

**ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNING
AND LANGUAGE USE
AMONG SECONDARY SCHOOL STUDENTS**

HARJANDER KAUR A/P SANTA SINGH

**INSTITUTE OF GRADUATE STUDIES
FACULTY OF LANGUAGE AND LINGUISTICS
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HARJANDER KAUR A/P SANTA SINGH

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ORIGINAL LITERARY WORK DECLARATION

Name of Candidate : **Harjander Kaur a/p Santa Singh (701223-06-5066)**
Registration /Matric No : **TGB 100011**
Name of Degree : **Master in English as a Second Language**
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Field Of Study : **Sociolinguistics**

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ABSTRACT

Despite at least eleven years of English language education, many Malaysians are still not proficient in the language which is leading to higher education having to offer further English language support, and employers complaining about the level of English language proficiency among graduates. This present study examines to what extent the respondents use English at home and with their peers, to what extent are the respondents motivated to use and learn English and to what extent are the patterns of language use and attitudes related to their proficiency in English. This study comprised a questionnaire distributed to 30, 14 years old respondents from different ethnic groups and different background from a semi-urban secondary school in Malaysia. The questionnaire was designed to obtain information about the respondents' use of English, their attitudes towards English and their motivation for learning English. Nine respondents, among the 30 were interviewed to obtain in-depth insights on these elements. This study reveals that the respondents generally had a positive attitude towards learning English and were motivated to learn it regardless of their family backgrounds and proficiency levels. The respondents whose parents held professional jobs tended to be more proficient than those whose parents did not.

ABSTRAK

Walaupun setelah mendapat pendidikan dalam mata pelajaran Bahasa Inggeris di sekolah selama sebelas tahun, masih ramai penduduk Malaysia yang masih kurang fasih menggunakan Bahasa Inggeris yang merupakan salah satu bahasa utama. Banyak rungutan diterima dari pusat pengajian tinggi dan juga majikan mengatakan bahawa tahap penguasaan Bahasa Inggeris lepasan universiti masih tidak memuaskan. Kajian berikut adalah untuk menilai sejauh mana pelajar menggunakan Bahasa Inggeris di rumah dan juga ketikan bersama sahabat. Kajian berikut dapat melihat hubungan sikap dan tahap motivasi yang didapati mempengaruhi pencapaian individu. Data dikumpulkan dengan menggunakan soal selidik dan diikuti dengan sesi temu bual. Borang kaji selidik telah diedarkan kepada tiga puluh pelajar berumur empat belas tahun dari sebuah sekolah luar bandar di Seremban dan langkah kedua adalah sesi temu bual di mana hanya sembilan pelajar dipilih. Pelajar bagi kajian ini adalah terdiri dari berbilang bangsa, kaum dan latabelakang. Dengan mengagihkan borang kaji selidik, maklumat mengenai latabelakang penggunaan Bahasa Inggeris dan tahap motivasi pelajar dikumpulkan. Dalam sesi temu bual, pelajar diminta memberikan maklumat lebih terperinci mengenai tajuk. Secara keseluruhannya didapati semua pelajar menunjukkan sikap yang positif terhadap Bahasa Inggeris dan mereka sangat berminat untuk mempelajari Bahasa Inggeris. Pelajar yang berasal dari latabelakang yang penjaganya adalah daripada kumpulan professional mampu menggunakan Bahasa Inggeris dengan baik.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

English being the global language plays a crucial part in order for one to fit into the real world and fit into the group of people that they are planning to communicate with. English education is meant to prepare individuals for the real world. As Hiew (2012) points out, the majority of Malaysian students are not proficient in English even upon completing the eleven years of education.

This study examines how attitude affects English Language learning among a group of Form 2 students in a semi-urban school in Seremban. It has been observed that many students in Malaysia, upon receiving minimum eleven years of English education in schools, are still unable to use the language proficiently. This leads to institutions of higher education, having to teach English to graduates as these graduates are having difficulties in obtaining jobs. This was reported in *The Star* (Hariati Azizan and Lee, 2011) that being top in class and the number of degrees that one has will not make the person good and proficient in English because the communication skill that is possessed is the one that helps in the real world. This is the issue that is worrying the employers.

Education plays a crucial part in every country which does not only help in the growth of the economy, but it is also important in the development of the nation. In today's global economy, the success of the nation depends mainly on the skills and the knowledge that the individual show in competing towards the growth. It is not new that individuals

with higher levels of education tend to enjoy greater economic prosperity. The Malaysian Education Blue Print 2013-2025 states that education gives the citizen a chance to have better lives that will lead to a brighter future and become a better person. By doing so, one will be able to have good communication with a wide range of people from various backgrounds, religions and ethnicity. The education system in Malaysia has become the centre of attraction. The parents are expecting their children to perform and excel in education and the employers are getting stressed as the quality of students that graduate from local university are not able to perform because they are not prepared to face the real world as they are only good to perform well in examinations.

Since 1957, the education system has made major progress. At the time Malaysia got its independence, half of the population had no formal education and only 6% of the children in Malaysia had education till secondary level. Education has only been transformed five and a half decade later. In 2011, the enrolment at the primary level reached 94% and the percentage of students dropping out of school have reduced tremendously (in 1989 from 3% to only 0.2% in 2011) This is the indication that the education system in Malaysian is working towards improvement.

(Malaysian Blue Print 2013-2025, p. 4)

Thus, the Malaysian Education Blue Print was forced to address this issue. Based on the Malaysian BluePrint 2013-2025, all the children in Malaysia are expected to be proficient in Bahasa Malaysia, which is the national language, to foster national unity. English should not to be neglected as it is an important language for communication. This shows that the aim of the Blue Print is to produce Malaysians who are able to speak at least two languages, which are Malay Language as the national language and English .

At the moment, this is not what we are seeing in Malaysian's students as the

students who complete their education and move on to the higher education level, are not able to use English fluently. The main reason why one is unable to secure a good job, especially in the private sector is due to the lack of proficiency in English.

1.2 Language Policy in Malaysia

Over the years, the use of English has gradually decreased in usage. The limited use of English led to a gradual decline in English Language proficiency among Malaysians. In the early 1990s, Tun Dr Mahathir Mohammad, the Prime Minister at that time, realized that Malaysians would not be able to meet the challenges of globalization if they were not proficient in English. Realizing the importance of English Language for the future of Malaysia, the government felt that a change was needed. This is when the PPSMI (Teaching and Learning of Mathematics and Science in English) was introduced and with this new policy, these two subjects were taught in English beginning from the primary level.

The PPSMI policy was introduced in 2003. This is a government policy aimed at improving the command of the English Language among pupils at primary and secondary schools in Malaysia. This has always been an issue argued as the government was reminded by various parties about English which is not the first language for most Malaysians. English being the second language for Malaysian school students, especially among the young learners, the implementation of it was problematic. It was expected to affect the teaching and learning process among young learners. In 2012, this policy was abolished as there were a lot of obstacles faced by the government while implementing this English Language Teaching Policy. PPSMI lasted only till 2010. The government decided to discontinue PPSMI in 2011 and replaced it with a new program called *To Uphold*

Bahasa Malaysia and to Strengthen the English Language (MBMMBI).

A new curriculum was introduced at all national schools in Malaysia beginning 2012. This new curriculum is known as *Kurikulum Standard Sekolah Rendah (KSSR)* (Primary School Standard Curriculum) and *Kurikulum Standard Sekolah Menengah (KSSM)* (Secondary School Standard Curriculum). This new curriculum will be implemented in stages and will be fully operational in all the schools in Malaysia in 2017. Both the primary and secondary curriculum were changed in order to provide the students with a balanced spread of knowledge where the students will be equipped with skills such as creative thinking, innovation, problem-solving and leadership. English is a compulsory subject at primary and secondary schools and taught as a second language.

1.3 The role of English in Malaysia

English Language performance or grades have always been one of the requirements when applying for jobs not only in Malaysia but also abroad and when applying for universities. English is important and it is necessary for students from secondary school to be fluent in it in order for them to use the language efficiently at the tertiary level or in their jobs. To conclude, English is a necessary language for students and they need to master this language to prepare them for the world which is full of competition. To meet the demands of globalization, they will also need to have good communication skills, as only the best will be selected by employers.

As reported in *The Borneo Post Online* (2011),

the standard of English among graduates in Malaysia leaves a lot of room for improvement. The majority of graduates still speak and write a pidgin which is a language that is created or modified by a group of people as a mean of communication. This language has developed and used as a language by them and this is being practised as we can see the attitude of Malaysians who believes that as long as people can understand and they are able to convey their message, they are happy and will continue using their new English.

This, of course, should neither be recommended nor encouraged in the learning of English or some other languages. The article in *The Borneo Post Online* continues by addressing the level of proficiency of teachers who are teaching English. The deteriorating standard of English is a contributing factor to a large extent of teachers whose proficiency in the language is suspected. It is important to rectify the problem at source. It was reported in the *New Straits Times*, (Zarina Zakariah, Akhil Yunus & Lai, 2013), that the majority of teachers in Malaysia are not proficient in English. It also reports that out of the 70,000 English teachers in Malaysia, two third of them failed to reach a proficient English level and as a result, the education ministry requested all the English teachers to undergo the Cambridge Placement Test and the outcome of this test showed that only 28.9% English teachers achieved the highest competency level in the test.

1.4 Objectives of the study

This study aims to examine why, despite studying English from the primary school, many Malaysians are still not proficient in English. This study specifically looks at a group of secondary school students to examine what are their attitudes towards the use of English and English Language learning. It was noticed that the pupils in school prefers using mother tongue compared to English. The main objectives for the present study are:

- i to examine the use of English among the group of students from Form Two;
- ii to examine the attitude of the respondents towards English Language learning and English in general.
- iii to examine the relationship between language use and their proficiency in English.

1.5 Research questions

This study addresses three research questions which are as follows:

- i To what extent do the respondents use English at home and with their peers?
- ii To what extent are the respondents motivated to use and learn English?
- iii To what extent are the patterns of language use and attitudes related to their proficiency in English?

1.6 Scope of the study

English is the second language in Malaysian schools and also a compulsory subject, where all the students are required to sit for the English examination in their government

examination. The use of English in a multicultural environment such as Malaysia is a broad study. Hence, this study focuses on Form Two students selected from a secondary school in Seremban. This study only focuses on their language use and attitudes shown towards the English language usage and learning.

1.7 Significance of the study

The findings of this study will help the education planners to obtain a picture of the situation on the ground and this may be useful for curriculum planners.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The English Language has travelled fast and became the most spoken language in the world. English is considered a second language in Malaysia apart from Bahasa Malaysia, as it is taught as a compulsory language in schools. It is used mostly in the private sector, media and private education. However, despite learning English at school, many Malaysian are not able to use English fluently in real life situations.

English is a compulsory subject in Malaysian schools, and thus, students experience 11 years of primary and secondary education prior to entering the tertiary level of education. Regardless of the shift from conventional teaching methods to communicative language teaching, most English Language classrooms continue to treat it as a school subject that needs to be mastered and tested rather than as a tool of communication. The learning of English in Malaysia has been in the spotlight for years and now captures the attention of many of its people. The progress of English Language education in Malaysia in the last decade is due largely to the strong and growing conviction of the government that English competence is a must for the younger generation in the twenty-first century. In this chapter, the concept of language choice, attitude and motivation is explained.

2.2 Language choice

Due to the changing status of English in Malaysia, particularly since the 1960s, when Bahasa Malaysia became Malaysia's official language, replacing English as the predominant language of instruction in schools, the command of English among students

especially in rural areas has “deteriorated” (Cheshire, 1998). There are many benefits that one can gain by knowing two or more languages. One of the advantage is that it can help one to interact well and thus provide opportunities for personal development. In Malaysian context, multilingualism is not only visible at society level but also at home. The Malaysian environment is such that many school-going children cannot avoid the multilingual setting (Kuang, David & Zuraidah Mohd. Don, 2006).

The learning of English language in Malaysia began during the colonial times as a tool of socio-economic mobility and educational enhancement (Venugopal, 2000). However, after independence, the role of English Language in Malaysia changed from not only a tool of international socio-political correspondence and involvement, but also as a global medium of interaction and knowledge exchange. Malaysia is a rich multilingual country that can be categorized generally as diglossic or polyglossic (Platt & Weber, 1980). The use and development of English in Malaysia is influenced by the national language of Malaysia, Bahasa Malaysia and its regional dialects that co-exists with other languages.

Since language has many variations, Malaysian English is another variation from parent norms through the process of “hybridization” (Whinnom, 1971, p. 91-115), “indigenization” (Moag & Moag, 1979, p. 11-50) and “nativization” (Kachru, 1983). This has added to many of the world’s non-native varieties of English or New Englishes.

A study done by Choo (2011) about listener’s attitude towards spoken variety of Malaysian, showed that language variety is judged differently depending on its context. This study showed that the language choice varied based on geographical factors. The respondents for this study were 50 undergraduates who were asked to listen to recordings of narratives of the same topic and they were asked to rate the speakers using 14 bipolar adjectives on a likert scale. In this study it was found that among the 50 Malaysians

graduates, acrolect speaker were found the most followed by mesolect and then by basilect.

The theoretical domain constructed by Giddens (2009) has been proven to be useful, especially on the discussion of the choice of language among the students, friends and community. This study was looking into factors such as social and background. It shows clearly that the language that is used by individuals is always linked to various reasons. One of the very common reason is the status of the selected language. This study was further strengthened by the findings from Fishman (1972) where people tend to use a particular language in a particular domain. A domain is a theoretical construct widely used in sociolinguistics studies.

A study by Wong (2011) on the impact of English on the sociocultural identity among Malaysian showed that English being the main language among the undergraduates in private and public university by looking at the influence of the demographic and culture that leads to the language that they use. The choice of language in this study is further strengthened by the respondents' personal and social status and how sometimes English is used as the basis by members of the same ethnic community.

2.3 Motivation in language learning

As mentioned by Gardner (2006, p. 242) "motivation is a very complex phenomenon with many facets. Thus, it is not possible to give a simple definition". The word motivation has received many different views from different schools of thought. From the cognitive perspective, it is described as connected to the decision of the student. Keller (1983), cited in Brown (2000, p. 160), explains that motivation is described as "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect". Hawkins (1993, p. 132) defines motivation as "what drives or

induces a person to behave in a particular fashion (...) the internal force which initiates, directs, sustains and terminates all important activities. It influences the level of performance, the efficiency achieved and the time spent on an activity". All of the definitions above are true and could be summarized as what drives one to perform and act. In this study, motivation is very much related to social factors and it plays a great role for one to be able to use or choose English as a spoken language based on their surroundings and exposure.

Motivation is considered as one of the most influencing factor in learning a second language (L2). There are two common types of motivation; intrinsic motivation and extrinsic motivation. Intrinsic motivation is related to one who work hard to achieve their goal without expecting any form of reward (Bandura, 1977). Extrinsic motivation is normally related to the motivation where the learner performs an act just to gain a reward. The learner's performance is influenced by the reward that is offered. It is very normal for one to do things in order to gain something. This has been shown in a few studies conducted such as Brown (2000) in his study says that when one wants to learn an additional language and in this case English as a second language, the learner would expect something in return which is known as instrumental and integrative motivation. Instrumental motivation is defined by Gardner (1983, p. 203) as "learning a language because of someone or less clearly perceived utility it might have for the learner". It is very clear that one is mainly instrumentally motivated, especially when they want to learn a new language as also mentioned by Wilkins (1972, p. 184) as "to pass an examination, to use it in one's job, to use it on a holiday in the country, as a change from watching television, because the educational system requires it"

Gardner (1983, p. 203) on the other hand also gives another definition for integrative motivation as "learning a language because the learner wishes to identify himself with or become integrated into the society". Upon looking at all the definitions, it gives a clear idea that a learner is only integratively motivated when they learn a language because the situation would be either they want to learn the language or not.

Cooper and Fishman (1977, p. 243) mentioned another type of motivation that is important in language learning. It is described as "developmental" motivation. This motivation is also known as personal motivation which is influenced by "personal improvement or personal gain". This type of motivation involves activities such as reading books or watching movies in the target language in order to learn the language. Most researchers agreed with Spolsky (1989, p. 160) who says that "a language may be learned for any collection of practical reasons" and this was supported with example of a study which involves level of motivation of engineering students' to learn English that is related to developmental motivation. To conclude this, all types of motivation are closely related to the students' needs and goals and if one would want to achieve the goals, they will work towards it. This is agreed by Crookes and Schmidt (1991, p. 10) "the learner's orientation with regard to the goal of learning a second language".

Motivation is known to be the main reason that is related to the success of second language learning. Motivation is a force of energy that leads towards goals and many studies have shown that the main factors that determine the success of second language learning is the participation and to what extent the learner wants to learn the language.

In learning a second language or a foreign language, motivation is a key factor that cannot be denied. As mentioned by Lifrieri (2005, p. 4) "when asked about the factors

which influence individual levels of success in any activities such as language learning, most people would mention motivation among them". Brown (2000, p. 160) says that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". The same goes with Gardner (2006, p. 241) who assumed that "students with higher levels of motivation will do better than students with lower levels of motivation". He continues by saying that "if one is motivated, he/she has reasons for engaging in the relevant activities, expands effort, persists in the activities, attends to the tasks, shows desire to obtain the goal and enjoys the activities".

Malaysian studies have shown that the majority of Malaysian students is extrinsically rather than intrinsically motivated (Ainol Mazidah & Israji, 2009; Parilah M. Shah, 2002; Samsiah Bidin, Kamaruzaman Jusoff, Nurazila Abdul Aziz, Musdiana Mohammad Salleh & Taniza Tajudin, 2009; Thang, 2004). This was shown in a study that was conducted involving University Kebangsaan Malaysia (UKM) and University Teknologi Mara (UiTM) students which showed that the students were mainly extrinsically motivated. The students only learn English as that is the university requirement and also for their examination purpose. This is because these students prefer their mother tongue more than the second language.

2.4 Attitudes towards language learning

Eagly and Chaiken, (1993, p. 1) define attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour", it is important to state that for this study operationally, it is defined as the students' perceptions, understandings, beliefs or experiences of learning English as a second language. Attitude is a mental process which is heavily influenced upon the response that the individual show

while performing a task. In layman terms, it is how learners react when they are asked to perform the task. It is expressed in two ways, the positive manner when they are interested in performing the given task and negative manner, when they are forced or not interested in performing the task. This is again influenced by the learner's culture and background.

Several researches have shown that one's proficiency in a second language is difficult to be seen if the purpose and attitude is not set by the individual who is learning the language. Wang (2006) mentioned that learning a language is a very complex process and involves internal and external reasons. Learners will show a positive attitude if they want to learn the language and negative attitude if they do not want to learn the language. However, positive attitude always strengthens the motivation. There are also situations where one shows a neutral feeling towards second language learning when they have no choice but to learn the language in order to complete their school's requirement. Pan, Zang and Wu (2010) explain that if the learner wants to learn a language, it will have to show a positive attitude.

Spolsky (1969), added to the same factor which involves positive and negative attitude towards second language learning. According to Spolsky, the students will show positive attitudes if they want to learn the language and the advantage will always be with the one who shows this positive attitude rather than the one who shows negative attitude.

In another study conducted in four secondary schools in Sarawak by Nancy (2003) on students' readiness to learn Mathematics in English it was found that the students were very interested and motivated to learn the subject in English and positive attitude was shown. They also felt that learning Mathematics in English was a challenging task, but they still enjoyed learning it. In this study it was seen that the students who are not proficient in English were the ones lacked confidence and were feeling uncomfortable.

The attitude of students is strongly influenced by the performance in English. Holmes (1992) feels that when the students have positive feelings towards the language that they want to learn, they will show positive motivation and they will succeed in learning the language. However, there are also many studies on negative attitude towards second language learning. Gardner and Lambert (1972) explained that students who show a negative attitude towards second language learning are students who are the one that do not wish to learn or speak the language. These groups of students are normally unfriendly and ethnocentric.

Littlewood (1984) assumed that students will lack confidence and feel uncomfortable if they do not put their effort to learn the language. He further added that one day they will lose interest and will have trouble learning the language. This was also proven in the study conducted by Parilah M. Shah (2002) who carried out a research on individual's experience in learning a second language. It was a case study where the attitude, motivation and individual characteristics were examined. In this study, it showed that even if the individual is low performing, they still make the effort to learn the language as they are aware of the importance of English as a second language and for instrumental reasons, standard and status and to achieve all these, they will put a lot of effort to improve their proficiency.

A study conducted by Liu (2007) which involved Chinese university students' attitude and motivation towards English language learning showed that the third year undergraduates showed a lot of positive attitude towards English language learning and this resulted in high scores in their proficiency test. The conclusion that can be gathered from this study is that if the respondents show positive attitude, the results will be excellent.

There are many other studies on learners' motivation and attitude towards English language learning and one of it was by Vijchulata and Lee (1985) involving Universiti Putra Malaysia (UPM) students, which used a questionnaire to gather data for the study on how motivated students are to learn English and their attitude towards English language learning. At the end of this study, it was found that the students were both integrative and instrumentally oriented towards English language learning.

Sarjit (1993) conducted another study on consultants in an organization in Malaysia. The methodology used in this study was different where Sarjit used not only questionnaire, but also interview and field observations. The number of samples for this study was 26 consultants, four directors and one instructor. Upon completing the data collection process, it was found that the respondents were mainly instrumentally motivated and followed by personal motivation. Personal motivation is something that comes within the individual in order to achieve their goals. In order for an individual to achieve the goals, they will work hard to make sure they succeed.

Other than Malaysia, a lot of studies have been carried out worldwide. Benson (1991) carried out a study in Japan on freshmen to measure their level of motivation towards English language learning. A survey was conducted among 300 freshmen and the results of this survey showed that the importance of integrative motivation and personal goal is important among Japanese college students: "integrative and personal reasons for learning English were preferred over instrumental ones" (Benson, 1991, p. 34).

In Papua New Guinea (PNG), a similar study was carried out by Buschenhofen (1998) where he conducted this study to measure the attitude towards English language learning among final year university students. The data was collected via a questionnaire and it was discovered that both the group of respondents were very positive towards English language

learning and they also showed some significant attitudinal difference to certain English language context. These differences were concluded by Buschenhofen (1998) as the changing social, educational and linguistic conditions by looking at the difference in age of the two groups.

2.5 Socio-economic background and language learning

The social class of the individual reflects on one's speech and how one speak or use words in conversation. Individuals with lower educational levels (non-professional group) or who is not exposed to English-speaking environment often speak different forms or dialects of English compared to the middle or upper class counterparts. The lack of language skills is often passed from parents to their children. Children who come from lower-class homes often use a restricted code, which is a form of speech that is commonly used in informal situations. Middle and upper-class children are more familiar with elaborate words and those associated with formal settings.

Many studies have been carried out where socio-economic level of the family influences the attitude of the individual in one's general performance. These studies have been conducted in many countries and findings from various studies have shown that parents play an important role in a child's learning process. This is very much connected to the family background and the demographic factors. A study done by Ramsay (1992), conducted in New Zealand showed that parents who are busy working are not able to participate in school activities and these parents feel that the parent participation will not be accepted by scholars. The parents feel that if they were to get involved in these activities, the school will have a negative impact on the relationship between their children's home and school.

2.6 Conclusion

From the discussion in this chapter, we can see that attitude and motivation are related to each other. It cannot be said as individual influencing factor, because if one has the motivation, but not a positive attitude, the individual may have problems learning a language. A positive motivation followed by positive attitude leads to positive language learning together with other social factors. Based on all the previous studies, it is clear that apart from the motivation and attitude, the demographic background of the learners can also play an important role in language learning. These three factors are being looked at in this study. However, while previous studies concentrated more on the school leavers, in this study the respondents are still in school and they still have a few more years before they exit school.

CHAPTER 3

METHODS

3.1 Introduction

In this study the questions that are addressed to what extent the respondents use English at home, with friends and with peers, to what extent they are motivated to use and learn English and to what extent the patterns of language use and attitudes relate to their proficiency in English. In order to complete the study, the most appropriate instrument found was a questionnaire and followed by interviews with selected respondents.

3.2 Respondents

Thirty students from a mixed ability Form Two class were selected. The respondents comprise males and females from three ethnic groups, Chinese, Malay and Indian students from a semi urban school in Seremban. The Malay (M) respondents made up 40% of the total respondents, followed by Indians (I), 33% and the Chinese (C) respondents, 27%. The number of respondents varied due to the enrolment in the school and particular in this selected secondary school. A random sampling method was found suitable as it can divide the entire target respondents into sub-groups and then randomly help in selecting the respondents for interview.

All the respondents selected have studied English for eight years in school. To gauge their level of proficiency, the students' English Language results for their first test of the year was used. In this test, they were tested on oral and grammar component only. The aim of oral assessment was to see the level of proficiency of the respondents in oral English

which is required to be used in certain daily life. The grammar test was mainly to test the respondents ability to apply grammar correctly in their daily conversation. Four sections of the grammar questions were given to 30 respondents. Each section was marked and the marks for all the sections were totalled. The total score was given a grade, high (H), average (A) and low (L). The high scores are from 16-20, average score from 10-15 and the low score from 0-9. The results are provided in Table 3.1.

Table 3.1: Gender and Proficiency Level of Respondents

Ethnicity	Gender		Grammar Test Score												Oral Test Score			
	M	F	Tenses			Preposition			Auxiliary verbs			Conjunctions			4	3	2	1
			H	A	L	H	A	L	H	A	L	H	A	L				
Malay	5	7	2	7	3	2	7	3	2	7	3	2	7	3	2	7	3	
Chinese	4	4	3	3	2	3	3	2	3	3	2	3	3	2	3	3	2	
Indian	5	5	3	5	2	3	5	2	3	5	2	3	5	2	3	5	2	

M- Male
F- Female

In the oral test, the respondents were asked to read a short paragraph and then they were required to talk about what they see in the given picture. They were also asked a few questions based on the text read. They were given bands based on four main categories; grammar and vocabulary, pronunciation and intonation, fluency and rhythm, ethics and mannerism. Each component had four levels of criteria and then the total bands were converted into grades. The highest band was 4 whereas the lowest was band 1. Table 3.2 shows the criteria guidelines used for oral assessment of the respondents. This scale is based on the guidelines provided by the Ministry Of Education for secondary schools.

Table 3.2: Criteria for School Based Oral Assessment

Component	Band	Scoring Criteria
Grammar and Vocabulary	4	Excellent use of the language
	3	Proper use of the language
	2	Satisfactory use of the language
	1	Minimal use of the language
Pronunciation and Intonation	4	Excellent pronunciation and intonation
	3	Good pronunciation and intonation
	2	Satisfactory pronunciation and intonation
	1	Poor pronunciation and intonation
Fluency and rhythm	4	Very fluent and coherent
	3	Fluent and clear but with occasional pauses
	2	Fairly fluent with frequent pauses
	1	Lack fluency with long pauses
Ethics and mannerism	4	Respond with excellent mannerism
	3	Respond with good and appropriate mannerism
	2	Respond with satisfactory mannerism
	1	Respond impolitely and inappropriately

3.3 Instruments

3.3.1 Questionnaire

A questionnaire was used to collect data on the respondents' background information in Section A. This was followed by the choice of language preferred by the respondents. In the questionnaire, the respondents were asked to indicate how they found English Language lessons in schools and what motivated them to study English. Information on the involvement of parents was sought to gather details on how parents contribute to the English language learning among this group of respondents. This section was related to the extent to the respondents motivated to use and learn English. Thirty respondents were given the questionnaire and before the questionnaire was distributed, written consent was obtained from all the respondents. The sample of the consent letter was attached to the questionnaire. The respondents were asked to read and sign that section before answering the

questionnaire where they agree to be a part of the study and were not forced to do anything that they do not want to.

In the questionnaire (see Appendix A), scaled questions were prepared and these items were designed such that respondents had to select one response from the three given. Selected-responses of forced choice item were used because it enhances consistency of response across respondents while making data tabulation straightforward and less time consuming. The Malay translation of each item was provided after the English version. The translation was first done by the researcher and then checked by a Malay teacher proficient in English. This was to ensure that the translations were as close to the original meaning as possible. A Malay version was necessary for the respondents who were not proficient in English. This also ensured that the respondents did not misunderstand the questions asked which may lead to a wrong choice of answer. The questionnaire session was administered during an English lesson and all the respondents were given enough time to answer all the questions without any pressure.

The first part which is Part A of the questionnaire sought to obtain background information about the respondents and information about the background of the parents. It gathered information on the languages used by the respondents at home or with friends. This was designed to obtain the information to answer the research question where the choice of language used by the respondents and their socio-economic background and to examine the relation between attitudes and motivation towards their learning of English Language. The background information that was obtained was about the parents' occupations and also the

language used at home. That was the information that the respondents were comfortable in providing. The reason for this question in the questionnaire was to ascertain the relationship between socio-economic background and the language use of the respondents. The questionnaire specifically focused on the importance of English Language usage and learning. Here, the respondents were required to choose the most appropriate response. These details were further used during the interview where the respondents were asked to provide more details about their family and how they are encouraged by their parents in the learning process.

Part B of the questionnaire was designed to focus on the attitude that the respondents have towards English Language learning. The first section here was regarding the use of English where the respondents were given four questions on how important do the respondents find English Language and how English is going to contribute to their future. The next section was about the respondents' attitude towards English Language learning. The respondents were asked about the choice of reading materials and the classroom situation that encourages or discourages them to study and use English. This is related to attitude because in general if the respondents show a positive attitude, their responses will be positive. This section is useful to answer the second research question which is about the respondents' attitude towards their use and learning of English. The next area of the questionnaire was about the respondents' motivation towards English language learning and this section is aimed to gather information on the level of motivation that the respondents show in learning English. This was important because motivation and attitude tend to work together because if respondents are

motivated, they will tend to have positive attitudes and that will encourage the language learning process. The last section in this questionnaire is related to the role of parents in the language learning. This was useful to answer the third research question where the parents' contribution towards English Language learning process, especially when we look at the language used by respondents at home.

3.3.2 Interviews

There are many types of interviews which include:- structured interviews, semi structured interviews, unstructured interviews and non-directive interviews. In this study, an unstructured interview is used. This type of interview is non-directed and is flexible where it is more casual. The examples of questions are shown in Appendix B. The respondents were encouraged to speak openly and given as much details as possible. During this interview session, data that are relevant to the research questions of the study were written verbatim and when needed the respondents were requested to repeat their answers.

For the interview session, nine respondents were selected from the group of 30. These respondents were selected based on their responses in the questionnaire. Not all 30 respondents agreed to be interviewed and due to that reason, nine respondents were selected. The respondents were interviewed in five sessions and each session lasted for 20 to 30 minutes.

Only nine respondents were selected due to time constraint and their willingness to be interviewed as not everyone was comfortable to give the required details. Interviews are ways for participants to get involved and talk about their views and the respondents were requested to give more informative explanations about the questions asked

The interview session was carried out in an informal setting and each respondent was interviewed more than once and the interview was done after school hours. The interview began with basic information and then the respondents were directed towards the issues regarding their attitude and motivation in learning English language. All the information was recorded in written form and presented in the next chapter. The respondents were able to provide enough information as all the questions were related to attitude and motivation towards the English language learning. The information was supported with their personal experiences and examples.

The interviews were not recorded because it was found that the respondents were more than willing to answer the questions freely compared to when they are conscious about the audio recorder. The interview complemented the questionnaire and enabled more detailed information about the respondents' attitude and motivation to be obtained.

3.4 Data collection procedure

Data collection for this study took approximately one month. The quantitative data (questionnaire and interview) were collected through the distribution of questionnaire and then followed by interview. To increase the response rate, the researcher had contacted the teachers to inform their students about the date and time. For absent students, the researcher left the questionnaire with the teachers and their questionnaire were collected one week later. The questionnaires were distributed to students during English class which lasted for almost thirty minutes. The respondents were given the opportunity to ask questions when needed. This method was selected because: 1) a lot of data can be collected inexpensively by having everyone in a class to complete the questionnaire; and 2) the respondent's confidentiality can be protected.

The interview was conducted with only selected nine respondents as not all the respondents who did the questionnaire were willing to be interviewed and again they were allowed to ask questions if they do not understand. An individual identification number was given to each respondent. They were also allowed to give their replies in Malay. The reason they were allowed to reply in Bahasa Malaysia (BM) was because they were found having difficulties in looking for words in English and when they were allowed to give answers and views in Bahasa Malaysia it was seen more effective. The researcher selected them based on their background and the choice of language that they use at home. The respondents were taken from each ethnic group and mixed gender in order to get response from all ethnic group.

3.5 Data Analysis

Thematic analysis was used to present all the related and required data. Thematic analysis was found the most appropriate for this study as it requires details systematically. The findings from the questionnaires were presented in tabular form and they were divided into three main topics; background information, attitude and motivation and socio economic background. The data from the questionnaire used to obtain information about the respondents' background and the amount of contact that they have with English.

The information that was gathered from the questionnaires was used to conduct the semi structured interview with the selected respondents. The data collected from the questionnaire provided information about the respondents' level of motivation and attitude towards English learning not only in schools but also in their surroundings. The interviews were written down almost verbatim and the respondents were asked to repeat where necessary to make it easier to note down what they said as well as to clarify their answers.

3.6 Conclusion

This chapter described the research methods used in this study. This includes the respondents, the instruments used, the data collection procedures and the manner in which the data were analysed. The following chapter presents the findings from this study.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of and discusses the findings from the questionnaires and interviews. The results of the questionnaire is presented in tables, followed by the findings of the interviews which are discussed in detail.

4.2 Results of Questionnaire

4.2.1 Background information

The findings from the questionnaire are presented in the Table 4.1. From the questionnaire, the socio-economic background was obtained based on the occupation of the respondents' parents. The findings are divided into two main categories; professionals and non-professionals. Out of the 30 respondents, only six parents of the respondents are from professional backgrounds whereas 24 are from non-professionals backgrounds.

Table 4.1: Socio-economic Background

Ethnicity		Malay (12)	Chinese (8)	Indian (10)
Occupation	Categories			
Teacher	professionals	3	1	2
Labourer	non-professionals	4	2	3
Hospital Attendant		3	0	1
Fishmonger		0	2	0
Grocer		0	1	1
Photo Shop Owner		0	1	0
Driver		2	1	3

4.2.2 Language used at home

Table 4.2 shows the languages used by the respondents at home. As expected, the languages used by the respondents at home differ from one ethnic group to another. Among the Malay respondents, six of the respondents either used English or a mix of English and Malay but the other six used only Malay as their language of communication at home. Among the Chinese respondents, five of the respondents chose to speak Mandarin at home. For the Indian respondents, four said they used Tamil in their daily conversations at home.

Table 4.2: Language Used at Home

Ethnicity \ Language	Malay	Chinese	Indian
Malay	6	-	-
English	4	2	3
Chinese	-	5	-
Tamil	-	-	4
Mixed	2	1	3
Total	12	8	10

4.2.3 The use of English

This next section in the questionnaire sought to obtain information about awareness of the importance of English Language. The results are presented in the Table 4.3. A total of 23 respondents agreed with the statement that English is an important language in schools, whereas seven respondents disagreed and felt that English is not important. A total of 19 respondents agreed that English is important for their future, while three disagreed and eight were unsure. Only three respondents agreed that they do not need English in their daily activities. However, a total of 25 respondents disagreed with the statement that they do not need English

in their daily lives. A total of 21 respondents found English lessons in class interesting, while seven disagreed and two were unsure.

Table 4.3: Importance of English Language

	Agree	Disagree	Unsure
English is important in schools	(23) 76.6%	(7) 23.3%	0
English is important for my future	(19) 63.3%	(3) 10%	(8) 26.6%
I do not need English in my daily life	(3) 10%	(25) 83.3%	(2) 6.6%
I find learning English in class is interesting	(21) 70.0%	(7) 23.3%	(2) 6.6%

4.2.4 Attitude towards English Language learning

Table 4.4 shows the results from the questionnaire regarding the attitude of the respondents towards English Language. A total of 14 respondents agreed that they prefer to read reading materials in languages other than English while 16 disagreed. In the response to the second statement (English is important for my future) showed that 21 respondents agreed that it is hard and stressful learning English while nine disagreed. Only three respondents agreed that English classes make them feel bored. However, 26 of the respondents disagreed with the statement and one was unsure. A total of nine respondents agreed that learning English is a waste of time while 21 disagreed with the statement. 70% of the respondents find learning English language difficult and stressful and this show that these students have problems learning English and they prefer learning other languages. 10% of the respondents find learning English boring whereas 90% of the respondents enjoy the lesson. The students do not find learning English as a waste of time and this can be a reason for them to improve their English. It is very

encouraging that the students do not feel bored learning English as this will help them to continue learning even if they find English a difficult and stressful language.

Table 4.4: Attitudes towards English Language Learning

	Agree	Disagree	Unsure	Total
I prefer to read reading materials in languages other than English.	14	16	0	30
It is hard and stressful learning English.	21	9	0	30
English class makes me feel bored.	3	26	1	30
Learning English is a waste of time.	9	21	0	30

4.2.5 Motivation towards English Language learning

Table 4.5 presents the students' motivation towards English language learning. A total of 23 respondents agreed that learning English is good for self-development, whereas seven disagreed. 27 respondents agreed that learning English will allow them to converse with more and varied people while three disagreed. A total of 24 respondents agreed that they learn English because it is something that they had always wanted while six disagreed. 25 respondents agreed that they gain more confidence upon learning English while four disagreed and one unsure. All 30 respondents agreed that they need to learn English because it makes them more knowledgeable and that motivation given by parents is important to them. A total of 27 respondents agreed that they learn English because they can then contribute more to society. However, three were unsure. A total of 28 respondents agreed that they feel disappointed when they were not able to express or share their ideas with others in English while one disagreed and one was unsure. All the respondents disagreed that the idea of being laughed at de-motivates

them. Item 1 (Learning English is good for self-development) showed quite positive feedback where the majority of respondents agreed English is important for self-development. This also shows that students have positive motivation to learn English for social reasons where they feel that the language will allow them to communicate well with various groups of people. Where confidence is concerned, 25 respondents agreed that they gain more confidence when they are proficient in English.

As discussed in Chapter 2, motivation is an important component in learning a language or any learning process. Generally, respondents had positive responses in this section. Most of the respondents are willing to learn English language when there is motivation. All the students felt that they need to learn English in order to become a knowledgeable person. This is a positive way of thinking.

Table 4.5: Motivation towards English Language Learning.

	Agree	Disagree	Unsure	Total
Learning English is good for self-development	23 76.6%	7 23.3%	0 0%	30
Learning English will allow me to converse with more and varied people	27 90.0%	3 10.0%	0 0%	30
I learn English because it is something that I have always wanted	24 80.0%	6 20.0%	0 0%	30
I gain more confidence upon learning English	25 83.3%	4 13.3%	1 3.33%	30
I need to learn English because it makes me a more knowledgeable person	30 100%	0 0%	0 0%	30
I learn English because then I can contribute more to society	27 90.0%	0 0%	3 10.0%	30
I feel disappointed when not able to express or share my ideas with others in English	28 93.3%	1 3.33%	1 3.33%	30
The idea of being laughed at de-motivates me	0 0%	30 100%	0 0%	30

4.2.6 Parents' role in encouraging English Language learning

In this section, four items were given to gain some feedback regarding the parents' role in second language learning process. The findings are presented in Table 4.6. 25 respondents agreed that discussions with parents at home about school activities benefit in the language learning process while five disagreed. A total of 27 respondents agreed that homework guidance by parents benefits them while three disagreed. A group of 19 respondents agreed that being provided with enough English reading materials by parents is important for language learning while eleven disagreed. A total of 16 respondents agreed that extra classes provided by parents are important for English language learning while 10 disagreed and four were unsure.

Table 4.6: Parents Role in Language Learning

	Agree	Disagree	Unsure
Discussion with parents at home about school activities benefits the language learning process	25	5	0
Homework guidance by parents benefits me	27	3	0
Being provided with enough English reading materials by parents is important for language learning	19	11	0
Parents providing extra classes is important for English language learning	16	10	4

4.3 Findings from the Interview

4.3.1 Language used at home

Upon obtaining the questionnaire, an interview session was used to further probe the pupils' views and opinions regarding English usage. As mentioned in Chapter 3, the questions for the interview are based on the respondents' feedback in the questionnaire. All the respondents were asked questions based on the questionnaire and the respondents were asked to give more details based on the

answers given in the questionnaire. The face-to-face interview was designed as to provide a clearer picture of what could be the main cause that motivates them to learn and use English. However, due to time constrain only nine respondents were interviewed.

In the interviews, the Malay respondents (three respondents) explained that they are more comfortable using Malay at home. They also explained by using their mother tongue, they feel that they are part of the family and they feel close to each other. One Malay respondent (MR1) explained that certain words are only available in their mother tongue, such as words such as kinship terms *Along*, *Angah*. MR1 feels that it is easy to use mother tongue to communicate rather than mixing languages or code switching as Malay is the only language understood by all the family members and thus, it automatically becomes the language to be used at home with family members:

(E1) *..... at home we use more Malay as most of our family members are old people just like Opah, Abah ,Atuk and Mak and they cannot speak too much English, so we always talk Malay la. Opah also stay with us and she cannot speak English. Lagipun, we call each other with words like “Along”, “Angah” and in English we cannot. All I know in English is either brother or sister only. So dari kita (we) mixing better Malay la. (MR1)*

E refers to Excerpts from the interviews, and thus E1 is except one and so forth
R1 refers to respondent one and so forth

Another Malay respondent (MR2) said that his parents prefer him to use Malay at home in their daily conversations, but encourages him to improve his English language skills at the same time. MR2 then explained that he uses Malay with the older generation in the family, but when he is with his siblings and cousins, he uses a mixture of English and Malay. He added by saying that the Malay language being the National language and his mother tongue, should be given importance, but English should not be neglected at the same time.

(E2) *Kita orang Malaysian, mestilah gunakan Bahasa Melayu., itukan Bahasa Kebangsaan kita? tapi Bahasa Inggeris penting jugak.....(MR2)*

(We are Malaysian so we must use Bahasa Melayu...it is our national language....however English is also important)

Another Malay respondent (MR3) who uses English at home explained that his parents use English at home with him and his siblings which lead him to use more English language at home. MR3 feels that mother tongue is important, but knowing an additional language is also going to benefit him in the long run especially when he goes to university. His parents always encourage and motivate him to use English at home. The same respondent said that he knows the importance of Malay and never neglects that, but due to the practice of using English at home most of the time he is more comfortable using English and he enjoys using it. MR3 who speaks a mixture of English and Malay at home feels comfortable code-mixing because he is not able to speak fully either in English or in Malay especially when it comes to certain words in English. However, MR3

continued that if he does not code switch, he will end up using only Malay at home and that will lead to him to forget English language.

- (E3) *.....Yes, I know I'm Malaysian, but English is important dan kita dapat banyak (and we get lots of)benefit kalau kita belajar satu (if we learn) additional language.....especially bila kita masuk U nanti” (MR3)*

Similarly, the Chinese respondents (CR) tended to use their mother tongue at home. From the eight respondents, six of them used Mandarin whereas one uses Hokkien and the other one use Cantonese. They explained that most of the Chinese respondents stay with their grandparents who only speak Cantonese. However, CR1 who uses English at home explained that he stays with his parents and his parents are both educators. CR1 explains that his parents use English at home most of the time and that makes him use English often at home. CR1 also said that he feels that English is an important language which must be mastered.

- (E4) *“I know English better than Cantonese but that does not mean that I am forgetting Cantonese, .I know where I am from and if anyone speaks Cantonese, I can understand it all but maybe I can't speak fluently.....but I think people will understand what I am saying....that's enough la” (CR1)*

CR2 uses mixture of Chinese language (Mandarin) and English language because he stays with his grandparents who speak Mandarin at home and a Filipino

maid who uses English. CR2 said that he needs both English and Mandarin at home because he needs to communicate with both, the maid and the grandmother. Here CR2 needs both, Mandarin and English equally because he has a purpose and that will benefit him.

(E5) *I must talk both la.....my Popo cannot speak English, so I use Mandarin lo....and our maid, Suzy, cannot speak Mandarin, so I use English with her.....” (CR2)*

CR3 speaks only Mandarin at home with his family members and he explained that he feels more comfortable with this language especially at home. He further explained that his parent encouraged him to use Mandarin at home because his parents feel that it is only at home that he can use his mother tongue. The family of CR3 fear that their child will forget the mother tongue and that is the reason he is motivated and encouraged to use Mandarin at home.

(E6) *I can use Mandarin at home only and outside, I will talk to friends in Malay or English language because mostly all my friends are not Chinese.....so dad said better use Mandarin because he thinks I will forget to talk.... (CR3)*

Finally, all the Chinese respondents said that they know English is an important subject in school and they are quite confident that they will pass their examination and they agreed with the other respondents that it is always an advantage to learn an additional language. When they were asked about using the language in the real world, almost all the nine respondents said:

(E7) *When the time comes, we will handle that too.....right guys?''*. (CRs)

The Indian respondents (IR) use Tamil at home and they feel that their mother tongue is very important and can only be used at home as in schools, they are encouraged by the teachers to use either English or Malay. This is because at school the teachers do not allow or encourage the Indians and Chinese students to use their mother tongue. In their school, the students are encouraged to use Malay or English language.

IR1, who uses English only at home, said that this is the language that was spoken by his parents since he was born. He said that both his mother and father only use English at home and they too do not use Tamil. He added that whenever his relatives visit them, they too speak English but with some minimum Tamil words to address one another such as “chittapa” (uncle).

(E8) *Both my mom and dad only use English at home. Only my Pati (grandmother) and Tata(grandfather) use Tamil and that also we seldom meet them...so we talk English more la...''* (IR1)

IR2 code switches between English and Tamil at home and he said that he feels comfortable code switching when he is talking with his family members. He further explains that he would love to use Tamil when he is at home but he does not have enough knowledge of vocabulary in his mother tongue. Thus, he tends to code

switch when he does not know certain words. However IR3 uses Malayalam fully at home. He is comfortable using the language at home as all his family members use their mother tongue at home. He further explained;

(E9) *my Mutti (grandmother) and Mutacha(grandfather) are from Kerala and they are very comfortable using Malayalam language when they are at home and especially with Amma and Acha.....so that is why I picked up this language and uses it at home. ...I am good (with a smile).....” “I am not saying that I am not interested in English, but somehow I feel that I can handle English Language especially in my daily activities”. (IR3)*

From all the findings about the language preferred by the respondents, the main factor that determines on the choice of language is the individual and their surroundings. All the respondents feel that English is an important language but at the same time, they want to give importance to their mother tongue. Mostly all of them use their mother tongue at home. The Malay and Chinese respondents are thinking far ahead and want to learn the language for future and they use the mother tongue when it is needed especially when dealing with family members who are not able to understand English language. They have a purpose and reason for when to use English or mother tongue. The Indian respondents mostly used mixed English with mother tongue and a few uses mother tongue to preserve the language. All the respondents realize the importance of English language as a global language. The conclusion that we can make from the findings here is that the parents encourage the respondents to use mother tongue at home and at the same

time encourage the respondents to learn English for future.

4.3.2 The use of English

During the interviews, all the nine respondents agreed that English is an important language in school and said they make a lot of effort to learn the language. They also explained that they are proud to have such a helpful and encouraging teacher who always provides them with all the reading materials and activities which can encourage them to learn. They further explained that the lesson in the class is also made interesting by the teacher and they were able to participate actively in class. CR2 explained that the teacher put in a lot of effort for him to take part but his confidence level is low and he will not be able to do all.

(E10) *The teacher will always give encouragement and that makes me feel good but it is very difficult for me because I feel I am not good. (CR2)*

Other than that, CR2 explained that he also gets lots of encouragement from his parents where they provide him with a lot of English reading materials at home. He further explains that by reading various types of reading materials in English, he is able to increase his knowledge and confidence in using the language with others. All the nine respondents agreed with the statement made by IR2 that English is an important language and this language is important for their future especially when they want to work in this competitive world.

- (E11) *I always feel that even though we don't speak English so much at home or with friends, English is still important because when we are googling something on the internet, all the info is in English and that makes me feel that it is important to know and use the language.....specially for my later time.....(IR2)*
- (E12) *....I think my English is good but just kadang tu (sometimes) it's difficult to look for words bila bercerita (when we are talking).....but I am going to learn.... (IR2)*

The conclusion that can be made from the finding is that most of the respondents realize the importance of English, for it is an international means of communication. They also know that they need to know and learn English in order to compete with the real world and also jobs. In general, English is the most popular language not only in Malaysia but also around the world. English is the only language that anyone can understand. It has become an ideal language to express our feelings. English is an important language of the world. The respondents take a lot of effort to learn and use as much English as they can because they know the importance and benefit of learning the language. They also try to learn it because of its importance in education and working world. They also know that English can be used in any part of the world.

CR2 feels that he is able to learn new things and express his creativity using all the available sources such as graphics and music which is available online.

(E13) *English is an interesting lesson in school and I enjoy learning English.... the lesson in class is no longer where the teacher teaches and we watch and listen. Now in Class, we are presenting in front of the class and sometimes the teacher asks us to prepare slides using power point.* (CR2)

(E14) *now I boleh (can) add videos and music pada(to) slides and I feel very happy.* (CR2)

It shows that the respondents learn more than what it is in their syllabus and this additional knowledge of the respondents. MR2 explained that by presenting in front of the class, he is able to use English fluently and that makes him feel good and motivated to use English often.

(E15) *when we present in front of the class, we could build our confidence in using the language.....with this practise, we will be able to communicate confidently with any group of people.....we will not feel shy.....* (MR2)

MR1 added with his personal experience when he had to present in front of the class of 35 and on that particular day an officer from the Education Department visited his class and the officer was very pleased with his presentation and he gained more confidence after that day.

(E16) *there as this one day when Mrs. Jeya asked me to present....I was panic...not sure kalau (if)I can do it...teacher pun asked me to give my best try.....I pun (also) try la....mulanya (at the beginning) I was very uncomfortable and kurang (lack) confident but later bila (when) teacher show me her tumbs up....i pun rasa (also felt)happy la....Bila officer tu balik,,,teacher puji saya (when the officer left, the teacher praised me) and teacher was very happy and that made me feel very good. (MR1)*

MR2 added that by knowing the language fluently, he will have confidence in delivering his ideas and that will make him feel that he is good:

(E17) *.....when kita boleh speaking English....automatic kita(we)feel that kita ini pandai (we are intelligent).....(with laughter) and all our points look good (MR2)*

In the interview session when the respondents were asked about the choice of language they use with friends and neighbours, MR2 said that he uses Malay at home but when he has to go out to purchase things, he will use English. He feels that by using English Language, he will be labelled as an intelligent person;

(E18) *.... I use Malay with my neighbours but whenI am outside, buying things in supermarket or malls, I will try to use English because saya feel that it has class.....and orang pun pandang tinggi (people will look up) sebab I speaking...” (MR2)*

CR1 explained that he is comfortable using English when he has to especially when he is texting or using social media. He explains that by using English, he is able to write easily. This view was supported by CR2 as he said that English is the most common language in social media and easily understood by all.

(E19) *bila guna Facebook (when using Facebook) or Tweeter or texting, I use English most of the time because mostly all short forms are in English and easy. (CR1)*

(E20) *.....yes, the best language for all these Facebook and texting is English and I also agree with CR1 because other languages are not that common among our friends". (CR2)*

When asked IR2, said that Malay is the national language but we should also look at the suitability and convenience. All the respondents (MR, CR and IR) agreed what was said by IR2 and said that they realize that they are Malaysian and they should be using Malay language which is the national language but the convenience and suitability favours English language.

(E21) *we use English language for all these sebab(because) we can express clearly and somehow kita feel more confident and satisfied..... puas dan syok(satisfied)...kan? (IR2)*

(E22) *kita orang Malaysia and kita tahu Bahasa Melayu penting but then ada situasi dimana kita ada advantage kan. (we are Malaysian and we know the importance of the national language, but we can take advantage of situation).....we can mix language to our need la kan...* (all nodded) CR2

To conclude this section, it is very clear that motivation seems to play an important role in learning a language. It shows that even though Bahasa Melayu is the constitutionally designated official language of Malaysia, the students still know the importance and advantages that are offered in this era of globalization, especially when getting a good job, securing a better social position and for personal establishment. The respondents want to learn English language because they want to gain the knowledge to become a better person. Here for the respondents, self-development is important and they feel that they can develop their skills by having the language as an advantage point and it leads to them being more knowledgeable. This further helps them to contribute to society. If one is knowledgeable, it can help in sharing their knowledge with people around them. Out of 30 respondents, 27 of them gave a positive feedback and none of them were negative, just three of the respondents were not able to make their decision.

4.3.3 The role of parents in English Language learning

The next item that was seen very positive in this questionnaire was the motivation given by parents. Parents play an important role in children's development and they will surely perform well if the support and motivation from parents is given accordingly. Almost all the respondents said that they need full

support from parents in order to master the language. MR2 added that his father even sends him for extra classes where he learned how to speak English. He attended classes every weekend. At the same time, he also has software that he is able to use for translation and correct pronunciation. All these are only possible when the parents work together and motivate the child.

(E23): *.....my parents buy me a lot of books and I feel that those books are really good for me to learn.....I think by reading, I can talk more English..... if sometimes, I don't understand words that I am reading...I will ask my dad for help or we can use that special software my dad has or sometimes we goggle....all there...(MR2).*

MR2 in the interview said that he uses mother tongue at home but the amount of encouragement and support that he gets from his parents really helped him in learning and using English. His parents also sent him for extra language classes and that English classes have helped a lot.

(E24): *....I know that I use Malay at home with my family but my father know that English is important but nak buat apa kan (what can we do)....at home terpaksa guna BM(have to use Malay language).....tapi abah (but dad) wants me to learn English untuk future so dia buat macam macam (he have tried many ways) la...seperti beli (like buying me books and sending me to the tutiton centers) buku and even hantar I ke speaking class di pusat bahasa..alhamdulillah la...coz I dah pandai sikit la BI ni....*
(MR2)

Another respondent IR1 said that his parents buy him books and he enjoys reading them. He loves reading “Mr Midnight” books and his father gets all the books for him. He also goes for English tuition twice a week and English communication class every weekend.

(E25): *I go for tuition class that my father put me in for me to learn English...speaking and also writing...in this class kita (we) cannot speak Malay or Tamil with friends sebab (because) if we do, kita kena denda....hmmm...denda tak la teruk sangat dan saya rasa Ok sebab untuk kebaikan(we will be punished and the punishment is acceptable because it is to help me improve).*(IR2)

In this study, family background can be seen to contribute towards language usage and choice but that can never be the reason for the respondents to perform well or badly in English. It was seen that the respondents whose parents are professionals use both English and their mother tongue at home but those respondents whose parents are not professionals, use English only when they are in schools or when they are required to use.

4.4 Conclusion

From these findings we can see that not only does the background of the respondents influence the choice of language used by the respondents but also motivation and attitude. It shows clearly that all these factors work together. It needs one another in order to achieve success. The respondents who are from different backgrounds prefer different languages depending on their needs and purpose. However, those who are fluent in English prefer English mixed with mother tongue. One very clear finding from this study shows that students from various social and ethnic backgrounds agree that English is an important language and they showed in the interview that the respondents prefer their mother tongue or other available languages but still at the end of their statements, they will say English is an important language.

Family background also contributed to students' attitude concerning English language learning. The findings suggest that students whose parents use more English language, spend more time reading in English language and have greater exposure to the language therefore had better attitude towards English language learning and usage. Families that provide the respondents with more reading materials and motivation, produced positive attitude respondents and this group of respondents are able to use the language well.

The school's location might also have an impact on students' attitudes towards English language learning. Students in urban areas tend to like English Language more compared to students studying in rural areas.

CHAPTER 5

CONCLUSION

5.1 Conclusion

This study looked into attitude and motivation of a group of Form Two students towards English Language learning. Attitude received considerable attention from both first and second language researchers. Most of the studies on attitude issues have concluded that student's attitude is an essential part of learning and therefore, is an important component of second language learning pedagogy. In this study, attitude and respondents' socio-economic background is seen as a contributing factor towards English Language learning. It is seen in this study that the attitude of the students worked together with other factors such as demographic factors, parents background and proficiency level. Almost all the students responded with both, attitude and needs as a push factor point for them to learn the language.

The first research question was to see to what extent the respondents use English at home and with their peers. The respondents' usage of the language was very much influenced by the surroundings. It was seen that the respondents use mother tongue when they were required to use it and when they were needed to use. The respondents use only their mother tongue when they want to communicate with their grandparents or family members who can only use mother tongue. This is for those who use mother tongue but there are respondents who use other languages at home when they communicate with their maids. This shows that the respondents are able to use more than one language in order to complete their necessity. Thus, even the respondents who are proficient in English, do not want to use English because of other reasons such as grandparents who do not use English and also as they feel their mother tongues express intimacy within the family domain.

The Chinese respondents use Mandarin or Cantonese when they are with their grandparents and when they need to communicate with them because they are not able to understand English. The Indian respondents use more English at home as their families use more English and less of their mother tongues. The Malay respondents use Malay at home because they feel it is easier to convey messages as they do not know many words in English. This shows that the respondents are influenced by the surrounding when they choose the language for communication. The respondents use English accordingly and they also know the importance of English in their future and daily activities.

The second research question aimed to examine to what extent the respondents are motivated to use and learn English. Most of the respondents were found to be motivated and have a positive attitude towards English, but they were not able to use English at home because they were not able to convey their message to other family members who do not speak English. However, this is not applicable to all the respondents. There were some respondents who were able to use English at home as their parents speak English most of the time. This can also be related to the third question which aims to see to what extent the patterns of language is used and attitude that are related to the respondents' proficiency in English. The families with parents who are professionals seem to use English widely not only at work, but also at home with their children. These were the respondents who speak more English at home compared to the non-professional group who uses their mother tongues. These English speaking respondents gain advantage as they are not only able to use their mother tongue, but also English as an additional language. The choice of language of the respondents is very much influenced by their background and proficiency.

The study shows that attitude and proficiency do contribute towards language use and choice. One's social background also relates to these two factors. The majority of the

Malay respondents picked their mother tongue too, as the choice of preferred language because they relate it to intimacy and feel that it is the national language and that importance should be given to the national language. Nevertheless, they also agreed that English is an important language for them to learn. However, it is different for the Indian respondents who prefer other available languages than their mother tongue. They prefer code-switching and they use more English compared to other languages. This clearly shows that the respondents choose the language based on their purpose and also the encouragement and exposure that they receive from the surroundings. As for Malay respondents, they use Malay at home to suit their surroundings, while Chinese respondents use Mandarin or Cantonese to communicate with family members whereas the Indian respondents use more English.

From this study, we can see that the respondents, with more parental support, developed a positive attitude towards language learning. It is noticed that the respondents are very motivated to learn English and they know that English being an important language, they must learn it for their future. The English language learning process is further strengthened with motivation not only from parents, but also from the respondents themselves where they have the intrinsic motivation towards English language learning.

5.2 Limitations

The first limitation of this study is the number of respondents which is very small. There are only 30 respondents for the questionnaire and then further reduced to only nine for the interview. Due to this reason, this study does not claim to generalize the findings obtained.

The next limitation of this study is the period of time when collecting the data. The study should be carried out over a longer period of time to get a better idea about the choice of language that the respondents choose. Finally, this study was conducted in one school in a semi-urban area and may not be reflective of students of the same age from other locations and backgrounds.

5.3 Recommendations

It is suggested that in a future study, the respondents represent various age groups to provide a clearer picture of the language choices and language use of students in different parts of Malaysia. A future study should also sample respondents from rural and urban area to enable comparison of the factors affecting language learning.

From the study, it was seen that parents play a great role and it helps a lot in the child's learning process. Parents provide enough material and motivation that leads to positive attitude towards language learning. A study on parents role in language learning should be something that should be considered as it will provide some data on how the parents look at this issue and how they are able to contribute towards language learning.

Parents play a great role in a child's development. Parents motivate and encourage their children to learn more than one language. Parents should make their children realize the importance of English while at the same time encourage the use of the mother tongue. Parents, who can afford it, should send their children for extra classes and provide the children with various reading materials to encourage them to learn English.

As for students, they should have a positive acceptance towards English language learning. They should not feel that English is a difficult language to be learnt. They should always remember the importance of English for their future. The results of this study show

that not only do parents and teachers affect language learning, attitude towards English also language plays an important role in language learning. Students should be motivated to do well in English.

To conclude, learning a language is a shared effort and in order for one to achieve success all parties should play its role. As for this study, students, parents' support, teachers and the surrounding interrelate to provide students with a more positive motivation towards English Language learning.

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Appendix A- Questionnaire

Report on student's attitude and motivation towards English Language learning in a rural school in Seremban.

I, Harjander Kaur would like to get you consent to carry out the questionnaire to gather feedback for the report mentioned above. You have a choice either to answer or not to answer the questionnaire. It will be my pleasure if you could help in contributing towards this report.

Part A

Basic Information (maklumat am)

1. Gender
Jantina

Female (perempuan)

Male (lelaki)

2. Age. (please fill in the blank)
Umur. (sila isikan di tempat kosong)

_____ years old.

3. Which class are you in ? (please tick one)
Kelas (sila tanda di kotak dibawah)

Gemilang

Bestari

Gigih

Angkasa

Cemerlang

4. How old were you when you started learning English? (please fill in the blank)

Pada umur berapa tahunkah, anda mula mempelajari Bahasa Inggeris? (sila catat di ruang dibawah)

_____ years old.

5. How many years have you studied English? (please fill in the blank)
Sehingga ke hari ini, sudah berapa tahun anda mempelajari Bahasa Inggeris? (isi di ruang dibawah)

_____ years.

6 What are the languages that you use at home?

Apakah bahasa pertuturan anda di rumah?

a) _____

b) _____

c) _____

7. Do your parents speak to you in English?

Adakah ibu bapa anda bertuturan dalam Bahasa Inggeris dengan anda?

Yes _____

No _____

8. What language do you use with your neighbours and friends?

Apakah bahasa pertuturan anda dengan jiran tetangga dan kawan anda?

9. What are the English reading materials that are available for you?

Apakah bahan bacaan Bahasa Inggeris yang anda ada?

a) _____

b) _____

c) _____

10. What are your parents' occupations?

Apakah pekerjaan ibu bapa anda?

Father : _____
Bapa

Mother : _____
Ibu

Part B

Read the statements carefully and tick the appropriate column.

Baca semua kenyataan dengan teliti dan tanda di ruang yang sesuai

1- agree (setuju)

2- disagree (tidak setuju)

3- unsure / uncertain (tidak pasti)

		1	2	3
1	English is important in schools. Bahasa Inggeris penting di sekolah.			
2	English is important for my future Bahasa Inggeris penting untuk masas depan saya.			
3	I do not need English in my daily life Bahasa Inggeris tidak perlu untuk kehidupan seharian saya			
4	I find learning English in class very interesting. Saya dapati pembelajaran Bahasa Inggeris di kelas sangat menarik.			
5	I prefer to read materials in other languages other than English. Saya lebih berminat membaca bahan bacaan bahasa lain daripada bahan bacaan Bahasa Inggeris.			
6	It is hard and stressful to learn English. Mempelajaran Bahasa Inggeris sangat susah.			
7	English classes make me feel bored. Kelas Bahasa Inggeris sangat membosankan.			
8	Learning English is a waste of time. Pelajari Bahasa Inggeris adalah satu aktiviti yang membuang masa.			
9	Learning English is good for self-development. Mempelajari Bahasa Inggeris adalah penting untuk perkembangan individu.			
10	Learning English will allow me to converse with more people. Dengan mempelajari Bahasa Inggeris, saya mampu berkomunikasi dengan pelbagai kumpulan manusia.			
11	I can make use of my language skills to improve my sibling's level of English Saya mampu membantu adik beradik saya sekiranya saya mahir dalam Bahasa Inggeris.			
12	I gain more confidence upon learning English. Saya akan berasa lebih bangga setelah mempelajari Bahasa Inggeris			
13	I need to learn English because it makes me a more knowledgeable person. Dengan mempelajari Bahasa Inggeris, saya akan menjadi seorang yang sangat berilmu.			

14	I learn English because I can contribute more to society. Saya mampu mambantu rakan sebaya saya sekiranya saya menguasai Bahasa Inggeris.			
15	I feel disappointed when I am not able to express or share my ideas with others. Saya akan merasa kecewa apabila saya tidak dapat meluahkan pendapat saya untuk dikongsi.			
16	The idea of being laughed at motivates me. Perasaan supaya tidak ditertakawakan oleh rakan menyebabkan saya mahu mempelajari Bahasa Inggeris.			
17	Motivation given by parents is important for me. Sokongan dan dorongan ibubapa sangat membantu saya.			
18	Discussion with parents at home about school activities benefits in the language learning process. Perbincangan dengan ibubapa mengenai aktiviti yang berlangsung di sekolah sangat membantu dalam pembelajaran.			
19	Homework guidance by parents benefits me. Tunjuk ajar dari ibubapa dalam menyelesaikan kerja rumah sangat membantu saya.			
20	Getting enough English reading materials is important for language learning. Mempunyai bahan bacaan yang seckupnya adalah penting dalam mempelajari Bahasa Inggeris.			
21	Providing extra classes is important for English language learning. Kelas bimbingan tambahan penting untuk mempelajari Bahasa Inggeris.			

Appendix B: STUDENTS INTERVIEW GUIDE

Sample questions.

- 1. What language do you use at home and why ?**
- 2. Do your parents use English at home?**
- 3. Do you think English is important?**
- 4. How do you feel when you speak in English?**
- 5. What makes you want to learn English?**
- 6. Do you go any extra classes for learning English?**
- 7. Do your parents feel that you should learn English?**
- 8. Do your parents help you with your English homework?**
- 9. Do you have enough English reading materials?**
- 10. Do you enjoy reading English books/magazines?**

Appendix C : Oral Test

Band	
Learning Outcomes	2.2 a. skimming and scanning for specific information and ideas B (Level 1) ii. Scanning for details
Performance Standard	Know fundamental skills in listening, speaking, reading and writing
Descriptor	B1DB1 Reading and scanning for details.
Evidence	B1DB1E1 Able to scan a text for details to complete a given task.

Questions

1. Many people visit Pulau Duyung during _____.
2. The skills in making boats are passed down from _____.
3. We can find *kayu cengal* in _____.
4. Today, boat-building on the island is _____.

SAMPLE ANSWER

1. weekends and school holidays
2. one generation to another
3. tropical forests
4. a big and modern industry



SAIL AWAY, SAIL AWAY

Pulau Duyung is a small and beautiful island. It is located at the mouth of the Terengganu River. Many local visitors go there during weekends and school holidays. It is also a favourite destination among foreign tourists.

The villagers on this small island build wooden fishing boats for a living. Their skills in building boats are passed down from one generation to another. These boats are made of *kayu cengal*, a yellowish hardwood found in tropical forests.

Now, boat-building in Pulau Duyung has become a big and modern industry. So if you and your family plan to own a boat, Pulau Duyung is the best place to go to.

Appendix D :GRAMMAR TEST

1. PREPOSITIONS

Fill in the blanks with these words: against, at, by, for, from, in, like, near, of, on, to, up, with.

1. She is doing a degree course _____ a university.
2. His trousers were washed _____ the washing machine.
3. We had to climb slowly _____ the hill.
4. His house looks _____ a temple.
5. How many _____ the members will join the trip?
6. Don't lean that ladder _____ the wall.
7. I don't usually feel tired _____ the morning.
8. Have you heard anything _____ him yet?
9. My house is quite _____ to your school.
10. Put this _____ your drawer and do not let anyone see it.
11. A university is where you study _____ a degree.
12. Which of these roads will lead _____ the church?

13. He sometimes quarrels _____ the neighbour.
14. I think there is a salesman _____ the door.
15. Even the new drug could not cure him _____ his illness.
16. He was given a ten-year prison sentence _____ armed robbery.
17. The cat likes to rub its head _____ my legs.
18. The store was robbed because there was no guard _____ duty.
19. My father has a car _____ yours.
20. His sister holds a degree _____ physics _____ Oxford.

2. AUXILIARY VERBS

Fill in the blanks with 'is' or 'are'.

1. The rose _____ a beautiful flower.
2. His two sons _____ still small.
3. My brother _____ doing his degree at that university.
4. Dogs _____ the most faithful animals.
5. There _____ a lot of ants on the tree.
6. That chair _____ comfortable to sit on.

7. The equator _____ an imaginary line round the earth.
8. The natives of this island _____ a friendly people.
9. We _____ waiting for the bus.
10. _____ your mother sleeping now?

Fill in the blanks with 'does' or 'do'.

11. _____ you know him?
12. That _____ not mean I _____ not like her.
13. Please _____ not smoke here.
14. _____ anybody know the answer?
15. They _____ not want to play.
16. It _____ not matter where you put it.
17. He _____ the measuring and we _____ the cutting.
18. Those sheep _____ not belong to that farmer.
19. My feet _____ not get tired easily.
20. Everyone here _____ not know about it.

Fill in the blanks with 'has' or 'have'.

21. He _____ a law degree.

22. They _____ gone to the cinema.
23. Only one of the students _____ failed the test.
24. I _____ come here to borrow your book
25. " _____ you ever done online banking?"
26. "We _____ not done our homework yet."
27. Each of you _____ to pay a dollar.
28. There _____ been no complaint so far.

3. SIMPLE PRESENT TENSE

Use the Simple Present tense of the words in brackets.

1. It _____ (hurt) to know what he said.
2. I sometimes _____ (play) football with my friends.
3. My sister _____ (want) to be a teacher.
4. We _____ (like) to do our homework together.
5. His father _____ (smoke) a pipe.
6. Does your mother _____ (cook) every day?
7. The train _____ (leave) in an hour.
8. He _____ (wash) his car on Sundays.

9. My friend _____ (ride) a bike to work.

10. They often _____ (swim) in the river.

4. PRESENT CONTINUOUS TENSE

Use the Present Continuous tense of the words in brackets.

1. We are too late. The train _____ (leaving).

2. Look at what he _____ (do).

3. My father _____ (go) to Paris next month.

4. She says she _____ (cook) for dinner this evening.

5. I think she _____ (write) a letter at the moment.

6. Why _____ he _____ (break) up those boxes?

7. He _____ (come) on the one o'clock train tomorrow.

8. They _____ (widen) the road.

9. One of you _____ always _____ (complain) about something.

10. Do you not understand what I _____ (say)?

5. CONJUNCTIONS

Fill in the blanks with these words: although, and, because, but, or, since, so, unless, until, when.

1 Things were different _____ I was young.

2 I do it _____ I like it.

3 Let us wait here _____ the rain stops.

4 You cannot be a lawyer _____ you have a law degree.

5 That was years _____ years ago.

6 She has not called _____ she left last week.

7 I saw him leaving an hour _____ two ago.

8 This is an expensive _____ very useful book.

9 We were getting tired _____ we stopped for a rest.

10 He was angry _____ he heard when happened.

11 Walk quickly _____ you will be late.

12 He had to retire _____ of ill health.

13 We will go swimming next Sunday _____ it's raining.

14 I heard a noise _____ I turned the light on.

15 Would you like a coffee _____ tea?

16 Do you know _____ she will arrive?

17 _____ the car is old it still runs well.

18 Do you want a pen _____ a bit of paper?

19 I would like to go _____ I am too busy.

20 She will die _____ the doctors operate immediately.