



## Acknowledgement

Completing this research was a challenge task for me. However, I had the help of many parties who have made this task a success. All parties involved in the completion of this research kept me motivated on the course when all those moments' things did not go as planned.

I would like to express my gratitude to my supervisor, Dr. Hjh Zuraidah Zaaba who taught me many things about research and always put me in a positive perspective. Due to that, I was able to endure the journey of completing my research report. Not forgetting Madam Lenny Matah, my second supervisor for the guidance and assistance in helping me to improve my writing. I learn a valuable lesson about action research; I had to make adjustments but the adjustment must be justified or reliable. Thank you all for the support, patience, and ideas in assisting me with this project.

Finally, I would like to express our gratitude towards our subject lecturer Madam Dayang Siti Noor Saufidah Binti Awang Mohd Saufi and Dr. Haijon Gunggut for all the guidance and knowledge shared in developing this research report. I express my gratitude to my family for their vision and determination to educate me. This piece of victory is dedicated to mum and dad who always keep praying for me to complete this paper.

Juanneysah Juanis  
 Bachelor of Administrative Science (Honours)  
 Faculty of Administrative Science & Policy Studies  
 University Teknologi MARA, Kota Kinabalu, Sabah.

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## Abstract

English in rural areas is mostly learned by the non-native speakers as their second language; since English is important as a medium of communication with people around the world. Non-native speakers in Sabah are reluctant to speak or even to learn English because they are afraid that they would be laugh at since English is not their mother tongue. In addition, students in rural areas are unable to analyse, synthesize and evaluate the English text they are reading. This lack of mastery of English language was due to not frequently speak or read in English. Therefore, this research is to identify the approaches in learning English language in the rural area by non-native speakers and what are the best approaches applied by non-native speakers to learn English language in the rural area. There were 101 respondents in rural areas involved in this study and they were students, adults, and youth. This study applied descriptive statistic frequencies and inferential analysis on how the non-native speakers learn English and approach they use in their daily life. This study anticipated on the approaches in learning English by non-natives. Hopefully, the findings of the study is useful to assist educators, counselors, and researchers and most importantly to the non-native speakers.

The effort of enhancing language learning process is taken responsibly by individuals to explore critically such as language learning strategies and language styles. People in rural areas have experiences learning English in the classrooms. Therefore, it is essential to study the methods and approaches of learning English by non-native speakers in rural areas, hence giving them awareness to learning English.