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"'Tis to create, and in creating live":
Bruce Chatwin's *Utz*

by

Wong Ming Yook

Utz was Chatwin's last novel (1988) before he died in early 1989. In it, he considers the Baron Utz's obsession with porcelain figurines, his constant eluding of the authorities (who prey on his treasured collection) and his final outwitting of the Communists who fail to locate his figurines after his death. The story which emerges appears to describe the individual's refusal to be limited and dictated by political and social impositions. But the novel is not only about the triumph of the individual over the communal unit. In *Utz*, Chatwin also considers the greater issue of art and the mystery of the creative process. Indeed, this novel centres on the Pygmalion-like relationship between Utz and his porcelain figures. Not quite Pygmalion himself, Utz the collector nevertheless shares the same desire and passion for the artist's creation.

Collecting then assumes the seriousness and passion of religion for Utz. Passion is a requisite, for it is only the passionate collector who "restores to the object the life-

giving touch of its maker."* The process of artistic creation is relived and recreated by the feeling private collector, the idolatrous individual whose fondling and touching revives the entire passion which has gone into the porcelain maker's act of creation. The intimacy of such a process cannot be understated. What passionate and loving responses are evoked in the collector's aesthetic consciousness imply a private relationship shared only by the worshipping beholder and the object of adoration. Needless to say, the collector's "enemy" must be the museum curator. "An object in a museum case ... must suffer the de-natured existence of an animal in the zoo. In any museum the object dies -- of suffocation and the public gaze ..." (20). The voyeuristic public gaze in a museum vulgarises, for Utz, the purity of his objets d'arts, at once the focus of his religious and sensuous ardour.

Utz is held by the story of Rabbi Loew, who breathed life into his created man, the "golem", by chanting a certain formula. In Utz's fictional account of the rabbi's life, secret rituals and chants are all that are needed to release the mechanical men from the imprisonment of clay. In his fascinating story, which he recounts to author-character Chatwin, the secrets are recorded in ancient Jewish writings, magical formulae which, uncoded, gave the reader the power belonging to Yahweh. The secret desire in every artist is, as Utz suggests, to

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*Bruce Chatwin, *Utz* (London: Picador [Pan], 1989, p. 20. All subsequent quotations are taken from this edition.

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possess the divine imperative: to create, and to breathe life into the created object. As Utz deftly argues, "Father Adam" was the first "golem", an inert mass of clay into which Yahweh had breathed the first breath of life. Like Utz's figurines, Adam was God's "ceramic sculpture". Like God, Utz dreams of a creative transformation for his porcelain objects, a transmutation, from lifeless work of art to living thing, while retaining all the perfection of the artist's skill. Contained within Utz's idolatry is a metaphysical search for immutability and immortality. Utz recognises no difference between the alchemist's obsession and that of the porcelain maker's. In fact, as he notes, the "inventer" of porcelain, Bottger, was first an alchemist. "The search for gold and the search for porcelain," he is convinced, "had been facets of an identical quest: to find the substance of immortality" (109).

The collector is therefore, as Chatwin tries to show, a monomaniac; Baron Utz functions only according to his self-definition as a lover of fine porcelain. Life assumes meaning only in the context of himself as a collector and appraiser of porcelain. Converted at an early age to the worship of beauty and perfection (ie. porcelain), Utz devotes his entire life to adding to his "spectacular collection" which he crams into his two-roomed flat. In fact, the extent of his sacrifice and devotion to the objects of his passionate love is made clear by his refusal to leave Prague, despite the contempt he has for Marxist Communism. When his fried, Orlik, suggests that they both flee to the West, Utz comes back with the expected reply:

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> ... Utz pointed to the ranks of
> Meissen figurines, six deep on
> the shelves, and said, 'I cannot
> leave them.' (25)

Ironically, Utz finds a strange kind of freedom
in Prague which allows him his role of private
collector, simply because of a breakdown in
Communist classification of "porcelain". The
fiction on which the Communist regime in Prague
is based is so enmeshed in its own wordiness
that Utz's obsession is allowed, if not
sanctioned:

> ... Marxist-Leninism had
> never got to grips with the
> concept of the private
> collection. Trotsky ... had
> made a few offhand comments on
> the subject. But no one had
> ever decided if the ownership of
> a work of art damned its owner
> in the eyes of the Proletariat.
> Was the collector a class-enemy?
> if so, how?
>
> The Revolution, of course,
> postulated the abolition of
> private property without ever
> defining the tenuous borderline
> between property (which was
> harmful to society) and
> household goods (which were not)
> .... Porcelain could also be
> classed as crockery. So,
> providing it wasn't smuggled
> from the country, it was, in
> theory, useless ... (26-7)

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The severity of life in Prague feeds Utz's
monomania. He discovers that privation
encourages a level of devotion to one's chosen
idol impossible to attain in the free West.
Compared to the pared down life in Prague, which
forces Utz's focus on his porcelain figurines,
Western life assumes a texture of coarseness
which Utz instinctively despises. The
meaningless opulence which decorates the West
distracts the soul from its focus, and is, for
Utz, metaphoric of the insidious decadence and
tastelessness of the modern life he abhors.
While Marxist cant fails to persuade him, he
feels "he [can] admire his Czech compatriots:
not for their decision to vote in a Marxist
government ... He admire[s] the abstemiousness
of their choice" (82).

And yet, when Utz is in Prague, he reveals
a restlessness which even his precious icons
cannot dispel. The limitations of art are real:
the figurines, despite their seductive appeal to
him of their life, or inner liveliness, are
forever entombed in the clay out of which they
were made. His frustration that the secret of
life and Art must remain forever secret, frozen
in the eternity assured by the porcelain cast,
the manmade form, becomes more and more apparent
as the novel progresses. This "antidote to
decay" and mortality (the porcelain) would
forever escape Utz as the realisation that
transmutation was not possible closed in upon
his fancy. The conflict he undergoes is
worsened by the Communist authorities who
continually prey on his collection. However,
Utz does triumph -- posthumously.

Chatwin discovers that Utz has hidden his
collection away so well that the Prague

authorities are unable to find it. Baffled by
this "disappearance", Chatwin tries to
reconstruct the events leading to his death. He
concludes that Utz has destroyed his beloved
figurines, strange as this may seem. But this
conjecture convinces us, finally. Utz, unlike
Bottger, alchemist turned porcelain maker, does
not die a failure. His significant move to
destroy the figurines suggests a change in
tracks. Utz, thinks Chatwin, most have come
upon a deeper or another realisation, which made
his porcelain figures seem like "bits of old
crockery". In the final pages, Chatwin turns to
Marta, the devoted servant girl who hovers in
the background, for the answer which changed
Utz's life.

Chatwin implies that Utz finally trades in
his artistic and metaphysical quest (through
porcelain) for something inevitably more human
but more meaningful. He discovers human love:

> I believe that, in reviewing
> his life ... he regretted having
> ... wheedled himself and the
> collection out of every tight
> corner ... But the price was too
> high ... and in the end the
> porcelains disgusted him.

> Marta had never given in.
> She had never once lowered her
> standards.... She was his
> eternal Columbine.

> My revised version of the
> story is that, on the night of
> their wedding in church, she ...
> embraced him as a true wife.

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>And from that hour, they passed
>their days in passionate
>adoration of each other,
>resenting anything that might
>come between them. And the
>porcelains were bits of old
>crockery that simply had to go.
>(152)

Utz realises at the end that, of all the things he has collected in his lifetime, Marta, the goosegirl he saved, was the "eternal Columbine" he could not find in porcelain. She is transformed before him, changing from goosegirl to princess, from nonentity to entity, and convinces him that his act of human compassion (when he saves her) was the most significant and creative act which broke the hard shell of her clay cast and released her. Utz himself is transformed, in a sense, because his taking Marta under his wing and finally marrying her, changes him from a mere spectator -- the art collector -- to participator -- the artist who creates. Marta is the great work of Utz's life, the true creation out of his love which, unlike the figurines, has the power to endure, and possesses the "substance of immortality" that he first thought had eluded him.

ONCE UPON A SOMETIME DREAM

(for Tensie Balisalisa)

by

Kee Thuan Chye

                                   once upon a sometime dream
I may place a <u>keris</u>
                        once on an altar
                        and ride   eyes open
                                   into the blackest pupils
which I did
                                   once upon a sometime dream
and was reminded of Tiresias   and OEdipus-in-reverse
                                   but my mind was a sphinx's riddle
yet let me solve it
before the candles are lit

                                               laugh your fears away
                                   within a floral cloud screen
I am not Hanuman
shooting up a steeple
but I'll not be a goat   flushing the scape   out of a snipe
who might actually be me
I see
                                   in a snowscape
                                         in a marshscape
                                         you
                                         with your feet in untrodden show
and a silk-textured icicle   becomes a sometime veil   hiding a pair of lips
a knight in charcoal armour riding
                                   once upon a sometime dream
into a fire
wakes up in molten soap   with kindled spirit
to quest for   an ivory-carved
                                         straight flexible bill
                                         a damsel in redress

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shudder off your swan feathers
                                        light the candles
                                        make flames my eyes

I am a phoenix
                              in a sometime dream

I may rise like the soot
I may rise with the incense
and I may plunge into the pyre
and be born
                         once upon a sometime dream

PICTURE

by

Kee Thuan Chye

K once told me about how he used to know L
who was a half-brother of M,
who was a father of J,
who had no teeth and little hair
and sought to borrow some from K
because J had to go on a shooting trip
with M and his wife who was a three-quarter aunt
of a nine-year-old transvestite
who could not come along because he had just trimmed his beard
and was nooting and jooting until he was numb
and so a little shooting might do him some harm
    though the guns weren't loaded
    and the targets outmoded
for his three-quarter aunt and a colt fortyfive
could never be partners on a buffalo drive ---
she had hypertension, he had overlived his life,
and their ages were greater than old Terah's wife
        who, of course, had been dead
and was just a digression
from the tale K was telling

    about his friend L
     who had taken a beer
   and had gone to euphoria
  without remembering to take his glasses
    to fill some more beer --- no, to see much more clearly
for the passes were plenty from the girls and to the beer supply;
     but while the music was a-lilting
    and his ears they were an-aching,

someone took his earplugs out and connected it to a dumdum
                               which exploded with a blam blam
and which brought us to the fable
M would always read to junior
while his mother talked to senior
                            about the cat
                            she caught by the ear
                            and beat and beat
                            and scratched and squeezed
                            and strangled and crushed
                            and squashed,
                            and skinned,
                            and trampled on,
                            and kicked,
                            and ate.
            while tipsy hips played pixie tricks on the high-high eye,
            and the my-my sighs brushed the hush-hush blush
            in the blue, blue flue

                  on the day that Dido met a dodo,
                        she became suddenly aware
                              that Aeneas was hah-chhooing,
but hundreds and hundreds of years later,
S had caught the flu
          from X, his cousin,
                        who had caught it from his uncle J
                        who had passed it to his nephew Y
            who had passed it to his brother Z

who had passed it to his cousin B
who was not a true brother to X
and was neither a son of J's
        for he had lopped off J's head with a scimitar
    and run through the wilderness shouting Eureka!
                with the dawjacks singing
                and the piemags stammering
                to the weepee's clucking,
                    on the morning of the night
when Z and M and K and X and Y and L were telling the story about the squirrel and the
rabbit who were talking to a crocodile who was suffering from lockjaw while he was
telling story abut the tailor and the sailor who went fishing by the quicksand and was
met by twenty old dwarfs who told them the story about the story K was telling about
L, the half-brother of M but not the father of J who had a wife who was a three-
quarter aunt to B who was the cousin of Y and Z who were the nephews of J who was the
uncle of X who was....who was....who was....who was....who was....who was....who
was....

GRAMMAR: LESSONS FOR TEACHERS

by

Lai Phooi Ching

1.   Introduction

In their landmark study on the effectiveness of teaching grammar, Braddock, Lloyd-Jones and Schoer (1963: 37-38) concluded in "strong and unqualified terms that the teaching of formal grammar has a negligible ... or even a harmful effect on the improvement of writing." Since then, other researchers have corroborated their finding (The Kingman Report, 1988; Glatthorn, 1980; and Lacampagne, 1981). These studies, besides reaching the same conclusion, also convey the conclusion from the researchers' viewpoints. What about students' viewpoints? Do students also find that grammar instruction does not help to improve their writing? This study attempts to answer these questions.

2.   Design of Study

To determine if students found grammar instruction effective in improving their writing, this study looked at two issues:

(1) what students were concerned with in improving their essays.

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(2)   what students said they were concerned
      with, and why.

Subjects & Procedure

      Altogether 82 men participated in this
study, with 16 of them studied in-depth. The
men were first-year students attending intensive
English   classes   at   the National University of
Singapore. The students wrote an essay, heeding
teachers' calls not to erase but to cross-over
when making changes.   The next day students,
given a xerox of their essays, revised their
essays for improvement.   Twelve days later,
students received xeroxes of both essays to see
if further improvements were possible.

Analysis

      The changes students made in their essays
were categorized according to a taxonomy adapted
from Faigley and Witte's work (1983).   Faigley
and Witte use two categories:

      (1)   surface changes consisting of formal
            and meaning-preserving changes, and

      (2)   text-base changes where the writer
            restructures   ideas   to change the
            original text.

      Formal changes as in proofreading clean up
errors in grammar, spelling and punctuation.
Meaning-preserving changes   similarly do not
change texts. An example is changing "Sometimes
I think ..." to "Sometimes I wonder...."   To
allow for a finer examination, the meaning-

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preserving and text-base changes were subdivided into:

> (1) operations including adding and deleting information, and
>
> (2) syntactical levels ranging from word to sentence.

An analysis of the changes students made should show what their concerns were in improving their essays.

In addition, my class of 16 was studied in-depth. The students reflected on what they did, by writing in journals and by discussing in one-to-one conferences. In journal writing, students spent ten minutes writing continuously without worrying about correctness of language or coherence of ideas. Among the entries quoted here were:

> 5/21 How I feel about my essay. What were the problems in writing it?
>
> 5/23 How I write English.
>
> 5/25 What changes were made in revising my essay of 5/21. Why?
>
> 6/8 To me, grammar is an effective/ineffective aid in helping me write.
>
> 6/15 The problems, if any, of writing in English after learning Chinese first.

Most of the entries arose spontaneously; for example, in the midst of a discussion on

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applying grammar rules (see 6/8). On the other hand, the writing conferences were structured. Led by my questions, students explained and justified the changes they made to improve their essays. These conferences lasting up to an hour were tape-recorded.

Quotes from journals and conferences helped to establish cause-and-effect relationships in the way students improved their essays and to make interferences in less explicit situations. Whatever pertained to this class, I hope, could be generalizable to the other classes in order to obtain a complete picture of how students improved their writing.

3. How Students Improved Their Writing

How can you write without knowing much of the English Grammar? It is obvious that we should learn the grammar and sentence structure before writing. (Chew, 6/8)

In improving their written texts, experienced writers make major changes in ideas and content (Witte, 1983; Faigley and Witte, 1981; and Sommers, 1979). However, the study found students glossing over the larger problems of relevance, organization and impact of content to concentrate on surface changes. Students said with almost one voice that to improve their writing, they corrected "grammar mistakes and

wrong spelling" (Leow, 5/25)*. The data collected bore out students' words.

Out of 6,755 changes, 79.57% were surface ones (Table 1). Grammar constituted 16.17% of the total changes with students correcting the verb most often (Table 2). The figure would have been double, if not triple, had this study adopted a system which classified whether changes were grammar corrections or not. For example, when a student replaced 'an' with 'on' in "He was stung in/on the face," the change was listed as substitution rather than a grammatical change in preposition. In fact most operations at word and phrase levels were corrections in grammar. To support this point, I analyzed further the items found in the operation performed most often and at the syntactical level used most often: substituting at word level. As Table 5 shows, most items could be listed under grammar too.

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* parentheses enclosing students' surnames followed by dates denote journal entries.

TABLE 1

CHANGES TO IMPROVE WRITING (as % of 6755)

Surface Changes		79.57%
Formal	29.25%	
Meaning-preserving	50.32%	
Text-base Changes		20.43%
Total		100.00%

TABLE 2

FORMAL CHANGES (as % of 6755)

Grammar		16.17%
Plural form	4.03%	
Verb	10.69%	
Others	1.45%	
Mechanics		13.08%
Abbreviation	0.93%	
Indentation	1.14%	
Punctuation	4.87%	
Spelling	6.14%	
Total		29.25%

TABLE 3

MEANING-PRESERVING CHANGES & OPERATIONS
(as % of 6755)

Adding	11.15%
Deleting	10.07%
Substituting	21.32%
Re-ordering	3.69%
Other	4.09%
Total	50.32%

TABLE 4

MEANING-PRESERVING CHANGES & SYNTAX
(as % of 6755)

Word	29.84%
Phrase	12.02%
Clause	3.94%
Sentence	4.52%
Total	50.31%

TABLE 5

SUBSTITUTING AT WORLD LEVEL
(as % of 6755)

Article	0.34%
Conjunction	0.50%
Preposition	1.64%
Pronoun	0.98%
Synonym	3.58%
Verb	1.69%
Others	5.39%
Total	14.12%

In order to keep their writing error-free, students pursued the following:

(1)   substituted one lexical item for another. Substitution, as stated earlier, was the operation students performed most (Table 3). Perhaps they could be unsure of usage, for example, of articles and prepositions which are not always logically used but are idiomatically selected. Changes like these were common:

How about other problems like
... bottom-up communication
barrier that exist in the/an
organization like the SAF?

People around told me a lot of
events and life in/about Army
Camp.

(2)   "gave up an idea because of vocabulary
      problem" (Gwee, 5/2), avoided using a word
      or cancelled a sentence containing a word
      they could not spell. The concern with
      misspelling arose because they were "afraid
      of marks being deducted." An extensive
      vocabulary, in students' minds, could
      improve their writing; otherwise, they have
      to "use the same words over and over again"
      (Oh, 5/10) or they "can't describe ...
      accurately" (Tan, 5/21).

(3)   changed very little lest they should change
      "any correct sentence to a wrong one"
      (Leow, 6/4). Out of the 82 students, 11 of
      them basically left their original essay
      intact after correcting errors in grammar
      and mechanics.

Thus students considered their writing improved
if they had chosen the right words to express
themselves and corrected grammar errors.

Why the concern with grammar? All but
three students in my class testified as to its
effectiveness in helping them write. Of the
three, two were hampered in expression whenever
they stopped to think about grammar principles,
while the third was disillusioned he was still

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making errors after 13 years of instruction. The other 13 students felt that correct grammar was a panacea, helping them express ideas, speed up comprehension, and even write "an interesting essay." Since "improper grammar end up nobody understanding" (Goh, 6/8), a grammatically correct essay could convey their ideas:

> ... if I show my essay to a person whose english standard is like mine, probably, he may understand what I am writing. However, if I show it to an english professor, he may find difficulties in understanding my essay. What I am trying to say is *I am able to write, but whether the thing I have written is grammerally correct is questionable.* (Tai, 6/8) [my emphasis]

Repeatedly, students said that "wrong tenses or some grammar mistakes" (Gwee, 6/8) would retard comprehension and so correcting for grammar errors became their clarion call of duty. After all, "one must learn the basis of a language [Note: grammar] before he can actually master it and use it efficiently enough to let his thought flow through a pen-tip" (Goh, 6/8).

4. Lessons for Teachers

> I never learn English ... what I did all along was just attending English class. (Liau, 6/18)

Students' anxiety in grammar probably stemmed from teachers' emphasizing grammar when

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teaching English and marking essays. Such
emphasis is understandable for grammar is more
tangible to teach them than, say, impact of
content. But if teachers want to help students
improve their writing, then they should note the
points below.

1. Deciding whether to teach grammar or not

Arriving at an answer to this
straightforward question, unfortunately, is
not as straightforward. Celce-Murcia
(1985), in an excellent article, advises
teachers to identify students' needs and
capabilities first, and then match these
against instructional variables. Then only
should teachers decide whether or not formal
instruction in grammar is appropriate for
that particular group of students. The
students in this study found grammar
effective in improving their writing but
instruction in grammar ineffective.

2. Making grammar instruction effective

That students found grammar instruction
ineffective was best summed up by this
student:

> Even I have been learning
> 'Grammar' for the past 12
> years, I still can't master
> it. The main reason, I think,
> is because the teachers
> couldn't built up our interest
> in English. They seem to
> repeat the same things over

and over again. As a result,
I couldn't concentrate on
study English.
However, the course I attended
in the [National University of
Singapore] was ver[y]
different. We had group
discussion, lab, TV
programmes, games, [oral]
presentation and etc. (Gwee,
undated)

Certainly students know what worked.
They also singled our error analysis which
"made me more aware of [the common
mistakes]" and also journal writing which
made "everyone write more without really
being pushed to write and essay."

However, when grammar instruction was
"Ah Kow is a boy ie S + V + O ... even in
Sec 4", "filled in blanks," "memorisation"
or "a set of rules," the lessons were
"miserable and boring." Because learning
English is not set to formulae and rules
that can be memorized, teachers dependent on
grammar drills must rethink their position.

3. Evaluating students' writing

When teachers are advised to emphasize
content rather than form, they always ask,
"How do we mark?" and "Do we leave grammar
errors untouched?" To answer the first
question, teachers should continue to
examine whether their students' writing is
relevant, coherent and organized. However,
whatever comment they make must be concrete.

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For example, writing "logical development?" is not helpful; instead teachers should suggest how the logical relationships can be developed through coordination. A far better way is to use peer response. Following Elbow's reader-based questions (1981), peers can give feedback to guide fellow students successfully in improving their writing.

Concerning grammar errors, the issue is not really whether to correct them or not. Rather, the issue is whether teachers concentrate on grammar at the expense of content. If teachers, overwhelmed by the grammar errors of their students, try correcting them all, the students can be just a overwhelmed by the corrections. A more manageable way is to concentrate on just two or three of the most glaring problems in each essay. The benefits of this way are attractive: students do not make the errors as often while teachers save time (Pierce, 1984).

Improving students' writing, therefore, calls for teachers to think about how to apply these three lessons.

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COMPLETE

by

Leonard Jeyam

Looking over the children

who think they are caterpillars,

grandmother smiles.

Thoughts today, of yesterday,

have crept upon her.

Grandmother grins; I'm sure by now

she's something more nimble,

and elegant, somewhere else --

already a butterfly perhaps!

THE DREAM OF THE TERRAPIN

discovered dead in its glass bowl

by

Leonard Jeyam

You lie there terrapin

as if in a dream state

oblivious of the world around,

knowing that from now on, Nature,

will show you her benevolent face:

the river will be your palace,

the wind, your servant,

rain, your hope,

and Time will at last sing you

his most exquisite song.

IN A MIRROR I SEE

by

Shalini Teresa Fernandez

In a mirror I see
A faced shadow
A blur that slips
Soundless, skinless, fluidly
Assuming any form
Within the varied mirror
Of another's perception.

"You're late!" Your eyes close
In supreme worldweariness
Posture dropping to tell me
"See how much I put up with
For your sake."
You light the inevitable cigarette
And permit the ash to collect before
You flick it contemptuously
To the floor.
And smile.
"But I forgive you."

Your magnanimity overwhelms me.

You are amazed when we play Snap
With our honeyed childhoods
Of family, friends and religion;
Wondering if our difference arises
From the simple biologies of male-female.
Perhaps a little so.
But more because
You spend your time
Looking through windows
And I, cleaning them.

When I tell you that
I once dreamed of being an altar server
You laughingly reply
That I am too late, too early.
Too late for I am too old
Too early because I am a woman.
You laugh derisively when I mention
I want to be a priest.
It will never happen, you bubble gleefully
Amazed at my audacity,
My apparent irreverence.
You never take me seriously
When I speak of religion
Or the Church.
For you they are untenable
Unvarying as the rock
On which they are built.
In the face of your amused scorn
My defence is the claim
That Mass was once said only in Latin.

Are you waiting still
To be awakened by a magic kiss?
Dreaming that
The frog who kisses
Your sweetly slumbering expectant lips
Will turn
Into a prince beyond all price?
One day you will awaken
And in bewilderment find
That the frog who kissed you
Is still a frog
For there are more frogs than princes.
And to find your prince
You must, rapier in hand,
Mount your magnolia steed
And scour the land
For a far-away castle,
For he is slumbering still
Waiting to be awakened
By your magic kiss.

The woman in the mirror is tired
Her eyes dim with fatigue
She wants her bed.
She is tired of the game
That you and I play
With such consummate mastery
Which we are playing still.
Your reflection looms next to mine
Two players in a game where
You attempt to steal my queen
And I to checkmate your king
Neither willing to concede defeat
And neither wins.
The man in the mirror is tired too.
The lines on his face prominent.
Like the women he wants to sleep
The sleep of the peaceful and exhausted.
Yet you and I cannot, will not
Stop playing for fear
The other will win.

*COMPETENCE, ATTITUDES AND MOTIVATION IN LANGUAGE LEARNING WITH SPECIAL REFERENCE TO MALAY LEARNERS OF ENGLISH AS A SECOND LANGUAGE

by

Jamali Ismail

1.0   INTRODUCTION

Attitudes and motivation are closely related to one another; one's attitudes to learn will always affect one's motivation (Gardner & Lambert 1972;   Harmer 1983;   Steinberg 1982; Taylor 1976; Wilkins 1972).   It is believed that positive or negative attitude towards the learning of a particular second language (L2) is one factor that motivates or demotivates a learner.

2.0   ATTITUDES AND MOTIVATION

Attitude is defined by Gardner as "... an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinion about the referent" (Gardner 1985: 9).   Allport defines attitude as "... a mental and neural state of

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readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Allport 1954: 45).

Motivation is often used as a simple explanation of achievement. In L2 learning, it refers to:

"... the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner 1985: 10).

Harmer (1983) makes a distinction between extrinsic motivation and intrinsic motivation. The former is concerned with factors outside the classroom while the latter concerned with what takes place in the classroom.

Extrinsic motivation actually refers to instrumental and integrative motivations, two terms introduced by Gardner and his associates in their pioneering studies on attitudinal-motivational variables in L2 learning (Anisfeld and Lambert 1961; Gardner and Lambert 1959, 1972; Gardner et al. 1979; Lambert et al. 1963). The motivation is instrumental in orientation "... if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's

occupation" (Gardner and Lambert 1972: 3). On the other hand, the motivation is integrative "... if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group" (ibid.).

3.0 PREVIOUS STUDIES

Studies conducted by Gardner and his associates were largely a continuation of a long tradition of research relating to the affective factors in language learning begun by Jones (1949). Results obtained in a series of studies they conducted among high school English learners of French as an L2 in a Canadian setting in Montreal (Gardner 1960; Gardner and Lambert 1959; Lambert et al. 1963) indicated that achievement in the target language (TL) was dependent upon both attitudes and motivation. A study among the same type of students in an Ontario setting (Feenstra and Gardner cited in Gardner and Lambert 1972) indicated that the students' attitudes seemed to be dependent upon parental attitudes, i.e. parents whose attitudes were favourable towards the TL community more actively encouraged their children to learn the language than did parents whose attitudes were less favourable. The influence of parents and even other people in shaping learner attitudes towards learning the TL had also been observed by other researchers (Jones 1959; Spolsky 1969).

Apart from parental encouragement, evidence from recent research by Genesee et al. (1983) indicated that learner expectation of

motivational support from the TL group also emerged as a significant predictor of L2 performance. And, in line with Gardner and Lambert's finding, so did learner willingness to integrate to the TL group.

In settings other than the Canadian ones, e.g. Louisiana, Maine and Connecticut in the United States among English learners of French as a foreign language (FL) and in the Philippines among Tagalog learners of English as an FL, Gardner and Lambert (1972) similarly observed sufficient evidence in support of the importance of attitudes and motivation in L2 achievement. The same result was also observed in other studies conducted by several researchers both within and outside America (Alptekin 1981; Chihara and Oller 1978; Genesee et al. 1983; Lukmani 1972; Oller et al. 1977a). Although a few studies had shown contradictory results (see Hansen 1981; Oller et al. 1977b; Pierson et al. 1980; Strong 1984) -- e.g. among other things, there were no relationships between attitudinal-motivational variables and competence, negative attitude towards the TL and its speakers was the result of becoming proficient in the language -- these did not invalidate the fact that attitudes and motivation were in some way related to competence.

One of the early attempts to study attitudes and motivation in learning ESL among Malay-medium students was that of Rajagopal (1976) conducted in several secondary schools in Selangor. It was observed that, generally, the students were strongly motivated to learn English; those with high motivational intensity performed significantly better in the language

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than those with low motivational intensity. Their orientation towards the learning of English appeared to be instrumental and the reason behind this was the utility of the language as perceived by them, e.g. knowledge of the language was essential in securing a good job and for further studies. Similarly, the students' attitudes in learning English were generally favourable; those with positive attitudes performed significantly better in the language than those with negative attitudes.

In another study by Chandrasegaran (1979) among secondary Malay-medium students in Johor, it was observed that the students' attitudes towards English were generally highly favourable. The correlation between attitudes and competence was found to be significant but insufficiently high to be accepted as evidence of substantive relationship. A possible explanation given for this was the homogeneity of the sample with regard to attitudes, i.e. highly favourable. Thus, Chandrasegaran concluded that favourable attitudes were not a sufficient condition for success in language learning.

The finding also indicated that motivational intensity among Malay-medium students was indeed strong and that this variable was related to competence. Similarly, in the study, both instrumental and integrative motivations were equally important among Malay medium students; both had no differential effect on competence. Students who were competent in English might have either instrumental or integrative motivation or both.

The nature of attitudinal-motivational variables among undergraduates was provided in two studies -- one by Asmah Haji Omar (1990) on attitudes among undergraduates in the University of Malaya and another by Vijchulata and Gan (1984) on motivation among undergraduates in Universiti Pertanian Malaysia. In accordance with earlier findings by Rajagopal and Chandrasegaran, Asmah Haji Omar observed that there were positive attitudes among students towards English. The fear that English might have negative effect on their religious beliefs, ethnic culture and nationalism was very minimal.

But, with reference to motivation, Vijchulata and Gan observed a different picture. Regardless of the students' field of study or vocational/academic interests, overall they appeared to be more integratively than instrumentally oriented in learning English. The result contradicted the finding by Rajagopal and the possible reason behind this was that, lately, English was no longer perceived as so important for career and educational purposes. The researchers also observed that, although motivational intensity and desire to learn English among the sample were strong, there were actually no significant relationships between these motivational variables and the English grades. Again, the finding ran counter to those of Chandrasegaran's Johor study and Gardner and Lambert's Canadian studies.

From these research findings, it can be concluded that achievement in L2 learning is affected by such variables as attitudes and motivation. Nonetheless, the degree of relationship between L2 competence and these attitudinal-motivational variables varies from

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one setting to another (Oller 1977). Some
people have positive attitudes towards a
particular L2, its people and its culture while
some others have negative attitudes. This in a
way may influence L2 achievement although the
pattern of influence is not clear. "Sometimes
favourable attitudes may induce people to learn
a language, and other times people may develop
favourable attitudes to a language because of
having learned it" (Taylor 1976: 256). The
reverse is also true -- doing poorly in an L2
first elicits an aversion to the language which
is then gradually transferred to its speakers
(Hermann 1980).

4.0 COMPETENCE, ATTITUDES AND MOTIVATION AMONG MALAY-MEDIUM STUDENTS: A SAMPLE STUDY

The result of a study on attitudes and
motivation among Malay learners of English as a
second language (ESL) is reported below. The
sample in the study consisted of 441 Form Four
Malay-medium students from nine schools in
Selangor. They were selected based on the
cluster sampling technique.

For the collection of data an English
language achievement test and a set of Likert-
type scale for measuring attitudes and
motivation were used (see Appendix). The
English language achievement test comprised 49
multiple-choice items for testing comprehension
and grammar. The attitude scale measured the
learners' attitudes towards the English language
and its speakers while the motivation scale
measured the learners' instrumental motivation,
integrative motivation, desire to learn English

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and motivational intensity. All items in the scale were adapted from those of Gardner and Lambert (1972).

The analysis of data was carried out by using the frequency and correlation procedures. The scores of the scales were used as bases in determining the cut-off points between three categories of attitude, i.e. negative, moderate and positive as well as between three categories of motivation, i.e. weak, moderate and strong.

5.0 COMPETENCE IN ENGLISH

Competence in this study refers to the learner's knowledge of the TL which enables him to produce and understand sentences and to recognise grammatical mistakes and ambiguities, as measured by the English language achievement test, relative to other learners in his class and in his school.

The result of the English test presented in Table 1 indicates the students' weakness in the language. A high proportion of the total sample, i.e. 47.2%, scored 20 marks and less, 44.7% scored between 21 to 30 marks, and only 8.2% scored 31 marks and above.

TABLE 1

DISTRIBUTION OF SAMPLE ON ENGLISH TEST

SCORE:	ROW	TOTAL
0-20	208	(47.2%)
21-30	197	(44.7%)
31-49	36	(8.2%)
TOTAL	441	(100.0%)

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Minimum score   -       8
Maximum score   -      46
Mean score      -  21.678
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The result of the SRP English paper presented in Table 2 further serves as additional evidence of the students' weakness in English. Only a small proportion of the students, i.e. 3.2%, obtained grades 1 and 2 (distinction), 26.3% grades 3 to 6 (credit), as high as 48.1% grades 7 and 8 (pass), and 22.4% grade 9 (fail).

Therefore, based on the data in both tables, it is clear that the students were generally weak in English.

TABLE 2

DISTRIBUTION OF SAMPLE ON SRP ENGLISH PAPER

GRADES	ROW	TOTAL
Distinction (Grades 1-2)	14	(3.2%)
Credit (Grades 3-6)	116	(26.3%)
Pass (Grades 7-8)	212	(48.1%)
Fail (Grade 9)	99	(22.4%)
TOTAL:	441	(100.0%)

6.0 ATTITUDES

The focus here is on two attitude variables, i.e. attitude towards the English language and attitude towards its speakers. In studies on L2 learning, these two attitude variables have hitherto received considerable attention from researchers (see Spolsky 1969).

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6.1 Attitude Towards the English Language

The students' attitude towards the TL was generally very favourable. As seen in Table 3, the proportion of those in the positive category is very high, i.e. 89.1%, in the moderate category only 10.9%, and in the negative category nil.

TABLE 3

DISTRIBUTION OF SAMPLE ON ATTITUDE TOWARDS
THE ENGLISH LANGUAGE

ATTITUDE	ROW	TOTAL
Negative	-	(10.9%)
Moderate	48	(10.9%)
Positive	393	(89.1%)
TOTAL	441	(100.0%)

6.2 Attitude Towards the TL Speakers

TL speakers in this study refers to any group of people who speak English. They may either be native speakers of English from the English-speaking countries or, to some pupils in the sample, English-educated Malaysians who speak English exclusively except when

communication situations demand the use of other language/languages.

The students' attitude towards the TL speakers was not as strong as their attitude towards the TL itself. As indicated in Table 4, the proportion of students in the positive category is 17.5%, in the moderate category 58%, and in the negative category 24./5%. Clearly, their attitude towards the TL speakers was generally moderately favourable.

TABLE 4

DISTRIBUTION OF SAMPLE ON ATTITUDE TOWARDS
SPEAKERS OF ENGLISH

ATTITUDE	ROW	TOTAL
Negative	108	(24.5%)
Moderate	256	(58.0%)
Positive	77	(17.5%)
TOTAL	441	(100.0%)

7.0   MOTIVATION

7.1   Instrumental Orientation of Motivation

Overall, the students' degree of instrumental motivation was really very strong (Table 5). The proportion of those in the strong category is 63.9%, in the moderate category 27.2%, and in the weak category just 8.8%.

TABLE 5

DISTRIBUTION OF SAMPLE ON INSTRUMENTAL MOTIVATION

INSTRUMENTAL MOTIVATION	ROW	TOTAL
Weak	39	(8.8%)
Moderate	120	(27.2%)
Strong	282	(63.9%)
TOTAL	441	(100.0%)

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7.2 Integrative Orientation of Motivation

The degree of the students' integrative motivation was similarly very strong. As observed in Table 6, 69.4% of the students are in the strong category, 24.5% in the moderate category, and 6.1% in the weak category.

TABLE 6

DISTRIBUTION OF SAMPLE OF INTEGRATIVE
MOTIVATION

INTEGRATIVE MOTIVATION	ROW	TOTAL
Weak	27	(6.1%)
Moderate	108	(24.5%)
Strong	306	(69.4%)
TOTAL	441	(100.0%)

7.3 Desire to Learn English

Table 7 shows that as high as 80.3% of the students are in the strong category, decreasing greatly to 16.3% in the moderate category, and 3.4% in the weak category. Clearly, the students were very strong in their desire to learn English.

TABLE 7

DISTRIBUTION OF SAMPLE ON DESIRE
TO LEARN ENGLISH

DESIRE TO LEARN	ROW	TOTAL
Weak	15	(3.4%)
Moderate	72	(16.3%)
Strong	354	(80.3%)
TOTAL	441	(100.0%)

7.4 Motivational Intensity

The row total in Table 8 shows that 30.8% of the sample are in the strong category, 35.4% in the moderate category, and 33.8% in the weak category. Therefore, the students were generally strong in their motivational intensity to learn English.

TABLE 8

DISTRIBUTION OF SAMPLE ON MOTIVATIONAL
INTENSITY

MOTIVATIONAL INTENSITY	ROW	TOTAL
Weak	149	(33.8%)
Moderate	156	(35.4%)
Strong	136	(30.8%)
TOTAL	441	(100.0%)

8.0   DISCUSSION: ATTITUDES   AND MOTIVATION AMONG THE SAMPLE

From Tables 3 to 8, it was observed that the students were very favourable in their attitudes towards the TL and its speakers, very strong in their desire to learn, equally very strong in their instrumental and integrative motivations and strong in their motivational intensity. Therefore, the assumption that Malay-medium students generally do not have favourable attitudes towards English and lack the motivation to learn the language (Abraham 1979; Balaetham 1982; Ding and Siow 1979; Yap 1979; Rodgers 1979) is unjustified. However, this is not to deny that, among learners, there might be a handful whose attitudes are less favourable and whose motivation is insufficiently strong; but this is not peculiar to English alone (compared with other subjects).

To a certain extent, problems in ESL learning/teaching in the country is due to the ignorance of some teachers (who might be from different sociocultural/socioeconomic background) about the students' learning situation (which is divorced from the use of English) and their characteristics as rural individuals which has given rise to the assumption that the students' attitudes in the learning of English are less favourable and their motivation insufficiently strong. The teachers have a low opinion and low expectation of their students but, unfortunately, the teachers are seldom aware of their attitudes (Fawzia Ghani 1979).

In addition, the teachers might come from a variety of educational backgrounds. They might

be teachers of other subjects and therefore lack the insight of linguistic, psychological, sociological and methodological aspects of L2 teaching. Worse still, the teachers themselves might be poorly proficient in the language and are teaching the subject for "having to teach" it. Naturally, a great range of difference among them in dealing with students is to be expected (Alptekin 1981).

It has to be emphasized here that, of course, this refers only to a handful of teachers. It is unfair to put the blame on teachers in general because "... there are many among them who are dedicated and conscientious -- few would deliberately shirk their responsibilities" (Fernandez in the *New Straits Times*, March 6, 1987: 11).

Further, it has been the practice that most of the newly trained young teachers are send to serve in rural schools since in such schools the shortage of English teachers is greatly felt. This might have added some weight to the problem in English language teaching/learning. Long serving and experienced teachers usually refuse to serve in the schools for too long, their preference being the established schools in towns. Those who stay put are mostly locals or those who have decided to for other reasons. Therefore the semi-urban and rural schools will continue to be staffed mostly by new and inexperienced teachers. For the unfortunate ones who are unfamiliar with rural life, the schools they are posted to might be in the remote corners of the country. They are left on their own, groping in the "strange" new environment. Sometimes, they will be at a loss and some end up in frustration and despair, just

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counting the days to their transfer to the "outside" world to join their seniors.

On the part of the students themselves, their shyness and reluctance to practice speaking English have some sociopsychological reasons behind them. Actually, the students lack the confidence and are shy to speak English for fear of making mistakes since Malays are generally concerned with good public image (Balaetham 1982; Fawzia Ghani 1979). It has been proven that shyness affects performance in the TL; the less shy the learners are, the better they perform (Hamayan et al. 1977).

Worse still, the learning environment might be discouraging for the learner and, as pointed out by Lee (1983), the outcome is certainly detrimental to the achievement of proficiency. The students are living in an environment wherein those who tried to speak English might be ridiculed (Balaetham 1982) or might be looked upon as showing off (Fawzia Ghani 1979). At the same time, the general feeling among them is that the ability to speak English is regarded as a sign of belonging to a higher class and a symbol of urbanization although "... not all urban people are English-speaking" (Asmah Haji Omar 1975). Positive attitude towards English among students is an undisputable fact because, since colonisation, the prestige of English among Malaysians in general has always been high. Their expressed lack of interest in English -- if it is ever expressed -- is merely to be apologetic for their being weak in the language. Malay-medium learners of ESL are therefore sort of in a dilemma. This is described by Fernandez thus:

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The majority of students in the rural and suburban areas are fully aware that in Malaysia they can survive reasonably well without having to know much English.

However, these same students nurture a secret desire to be able to speak and write better English. Teachers serving in these schools will testify this. When you first meet this group of learners, they will attempt to feign indifference towards the language. Some of them even appear to be openly hostile when they are asked to use English during the English lesson.

A discerning teacher will, however, quickly realise that this apparent distaste for the language is very often a mere cover-up for their inadequacies in the language (*New Straits Times*, March 6, 1987: 11).

Another point is that the students in general might appear to lay low priority on English and devote little time to the study of the language. Again, this should not be taken to imply negative attitudes and lack of motivation. It might be just that, especially when an examination is approaching, they have to devote more time to other "... compulsory and essential subjects which are prerequisites to certification" (Rodgers 1979: 12).

From the data presented above, it can be concluded that insofar as the students in the present study were concerned, they were weak in English. However, regardless of the deficiency,

their attitudes were generally favourable, and their motivation strong.

To what extent is English competence among Malay-medium students related to their attitudes and motivation in learning the language? The result below might provide a clue to the question.

9.0 RELATIONSHIPS BETWEEN ATTITUDES AND COMPETENCE

The correlation matrix (Table 9) below shows the following values:

(1) r=0.191 p<0.001 on ATL and TEST and 4=0.208 p<0.001 on ATL and SRP;

(2) 4=0.052 (insignificant) on ATS and TEST and r=0.072 (insignificant) on ATS and SRP.

The slight but positively significant correlations in (1) suggest that students whose attitudes are more favourable towards the TL tend to be more competent in the language. But, both the coefficients in (2) do not exhibit any significant relationships between the variables. The students might be poorly or highly proficient in English but it does not follow that their attitudes towards the TL speakers are highly negative or positive.

Of the two attitudinal variables, therefore, ATL seems to be more important in relation to competence since its coefficients with TEST and SRP are significant.

TABLE 9

INTER-VARIABLE CORRELATION COEFFICIENT

TEST	TEST	SRP	ATL	ATS	INSTM	INTGM	DES	MINT
TEST	1.000	.726 ***	.191 ***	.052	.012	.067	.104 *	.105 *
SRP		1.000	.208 ***	.072	.087	.123 **	.219 ***	.192 ***
ATL			1.000	.296 ***	.306 ***	.271 ***	.249 ***	.207 ***
ATS				1.000	.439 ***	.339 ***	.257 ***	.201 ***
INSTM					1.000	.438 ***	.199 ***	.144 **
INTGM						1.000	.236 ***	.148 **
DES							1.000	.596 ***
MINT								1.000

Total sample: 441

*** significant at <0.001
** significant at <0.01
* significant at <0.05

Abbreviations: TEST English language achievement test
SRP Sijil Rendah Pelajaran English
ATL Attitude towards the English language
ATS Attitude towards speakers of English
INSM Instrumental motivation
INTGM Integrative motivation
DES Desire to learn English
MINT Motivational intensity

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10.0 RELATIONSHIPS BETWEEN MOTIVATION AND COMPETENCE

The coefficients established between motivation and competence, as shown in Table 9, are as follows:

(1)   r=0.012 (insignificant) on INSTM and TEST and r=0.087 (insignificant) on INSTM and SRP;

(2)   r=0.067 (insignificant) on INTGM and TEST and r=0.123 p0.01 on INTGM and SRP;

(3)   r=0.104 p<0.05 on DES and TEST and r=0.219 p<0.001 on DES and SRP;

(4)   r=0.105 p<0.05 on MINT and TEST and r=0.192 p<0.001 on MINT and SRP.

The insignificant correlations between INSTM and TEST/SRP indicate that INSTM is not at all important in relation to competence. On the other hand, although INTGM correlates positively and significantly only with SRP (and not with TEST), the correlation is sufficient to imply that students who are more integratively motivated are more competent in English. The result therefore suggests that integrative motivation is slightly more important than instrumental motivation in relation to competence (see Chandrasegaran [1979] for the difference and Vijchulata and Gan [1984] for the similarity).

Nevertheless, the slight correlations in (3) and (4) are all positive and significant, slightly suggesting that the stronger the students' desire and motivational intensity, the

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more competent they are in English. Therefore, among all the motivational variables under study, DES and MINT are important, at least slightly, in relation to competence.

11.0   CONCLUSION

Two conclusions could be drawn from the results presented above. Firstly, Malay learners of ESL are generally weak in the TL but, against popular belief, their attitudes towards the language and its speakers are positive and their motivation to learn it is strong. Secondly, there are relationships between attitudinal-motivational variables and competence, i.e. the more favourable the attitudes and the stronger the motivation, the more competent the learners are in English. However, the correlations might not always be very strong and, in some cases, these could diminish the importance of the attitudinal-motivational variables in relation to competence.

Therefore, the failure in the achievement of English proficiency among Malay students is not so much dependent on attitudes and motivation because their attitudes are generally positive and motivation sufficiently strong. There must be other more important variables (perhaps, exposure to the TL among them) that might have hindered success and these need to be thoroughly investigated.

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Attitudes

(Towards The Language items 1-5; Towards the TL Speakers items 6-10):

Please indicate your agreement or disagreement to each of the following statements by choosing ONE option from the scale below which best describes your feeling.   Then circle the letter corresponding to the option you have chosen.
Sila nyatakan sama ada anda bersetuju atau tidak dengan setiap kenyataan berikut dengan memilih SATU pilihan dari skala di bawah yang sebenarnya dapat menggambarkan perasaan anda. Kemudian bulatkan huruf yang sama dengan pilihan anda.

A. Strongly disagree
    Sangat tidak bersetuju

B. Disagree
    Tidak bersetuju

C. Uncertain
    Tidak pasti

D. Agree
    Bersetuju

E. Strongly agree
    Sangat bersetuju

1. Malays who can speak English are smarter in their studies than those who can't.
   Orang Melayu yang boleh bertutur dalam bahasa Inggeris lebih bijak dalam pelajaran daripada mereka yang tidak boleh.

       A   B   C   D   E

2. It is important that our ministers and members of parliament should be able to speak English.
   Amatlah penting bagi menteri dan ahli parlimen kita boleh bertutur dalam bahasa Inggeris.

       A   B   C   D   E

3. When I hear someone speaking English fluently, I wish I could speak likewise.
   Apabila saya mendengar seseorang bertutur dalam bahasa Inggeris dengan fasih, saya harap saya boleh berbuat demikian.

       A   B   C   D   E

4. Malays should not study English because it is synonymous with Christianity.
   Orang Melayu tidak harus mempelajari bahasa Inggeris sebab bahasa tersebut dianggap berkait dengan agama Kristian.

       A   B   C   D   E

5. English should be excluded from the school curriculum because it is a colonial
   language.
   Bahasa Inggeris harus dikeluarkan dari kurikulum sekolah kerana bahasa tersebut
   bahasa penjajah.

   A   B   C   D   E

6. English-speaking people have contributed to the development of Malaysia.
   Orang-orang yang berbahasa Inggeris telah memberi sumbangan terhadap perkembangan
   Malaysia.

   A   B   C   D   E

7. Malays should make a greater effort to meet more English-speaking people.
   Orang-orang Melayu haruslah menguatkan usaha untuk bertemu lebih ramai lagi orang
   yang berbahasa Inggeris.

   A   B   C   D   E

8. English-speaking people are more dependable and more polite than many Malays.
   Orang-orang yang berbahasa Inggeris lebih boleh dipercayai dan lebih bersopan-
   santun daripada kebanyakan orang Melayu.

   A   B   C   D   E

9. English-speaking people are more generous and hospitable to strangers.
   Orang-orang yang berbahasa Inggeris lebih bermurah hati dan melayan orang lain
   dengan baik.

   A   B   C   D   E

10. If Malaysia should lose the influence of English-speaking people, it would be a
    deep loss.
    Sekiranya Malaysia kehilangan pengaruh orang-orang yang berbahasa Inggeris, itu
    adalah kehilangan yang amat besar.

    A   B   C   D   E

Motivation

(Instrumental items 11-14; Integrative items 15-17; Desire to learn item 18-23; Motivational Intensity items 24-29)

Please indicate your true feeling towards each of the following statements by choosing ONE option fromt he scale below. Then circle the letter corresponding to the option you hve chosen.
Sila nyatakan perasaan anda yang sebenarnya terhadap setiap kenyataan berikut dengan memilih SATU pilihan dari skala di bawah. Kemudian bulatkan huruf yang sama dengan pilihan anda.

A. Definitely not my feeling
    Pada perasaan saya tidak sesungguhnya begitu

B. Not very much my feeling
    Pada perasaan saya tidak begitu

C. Slightly my feeling
    Pada perasaan saya sedikit-sedikit

D. Pretty much my feeling
    Pada perasaan saya begitu

E. Definitely my feeling
    Pada perasaan saya sesungguhnya begitu

11   Knowledge of English is very useful for further studies.
     Pengetahuan bahasa Inggeris sangat perlu untuk melanjutkan pelajaran.

         A   B   C   D   E

12. One needs a good knowledge of English to merit social recognition.
    Seseorang itu perlu mempunyai pengetahuan bahasa Inggeris yang baik untuk mendapat pengakuan masyarakat.

         A   B   C   D   E

13. I study English because it will some day be useful in getting a good job.
    Saya mempelajari bahasa Inggeris sebab mungkin pada suatu hari nanti bahasa itu perlu untuk mendapat pekerjaan yang baik.

         A   B   C   D   E

14. I feel that no one is really educated unless he is fluent in English.
    Saya rasa tiada seorang pun yang benar-benar terpelajar kecuali ia fasih berbahasa Inggeris.

         A   B   C   D   E

15. I am studying English so that one day I can visit an English-speaking country and make friends with the people there.
    Saya mempelajari bahasa Inggeris supaya pada suatu hari nanti saya dapat melawat negara yang berbahasa Inggeris dan bersahabat dengan orang-orang di sana.

         A   B   C   D   E

16. Knowing English will enable me to get good friends more easily among English-speaking people.
    Mengetahui bahasa Inggeris membolehkan saya mendapat sahabat baik dengan lebih senang di kalangan orang-orang yang berbahasa Inggeris.

         A   B   C   D   E

17. English will help me to understand better the English-speaking people and their way of life.
    Bahasa Inggeris boleh membantu saya memahami orang-orang yang berbahasa Inggeris dan cara hidup mereka dengan lebih baik.

         A   B   C   D   E

Circle the letter corresponding to the answer you have chosen from the options for each question below.
Bulatkan huruf yang sama dengan jawapan yang anda pilih dari pilihan-pilihan untuk setiap soalan di bawah.

18. When I have English homework to do, I:
     Bila saya ada kerja rumah Bahasa Inggeris untuk dibuat, saya:

     A. Do it immediately when I start my homework.
         Membuatnya dengan segera apabila saya memulakan kerja rumah.

     B. Put if off until all other homework is finished.
         Tangguhkan kerja itu sementara menyelesaikan kerja rumah yang lain.

     C. Ignore it until I am reminded by the teacher.
         Tidak menghiraukan kerja itu sehinggalah saya diingatkan oleh guru.

     D. Ignore it entirely.
         Tidak menghairaukannya sama sekali.

             A   B   C   D   E

19. During English classes, I:
     Semasa kelas Bahasa Inggeris, saya:

     A. Become wholly absorbed in the subject matter.
         Melibatkan diri sepenuhnya dalam pelajaran itu.

     B. Have to force myself to keep listening to the teacher.
         Memaksa diri saya sendiri untuk memberi perhatian kepada guru.

     C. Become bored.
         Menjadi bosan.

     D. Have a tendency to daydream about other things.
         Ada kecenderungan mengangan-angankan perkara lain.

20. If I had the opportunity and knew enough English, I would read English newspapers and magazines:
Sekiranya saya berpeluang dan mengetahui bahasa Inggeris dengan secukupnya, saya akan membaca surat khabar dan majalah Inggeris:

A. As often as I could
Sebeberapa kerap yang dapat

B. Fairly regularly.
Agak selalu.

C. Probably not very often.
Barangkali tidak berapa kerap.

D. Not at all.
Tidak langsung.

21. If I had the opportunity to change the situation, I would:
Kalau saya berpeluang mengubah keadaan, saya akan:

A. Increase the amount of time for English learning.
Menambah jumlah masa untuk belajar bahass Inggeris.

B. Keep the amount of time as it is.
Mengekalkan jumlah masa sebagaimana yang ada.

C. Decrease the amount of time.
Mengurangkan jumlah masanya.

D. Eliminate the subject entirely.
Membatalkan pelajaran tersebut sama sekali.

22. I find English:
Saya dapati pelajaran Bahasa Inggeris:

A. Very interesting.
Sangat menarik hati.

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B. Interesting.
    Menarik hati.

C. No more interesting than most subjects.
    Tidak lebih menarik hati dari mata-mata pelajaran lain.

D. Not interesting at all.
    Tidak menarik hati langsung.

23. In my English class, I am:
    Di dalam kelas Bahasa Inggeris, saya:

    A. Always prepared for the lesson having done my homework or read the material
        we are to cover.
        Senantiasa bersedia untuk pelajaran tersebut dengan menjelesaikankerja rumh
        atau membaca bahan-bahan yang akan dipelajari.

    B. Sometimes prepared.
        Kadangkala bersedia.

    C. Generally not prepared unless I know the teacher will ask for the homework.
        Kebiasaannya tidak bersedia kecuali saya pasti guru akan memeriksa kerja
        rumah saya.

    D. Not prepared at all.
        Tidak bersedia langsung.

24. If English were not taught in school, I would:
    Kalaulah Bahasa Inggeris tidak diajar di sekolah, saya akan:

    A. Try to obtain English lessons somewhere else.
        Cuba mendapatkan pelajaran Bahasa Inggeris di tempat lain.

    B. Pick up English in everyday situations (i.e. read English books and
        newspapers, try to speak it wherever possible, etc.)
        Belajar Bahasa Inggeris dari situasi harian (mis. membaca buku dan akhbar
        berbahasa Inggeris, bertutur bahasa itu di mana mungkin, dsb.)

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C. Not bother to learn English at all.
   Tidak kisah belajar Bahasa Inggeris sama sekali.

25. I actively think about what I have learned in my English classes:
    Saya sungguh-sungguh mengingatkan apa yang telah saya pelajari di dalam kelas Bahasa Inggeris:

    A. Very frequently
       Sangat kerap

    B. Once in a while
       Sekali-sekala

    C. Hardly ever
       Hampir tidak pernah

26. On the average, I spent about the following amount of time-doing home study in English (include all English homework):
    Secara purata, saya menggunakan jumlah masa untuk belajar Bahasa Inggeris di rumah (termasuk semua kerja rumah Bahasa Inggeris) seperti berikut:

    A. Four hours or more a week
       Empat jam atau lebih seminggu

    B. More than one hour but less than four hours a week
       Lebih dari satu jam tetapi kurang dari empat jam seminggu

    C. Less than one hour a week
       Kurang dari satu jam seminggu

27. Considering how I study my English, I can honestly say that I:
    Memikirkan cara saya belajar Bahasa Inggeris, terus terang saya katakan bahawa saya:

    A. Really try to learn English
       Bersungguh-sungguh belajar Bahasa Inggeris

    B. Do just enough work to get along
       Berusaha setakat cukup sahaja

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C. Will pass on the basis of sheer luck or intelligence because I do very little
    work
    Akan lulus disebabkan oleh nasib baik atau oleh kepintaran otak saya, sebab
    saya kurang berusaha

28. After I finish school, I will probably:
    Selepas tamat sekolah, barangkali saya akan:

    A. Try to use my English as much as possible
        Cuba menggunakan bahasa Inggeris sebanyak mungkin

    B. Continue to improve my English (e.g. by daily practice, attending private
        classes, etc.)
        Terus memperbaiki bahasa Inggeris saya (mis. berlatih setiap hari, belajar di
        kelas swasta, dsb.)

    C. Make no attempt to remember the English I have learned
        Tidak akan berusaha mengingati bahasa Inggeris yang telah saya pelajari

29. Compared to my other school subjects, I:
    Berbanding dengan mata pelajaran lain di sekolah, saya:

    A. Work harder on English than any other subjects
        Berusaha lebih kuat lagi dalam Bahasa Inggeris dari mata-mata pelajaran lain

    B. Do as much work in English as I do in any other subjects
        Berusaha dalam Bahasa Inggeris sama kuat dengan mata pelajaran lain

    C. Do less work in English than any other subjects
        Berusaha dalam Bahasa Inggeris kurang sedikit dari mata pelajaran lain

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