An Investigation On Perceived Relationship Between Motivation And Interaction Of Second Language's Learners

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Abstract : This study attempts to investigate the correlation between two types of motivation; these are intrinsic and extrinsic motivation, and interaction among Universiti Teknologi Malaysia students participating in the Friends of English (FoE) program. 65 participants of the Foe program participated in this research. The descriptive study was carried out in form of survey by using questionnaires with some questions adapted from *Intrinsic Motivation Inventory (IMI): The Post-Experimental Intrinsic Motivation Inventory* by Ryan (1982). The data gained through the survey were processed using SPSS software and results were interpreted based on the Guilford benchmark table. The results are presented in form of graphs and tables. The finding from this survey had revealed that there are significant relations between motivation and interaction. The strong relation between intrinsic motivation and interaction shows that students value FoE and find the program useful. The strong relation between extrinsic motivation and interaction shows that students value FoE and find the program useful. However, between the two types of motivation, extrinsic motivation shows higher relation suggesting that extrinsic motivation has stronger impact towards interaction than intrinsic motivation. However, there are several other things also affecting the findings. As for that, several recommendations to improve the students' interaction using English have been made.

Katakunci : perceived relationship, motivation and interaction, second language's learners

Introduction

This chapter explains about the background of problem that leads to this research to be done. This chapter also consists of the significance of the research, scope and limitation of the research, the objectives, research questions, and the terms used in this research.

Statement of Problem

Language practitioner believe that reinforcement help students to learn better. Through interaction and communication, they actually reinforce themselves to use the English more. However, the problem is how to make students motivated to communicate using English. Normally, they are comfortable using their native language to interact with people although they know that they have to practice their English more. In other word, many ESL learners have neglected the importance of using English in their daily communication.

The main concern of this research is to find out whether the interaction helps in motivating ESL learner to use English and having confidence in using English in their daily communication. Its focuses on finding how the motivation level is affected by interaction. The finding will clarify the role of motivation in enhancing interaction (using English as medium of interaction).

Research Objectives

This research is done to;

1. Find the perceived relation between interaction and intrinsic motivation among students joining the Friends of English program.
2. Find the perceived relation between interaction and extrinsic motivation among students joining the FoE program.
3. Find out how perceived interaction is affected by perceived intrinsic and extrinsic motivation in FoE program.

Research Framework

The research framework shows that this research is going to determine correlation between, (i) interactions and intrinsic motivation, (ii) between interaction and extrinsic motivation. It's going to identify whether there is any relation between two types of motivation (intrinsic and extrinsic) with interaction (using English as medium of interaction) and which of these two types of motivations would yield larger effect (whether positive or negative effect) on interaction pattern.
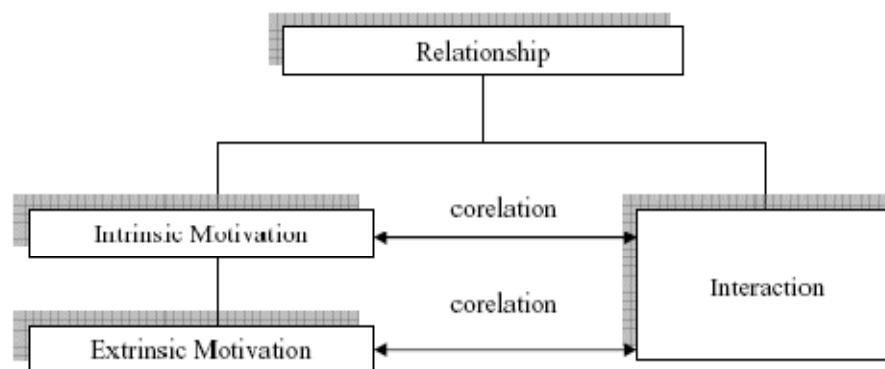

Figure 1: Research Framework

Instruments

The questionnaire was used as the research instrument as the way to find the answers for the research questions. The questionnaire designed included sections for subject's background (Section A), attitudes and perception towards English (motivational measures) (Section B) and frequency in using English (either in daily communication or doing assignment) (Section C).

Some of the questions for intrinsic motivation are adapted from *Intrinsic Motivation Inventory (IMI): The Post- Experimental Intrinsic Motivation Inventory.* This inventory questions has been used by researchers in their research such as Ryan, (1982); Ryan, Mims & Koestner, (1983); Plant & Ryan, (1985); Ryan, Connell, & Plant, (1990); Ryan, Koestner & Deci, (1991); Deci, Eghrari, Patrick, & Leone, (1994).

Pilot Study

In order to test the suitability of the instrument used for this study a pilot study conducted with 12 possible subjects but from different group from the target subjects (4 SPL students). The pilot study conducted in order to test the suitability of the instrument selected. Alterations made to ensure the instruments comprehensibility and suitability without compromising the reliability of the original scales. The changes made with the purpose to suit the objectives of the study, its educational environment, and the level of proficiency of the subjects.

Data Analysis

Table 1: Correlation table between Intrinsic Motivation- Value/ Usefulness and Casual Interaction.

		Casual interaction	Intrinsic- Value/ Usefulness
Intrinsic Motivation- Value/ Usefulness	Pearson Correlation (r)	0.41	1
	Significant (2-tailed) (p)	0.02	
	N	65	65

The correlation is significant at $\alpha = 0.05$.

Table 1 above shows the relation between intrinsic motivation- Value/ Usefulness and casual interaction. Since the value of Significant (2-tailed), **p** is lower than α value, its shows that there is significant correlation between Casual Interaction and Intrinsic Motivation- Value/ Usefulness. However since the value of Pearson Correlation, **r**= 0.41, the relation is strong, and it the relation is significant. The positive value of Pearson Correlation shows that the Intrinsic Motivation-Value/ Usefulness variables move concurrently with casual interaction.

Table 2: Correlation table between Intrinsic Motivation- Perceived/ Choices and Casual Interaction.

		Casual interaction	Intrinsic- Perceived/ Choices
Intrinsic Motivation- Perceived/ Choices	Pearson Correlation (r)	0.24	1
	Significant (2-tailed) (p)	0.04	
	N	65	65

The correlation is significant at $\alpha = 0.05$.

Table 2 shows the relation between Extrinsic Motivation- Perceived/Choices and Casual Interaction. Since the value of Significant (2-tailed) is lower than α value, its shows that there is significant correlation between Casual Interaction and Intrinsic Motivation- Perceived/ Choices. However since the value of Pearson Correlation, **r**= 0.24, the relation is weak, though it is significant. The positive value of Pearson Correlation shows that the Intrinsic Motivation-Perceived/Choices variables move concurrently with Casual Interaction.

Table 3: Correlation table between Extrinsic Motivation- Perceived/ Competence and Casual Interaction.

		Casual interaction	Extrinsic- Effort/ Importance
Extrinsic Motivation- Effort/ Importance	Pearson Correlation (r)	0.24	1
	Significant (2-tailed) (p)	0.03	
	N	65	65

The correlation is significant at **α**= 0.05.

Table 3 shows the relation between Extrinsic Motivation- Effort/Importance and Casual Interaction. Since the value of Significant (2-tailed) is lower than α value, its shows that there is significant correlation between Casual Interaction and Extrinsic Motivation- Value/ usefulness. However since the value of Pearson Correlation, **r**= 0.24, the relation is weak, though it is significant. And the positive (+) value of Pearson Correlation shows the direction of the relation is directly proportional between these two variables.

Table 4: Correlation table between Extrinsic Motivation- Value/ Usefulness and Casual Interaction.

		Casual interaction	Extrinsic- Value/ Usefulness
Extrinsic- Value/ Usefulness	Pearson Correlation (r)	0.49	1
	Significant (2-tailed) (p)	0.03	
	N	65	65

The correlation is significant at **α**= 0.05.

Table 4 shows the relation between extrinsic motivation- Value/usefulness and casual interaction. Since the value of **p** < α 0.05, the null hypothesis will be rejected. So, there's significant relation between Extrinsic Motivation- Value/Usefulness and Casual Interaction. However since the value of Pearson Correlation **r**= 0.49, the relation is strong, and it is significant. The direction of the correlation is directly proportional between the two variables: Extrinsic Motivation- Value/usefulness and Casual Interaction.

Table 5 : Correlation table between Extrinsic motivation- Perceived/ Choices and casual interaction.

		Casual interaction	Extrinsic-Perceived/Choices
Extrinsic-Perceived/Choices	Pearson Correlation (r)	0.25	1
	Significant (2-tailed) (p)	0.01	
	N	65	65

The correlation is significant at $\alpha = 0.05$.

Table 5 shows the relation between extrinsic motivation- Perceived/Choices and casual interaction. Since the value of **p** < α 0.05, the null hypothesis will be rejected. The symbol **"p"** stands for significant (2-tailed) value. Since from this finding, the value of **p** is 0.01 which is lower than α 0.05, its shows that there is significant correlation between Casual Interaction and Extrinsic Motivation-Perceived/ Choices. However since the value of Pearson Correlation, **r**= 0.25, the relation is weak, though it is significant. The direction of the correlation is directly proportional between the two variables: Extrinsic Motivation- Perceived/ Choices and Casual Interaction.

Discussion

The study set out with an aims to assess the relation between two mode of motivation; intrinsic motivation and extrinsic motivation, with English medium interaction which is divided into two mode; academic related interaction and casual interaction. The respondents are participant of Friends of English (FoE) program. The findings from the survey have been analyzed using Statistical Package for Social Science (SPSS) software. Then the result is presented in the form of pie charts, graphs, and tables.

The finding for relation between Intrinsic Motivation and Academic Interaction shows that from three (3) categories of intrinsic motivation, only one (1) category has significant relation with academic interaction which is perceived/ choices category. The direction of the relation between Intrinsic Motivation- Perceived/ Choices is directly proportional meaning that academic interaction is affected proportionally by Intrinsic Motivation- Perceived/ Choices category.

The finding for extrinsic motivation categories and academic interaction shows that Effort/ Importance category have significant relation. However the strength is very weak. The Value/ Usefulness category accepting the null hypothesis so there's no r elation between Value/ Usefulness category and the Academic Interaction. The Perceived/ Choices category finding shows that the null hypothesis is rejected and it is accepting the alternative hypothesis.

The finding for correlation between Intrinsic Motivation and Casual Interaction for intrinsic motivation- Effort/ Importance shows that it did not have relation with casual interaction. For the Value/ Usefulness category, the relation is significant and it is accepting alternative hypothesis. The strength for this correlation can be categorised as has strong relation between the two variables; Intrinsic Motivation and the casual interaction. For the correlation between perceived/Choices and casual interaction, the relation is significant and the strength is weak with a little correlation between the two variables.

Findings for relation of extrinsic motivation and casual interaction shows in the first category of Extrinsic motivation, the effort/ Importance category, the relation between two variables is significant however the strength is weak since the value of Pearson is 0.24. For second category, the Value/ Usefulness category relation with Casual Interaction, the relation is significant and the strength can be categorised as having strong relation. The finding for the last category of Extrinsic Motivation; the Perceived/ Choices category also shows that there's significant relation between the extrinsic motivation and the Casual interaction. for all three categories of extrinsic motivation, the relation with casual interaction is directly proportional. This means that if the extrinsic motivation is high, then the interaction will move along increasing.

From the whole finding, it is clear that for intrinsic motivation, the strong relation is in value/ usefulness category with relation to casual interaction. this might be because of samples' thought that it is less stressful to interact using English in non-formal situation, and they use English because of they knew the value of practising English and it might be useful for them. For extrinsic motivation categories, the value/ usefulness category has the strongest relation with casual interaction. However, if both value; intrinsic motivation and extrinsic motivation highest value compared, the strongest relation with casual interaction is extrinsic motivation- value/ usefulness category. It shows that, external factor have greater impact on casual interaction then internal factors. The findings also shows that the direction of how motivation affecting the interaction is in directly proportional way, means if the motivation is high, then the interaction will increase accordingly.

Rujukan

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