

PERCEIVED ATTITUDE OF
MALAY STUDENTS IN
KOTA BHARU SECONDARY SCHOOLS
TOWARDS THE ENGLISH LANGUAGE

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fulfillment of the requirements for the degree
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by

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ABSTRAK

Penyelidikan ini bertujuan untuk mengenal pasti sikap pelajar-pelajar Melayu di sekolah menengah dalam daerah Kota Bharu terhadap penguasaan Bahasa Inggeris. Melalui penyelidikan ini dapat dibuktikan sebenarnya sikap dan pencapaian pelajar-pelajar Melayu terhadap penguasaan Bahasa Inggeris mempunyai perkaitan yang signifikan dengan perbezaan jantina, status ekonomi ekonomi, sikap Ibu bapa dan faktor guru.

Soal selidek dan temuduga digunakan sebagai instrumen bagi mendapatkan data daripada responden. Bagi menilai pencapaian organisasi, data sekunder daripada majalah, laporan tahunan, bulletin dan laman web digunakan sebagai bahan sokongan.

Data yang diperolehi dianalisis menggunakan aplikasi SPSS dan pemerhatian temuduga. Analisis data dibuat berdasarkan frekuensi dan kolerasi Pearson. Keputusan analisis data menunjukkan terdapat hubungan yang signifikan antara sikap, pencapaian dan keempat-empat faktor terhadap penguasaan Bahasa Inggeris pelajar Melayu tersebut.

Penyelidikan ini telah berjaya mencapai objektifnya dalam usaha menyelesaikan persoalan yang ditimbulkan. Walaupun penyelidikan ini telah berjaya wujudkan hubungan yang signifikan antara sikap, pencapaian dan keempat-empat faktor-faktor yang dikaji, namun masih terdapat lagi aspek lain untuk dikaji berhubung dengan pencapaian Bahasa Inggeris. Kajian lanjut perlu dijalankan bagi mengenal pasti pemboleh ubah lain yang turut bertanggungjawab menentukan pencapaian tersebut.

ABSTRACT

The objectives of this research is to identify the perceived attitude of Malay students in Kota Bharu secondary schools towards English language acquisition, to identify the significance of the relationships, if their exist, between the attitude and achievement and the four factors i.e gender difference, social economic status, parental influence and teacher factors.

Questionnaire and interview are used to collect the data from the respondents. To evaluate the performance of the organization, secondary data from journal, annual reports, bulletin and web site are used as supporting materials.

The SPSS application package, especially the frequency and Pearson correlation programs were used to analyze the collected data. An observation of the interview was also used. The results show significant relationships between perceived attitude, achievement and the four factors in this study.

This research achieved its objectives in answering all the questions raised. Although it manages to show significant relationship, there is still room for further research into students' achievement in English. Further research need to be done to determine other variables that also contribute to the said achievement.

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CHAPTER 1

INTRODUCTION

This chapter discusses and argues the background to the study on the perceived attitude of the Malay students in the district of Kota Bharu, towards the English Language acquisition, outlining the rationale and listing the five research questions addressed by this dissertation. The significance, as well as the limitations of this study will then be examined. The last section briefly outlines the organization of the dissertation.

1.1 Background to the study

According to Hassan Ahmad (2001) the most shocking state of affair had appeared in the Malaysian society. Many Malay students awaiting for the ‘Sijil Pelajaran Malaysia’ results, cannot use the English Language to answer simple questions after six to eleven years of studying the language as the Second language in schools.

Thus, sparkle the interest of the nation as to whom should the blame be put upon. The Malay students are taught the English Language for a long time but still can opt out of using it by mere statement of ‘ I speaking no English’. As it is, the blame should not be put on the Malay students alone, since it has been proven that weakness in intelligence does not mean they cannot construct proper sentences or understand simple ones, after being taught for eleven years in schools (Hassan Ahmad, 2001).

A majority of Malay students can acquire more difficult languages like Arabic, French and Spanish in just two years (Hassan Ahmad, 2001). So, we know that they could master the foreign languages, if they wanted to.

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