

**LANGUAGE LEARNING STRATEGIES USED BY
UNDERGRADUATES TO OVERCOME LANGUAGE AND
AFFECTIVE-RELATED PROBLEMS IN SPEAKING ENGLISH**

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**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
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ABSTRACT

A study was carried out to examine and to compare between the perceptions of the English-major and non-English-major University of Malaya students towards the problems they faced in speaking English and between the strategies they used to improve their spoken English. Specifically, the objectives of the study were to investigate and to compare between the English-major and non-English-major students' perceptions towards their language-related and affective-related problems in speaking English, and to examine and to compare between both groups' use of cognitive and functional-use strategies to improve their spoken English. The sample for the English-major population consisted of 30 students majoring in TESL, while the sample for the non-English-major population comprised 30 students majoring in various non-English-related Arts and Social Sciences programmes. The instrument used in this study was a questionnaire adapted from Rujipornwasin (2004) for the part on students' perceptions towards the problems, and from Nakanoko (2004) with reference to Oxford (1990) for the part on students' strategies use. The questionnaire consisted of 26 items for the section on perceptions towards problems, each one on a 5-point Likert scale ranging from 'strongly agree' to 'strongly disagree', and 30 items for the section on strategies use, each one on a 5-point Likert scale ranging from 'always or almost always true of me' to 'never or almost never true of me'. Data analyses were performed with SPSS version 18.0 for frequency and percentage counts and manually for score counts. Interviews were conducted on 10 out of the 60 participants in order to validate the findings, to obtain additional information, or to gain a better understanding. Results from the study showed that the non-English-major students perceived themselves to have more problems in speaking English, and that the English-major students used the strategies for spoken English more frequently. Among the similarities shared by both groups were the perception

that they mostly lacked vocabulary and a high use of ‘practising the sounds of English’ strategy. One of the implications of the findings was the suggestion for the non-English-major students to use more of the strategies employed by the English-major students since the English-major students perceived themselves to have fewer problems in speaking English.

ABSTRAK

Kajian ini telah dijalankan untuk mengetahui dan membandingkan persepsi para pelajar Universiti Malaya yang berpengkhususan Bahasa Inggeris dan yang bukan berpengkhususan Bahasa Inggeris terhadap masalah yang dihadapi oleh mereka apabila bertutur dalam Bahasa Inggeris, dan untuk mengetahui dan membandingkan strategi yang digunakan oleh mereka untuk memperbaiki pertuturan dalam Bahasa Inggeris. Secara khususnya, objektif kajian ini ialah mengkaji dan membandingkan masalah berkaitan bahasa dan emosi yang dihadapi oleh pelajar apabila bertutur dalam Bahasa Inggeris, serta mengkaji dan membandingkan strategi *cognitive* dan *functional-use* yang digunakan oleh pelajar untuk memperbaiki pertuturan dalam Bahasa Inggeris. Sampel bagi populasi yang berpengkhususan Bahasa Inggeris terdiri daripada 30 pelajar yang mengkhusus dalam Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua, manakala sampel bagi populasi yang bukan berpengkhususan Bahasa Inggeris mengandungi 30 pelajar yang mengkhusus dalam pelbagai program Sastera dan Sains Sosial yang bukan berkaitan dengan Bahasa Inggeris. Instrumen yang digunakan dalam kajian ialah borang soal selidik yang diadaptasi daripada Rujipornwasin (2004) bagi bahagian tentang persepsi pelajar terhadap permasalahan, dan daripada Nakanoko (2004) dengan rujukan kepada Oxford (1990) bagi bahagian tentang penggunaan strategi pelajar. Borang soal selidik tersebut mengandungi 26 item bagi bahagian tentang persepsi terhadap permasalahan, dengan soalan berskala Likert melalui lima pilihan jawapan dari 'sangat setuju' hingga 'sangat tidak setuju', serta 30 item bagi bahagian tentang penggunaan strategi, dengan soalan berskala Likert melalui lima pilihan jawapan dari 'sentiasa atau selalunya benar tentang saya' hingga 'langsung tidak benar atau selalunya tidak benar tentang saya'. Analisis data dilaksanakan dengan menggunakan perisian SPSS versi 18.0 bagi pengiraan kekerapan dan peratusan, dan secara manual bagi

pengiraan mata. Temuramah telah dijalankan bersama dengan 10 daripada 60 orang responden yang terlibat untuk mengesahkan dapatan kajian, memperoleh informasi tambahan, atau mendapatkan pemahaman yang lebih mendalam. Dapatan kajian ini menunjukkan bahawa para pelajar yang bukan berpengkhususan Bahasa Inggeris mempunyai persepsi bahawa mereka lebih bermasalah ketika bertutur dalam Bahasa Inggeris, dan para pelajar yang berpengkhususan Bahasa Inggeris menggunakan strategi untuk memperbaiki pertuturan dalam Bahasa Inggeris dengan lebih kerap. Antara persamaan yang terdapat antara kedua-dua buah kumpulan ialah persepsi bahawa mereka kebanyakannya mempunyai masalah kekurangan perkataan serta penggunaan yang kerap bagi strategi ‘berlatih menyebut sebutan-sebutan dalam Bahasa Inggeris’. Salah satu daripada implikasi kajian ini ialah saranan agar para pelajar yang bukan berpengkhususan Bahasa Inggeris menggunakan lebih banyak strategi yang digunakan oleh para pelajar yang berpengkhususan Bahasa Inggeris, memandangkan bahawa para pelajar yang berpengkhususan Bahasa Inggeris mempunyai persepsi bahawa diri mereka kurang bermasalah untuk bertutur dalam Bahasa Inggeris.

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LIST OF SYMBOLS AND ABBREVIATIONS

ABAC	Assumption University
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
KBSM	<i>Kurikulum Bersepadu Sekolah Menengah</i>
KBSR	<i>Kurikulum Bersepadu Sekolah Rendah</i>
L1	first language
LLSs	language learning strategies
M	Mean
MUET	Malaysian University English Test
NJWPT	New Jersey Writing Project in Texas
PAPI	paper-and-pencil interviewing
RA	reading aloud
SBI	strategies-based instruction
SILL	Strategy Inventory for Language Learning
SPM	<i>Sijil Pelajaran Malaysia</i>
SPSS	Statistical Package for the Social Sciences
TESL	Teaching English as a Second Language
TITAS	<i>Tamadun Islam Dan Tamadun Asia</i>
TL	target language
TV	television
UM	University of Malaya

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