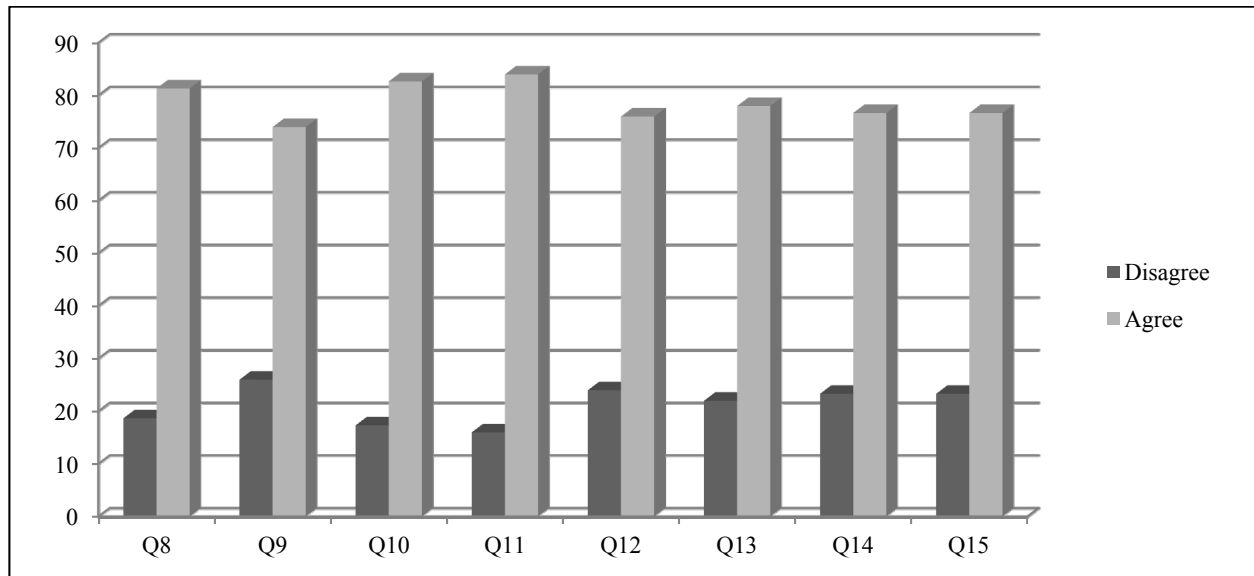


Figure 2. Percentage of extrinsic motivation in Malay language learning.

Table 2

Extrinsic Motivation Percetange in Malay Language Learning

No.	Questions	Disagree (%)	Agree (%)
8.	I plan to learn Malay language as much as possible (<i>Saya bercadang untuk belajar bahasa Melayu sebanyak yang mungkin</i>)	18.67	81.33
9.	Most native Malay language speakers are so friendly and easy to get along, we are fortunate to have them as friends (<i>Kebanyakan penutur jati bahasa Melayu begitu mesra dan mudah bergaul, kami bernasib baik kerana mempunyai mereka sebagai kawan</i>)	26.00	74.00
10.	Studying Malay language is important because it will enable me to better understand and appreciate the way of life of the Malays (<i>Belajar bahasa Melayu adalah penting kerana ia akan membolehkan saya untuk lebih memahami dan menghargai cara hidup orang Melayu</i>)	17.33	82.67
11.	Studying Malay language is important because I will be able to interact more easily with speakers of Malay language (<i>Belajar bahasa Melayu adalah penting kerana saya akan dapat berinteraksi dengan lebih mudah dengan penutur bahasa Melayu</i>)	16.00	84.00
12.	I have a strong desire to know all aspects of Malay language (<i>Saya mempunyai keinginan yang kuat untuk tahu semua aspek bahasa Melayu</i>)	24.00	76.00
13.	I wish I were fluent in Malay language (<i>Saya harap saya fasih berbahasa Melayu</i>)	22.00	78.00
14.	Studying Malay language is important because it will make me more educated (<i>Belajar bahasa Melayu adalah penting kerana ia akan membuatkan saya lebih berpendidikan</i>)	23.33	76.67
15.	Studying Malay language is important because other people will respect me more if I know Malay language (<i>Belajar bahasa Melayu adalah penting kerana orang lain akan lebih menghormati saya jika saya tahu bahasa Melayu</i>)	23.33	76.67

Table 2 shows the percentage of items 8-15 which are related to the extrinsic motivation. Based on the research, six factors which are most influential in extrinsic motivation are as follows: “Studying Malay language is important because I will be able to interact more easily with speakers of Malay language” (126 people/84.00%), “Studying Malay language is important because it will enable me to better understand and appreciate the way of life of the Malays” (124 people/82.67%), “I plan to learn Malay language as much as possible” (122 people/81.33%), “I wish I were fluent in Malay language” (117 people/78.00%), “Studying Malay language is important because it will make me more educated” (115 people/76.67%), and “Studying Malay language is important because other people will respect me more if I know Malay language” (115 people/76.67%). On the other hand, two factors that have the least responses were: “I have a strong desire to know all aspects of Malay language” (114 people/76.00%) and “Most native Malay language speakers are so friendly and easy to get along, we are fortunate to have them as friends” (111 people/74.00%).

Generally, the most dominant factor for extrinsic motivation is item 11, which is “Studying Malay language is important because I will be able to interact more easily with speakers of Malay language”. This statement is agreed by 84% of the foreign students. According to the researchers, when the foreign students are able to master Malay language, it will be easier for the students to question or ask for help from Malay friends especially when it comes to learning.

This matter matches with the finding of a study done by Nasir and Hamzah (2014), which is the factor that promotes and motivates students to learn Malay language is that it could help students to communicate with the locals. This finding is supported by Jerie and Zamri (2011) who found that many Iban students were interested to learn Malay language because they wanted to be friends and communicate with the Malay students in school.

Conclusions

Overall, researchers found that foreign students’ motivation towards Malay language could be divided into two parts which are intrinsic motivation and extrinsic motivation. Based on the study, the most influential factor for intrinsic motivation is “When I have a problem understanding something in my Malay language class, I always ask my teacher for help”, about 86.7% students agreed with this statement, which shows that their dependency level on their teachers is high.

Meanwhile, the most influential factor for extrinsic factor among foreign students is “Studying Malay language is important because I will be able to interact more easily with speakers of Malay language”. The 84% of the foreign students agreed with this statement and the researchers believe that when foreign students are able to master Malay language, it will be easier for them to ask or request for help from Malay students especially matters regarding to studies. In conclusion, intrinsic motivation among foreign students who are learning second language is higher compared to extrinsic motivation.

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