

STUDENTS' ORIENTATIONS, PERSONAL CHARACTERISTICS,
AND ATTITUDINAL VARIABLES IN THE LEARNING OF
ENGLISH LANGUAGE IN FOUR BOARDING SCHOOLS IN
KEDAH AND PERLIS

A thesis submitted to the Graduate School in partial
fulfillment of the requirements for the degree
Master of Science (Educational Management),
Universiti Utara Malaysia

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ABSTRAK

Kajian ini adalah bertujuan untuk mengenalpasti perhubungan di antara orientasi pelajar, sikap dan sifat keperibadian dengan pencapaian mereka di dalam Bahasa Inggeris yang diukur berdasarkan keputusan peperiksaan Bahasa Inggeris dalam PMR.

Seramai 355 orang pelajar tingkatan 4 dari empat buah sekolah berasrama penuh di negeri Kedah dan Perlis terlibat di dalam kajian ini. Instrumen kajian yang digunakan adalah dalam bentuk soal selidik. Terdapat empat jenis skala yang digunakan dan ianya telah diadaptasikan daripada kajian Gardner and Lambert (1972) dan Vathana (1993). Pencapaian pelajar pula diukur berdasarkan keputusan peperiksaan Bahasa Inggeris PMR.

Untuk menguji kebolehpercayaan instrumen kajian, satu kajian rintis telah dijalankan dan analisis data menunjukkan nilai kebolehpercayaan yang boleh diterima.

Kajian korelasi digunakan untuk menguji hipotesis-hipotesis di dalam penyelidikan ini. Analisis ke atas orientasi dan pencapaian dengan menggunakan statistik deskripsi – *mean* dan *standard deviation*

menunjukkan bahawa para pelajar ini adalah lebih berorientasikan instrumen daripada integratif di dalam mempelajari Bahasa Inggeris.

Untuk menguji sikap pelajar dan pencapaiannya, ujian Korelasi Pearson telah digunakan. Keputusan menunjukkan bahawa tidak terdapat perhubungan yang signifikan di antara sikap pelajar terhadap pembelajaran Bahasa Inggeris, rakan sebaya dan orang-orang yang berkomunikasi di dalam Bahasa Inggeris dan sikap mereka terhadap kumpulan sasaran serta budayanya dengan pencapaian Bahasa Inggeris mereka.

Ujian T and ANOVA pula digunakan untuk menguji sifat keperibadian pelajar. Keputusan yang diperolehi daripada pembolehubah jantina, jumlah pendapatan bulanan ibu bapa, tahap pendidikan ibu bapa dan kekerapan menggunakan Bahasa Inggeris menunjukkan perbezaan yang signifikan di dalam pencapaian Bahasa Inggeris. Pembolehubah sifat keperibadian yang lain tidak menunjukkan sebarang perbezaan yang signifikan.

ABSTRACT

The purpose of this study was to describe the relationship between the students' orientations, attitudes, and personal characteristics and the English Language achievement, as measured by the PMR (Lower Secondary Evaluation) English Language examination results.

A total of 355 form four students from four boarding schools in the state of Kedah and Perlis were taken as the subjects for this study. The research tool used was in the form of a questionnaire. There were four scales that were adapted from Gardner and Lambert (1972) and Vathana (1993). The measurement of student's achievement was based on their PMR English examination scores.

To test the reliability of the instrument, a pilot test was conducted, and the data analysis yielded a reliability value that was statistically acceptable.

A correlational research design was used to test the hypotheses in this study. Analysis of the orientations and achievement data using the descriptive statistics – mean and standard deviation scores revealed that the students were more instrumentally than integratively oriented when learning English Language.

To test the students' attitudes and their achievement, the Pearson Product Moment Correlation was used. The analysis exposed that there is no significant relationship between the students' attitudes toward learning English, peers and those people who speak English, and the target language group and culture and their English Language achievement.

The t-test and ANOVA were used to test the personal characteristics variables. The results obtained reported that gender, parents' total monthly income, parents' education level and the frequency of using English showed the existence of significant differences as related to the English Language achievement. Other Personal characteristics variables did not show any significant differences.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude to God for His guidance and beneficence.

I gratefully acknowledge the following people. Without their assistance and encouragement, the completion of this thesis would not have been possible.

Firstly, I would like to specially thank Prof. Madya Dr. Nurahimah Mohd. Yusoff for imparting invaluable knowledge about research from scratch right up to the final editing of this thesis project. Thank you very much for your perseverance and professional assistance!

To all my friends, Ayu, Mama and Kak Norma, who helped me with the administration of the questionnaires, I extend great appreciation. My appreciation is also extended to Kak Sofia and husband.

Lastly, but most importantly, I would like to extend my greatest love, gratitude and appreciation to my husband and daughters, Amani, Mardhiah and Maryam for their support, patience, and sacrifice in putting up with me throughout the completion of this study.

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CHAPTER 1

BACKGROUND

Introduction

Preparation of young people for effective citizenship is the major concern of Malaysian educators. Since Malaysia achieved its independence in 1957, the government's main task has been to promote national unity and development. This is due to the fact that Malaysia is a multiracial, multi-religious and multi-cultural country. Various policies have been implemented towards fostering national unity and these include the "Rukun Negara" or National Ideology and the New Economic Policy.

The five main principles of the National Ideology act as a binding factor to unite the people. The aim of the New Economic Policy was to give opportunities to all Malaysians to participate in the process of national development. With the emphasis on academic excellence and character building to meet the demands of the 80's, 90's and the future, education was geared towards the development of a well-balanced and harmonious individual with respect to his intellectual, spiritual, emotional and physical well-being.

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