

UNIVERSITI TEKNOLOGI MARA

**LEARNING ENGLISH LANGUAGE AND
MATHEMATICS: A STUDY ON STUDENTS' EMOTION
PERSPECTIVE**

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for the degree of
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Author's Declaration

I declare that the work in this thesis was carried out in accordance with regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

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Abstract

The aim of this study was to determine the students' classroom emotions and homework emotions in learning English language and Mathematics. Emotion plays an important role in education. Therefore this study sought to investigate the students' classroom emotions and homework emotions in learning English and Mathematics. This study also looked into students' grade performance in English and Mathematics since the implementation of PPSMI and their preference in the continuation of learning Mathematics in English. 250 randomly selected form four students from two schools in the district of Petaling Perdana participated in this study. Data were collected using the survey method and were analyzed using both descriptive and inferential statistics. Based on the collected data, the findings showed that students' have pleasant classroom emotion and homework emotion for English and Mathematics classroom learning. Furthermore, there is significant relationship between classroom emotions and homework emotions in English and Mathematics. Students also showed that they have higher pleasant Mathematics classroom and homework emotions as compared to English classroom and homework emotions. In term of determining the contribution of the significant predictor of English classroom emotions, the results revealed that English homework emotions contributed 62.6% to the variance of English classroom emotions. On the other hand, Mathematics homework emotions and Mathematics PMR grade contributed 75.4% to the variance of Mathematics classroom emotions. The findings also showed that almost all of the respondents (97.6%) prefer to continue the learning of Mathematics in English. The findings on students' grade performance revealed that there is no declination of students' level of achievement in UPSR and PMR for English and Mathematics since the implementation of PPSMI. The findings of this study have implications to the role of emotion in education especially in the learning of English and Mathematics. Based on the findings, this study also provides recommendations for practices and future research.

Abstrak

Tujuan kajian ini adalah untuk menentukan emosi bilik darjah pelajar dan emosi kerja rumah dalam pembelajaran Bahasa Inggeris dan Matematik. Emosi memainkan peranan yang penting dalam pendidikan. Oleh itu kajian ini menyiasat emosi bilik darjah pelajar dan emosi kerja rumah dalam pembelajaran Bahasa Inggeris dan Matematik. Kajian ini juga meninjau pencapaian gred pelajar dalam Bahasa Inggeris dan Matematik sejak pelaksanaan PPSMI dan pilihan mereka samada ingin meneruskan pembelajaran Matematik dalam Bahasa Inggeris atau tidak. 250 pelajar tingkatan empat yang dipilih secara rawak daripada dua buah sekolah di daerah Petaling Perdana telah mengambil bahagian dalam kajian ini. Data dikumpul dengan menggunakan kaedah kaji selidik dan dianalisa menggunakan kaedah statistik deskriptif dan inferensi. Dapatan kajian menunjukkan bahawa pelajar mempunyai emosi bilik darjah dan emosi kerja rumah yang menyenangkan untuk kelas Bahasa Inggeris dan Matematik. Selain itu, terdapat hubungan yang signifikan antara emosi bilik darjah dan emosi kerja rumah untuk kedua-dua matapelajaran Bahasa Inggeris dan Matematik. Pelajar juga menunjukkan bahawa mereka mempunyai emosi kelas dan emosi kerja rumah yang lebih menyenangkan bagi kelas Matematik berbanding kelas Bahasa Inggeris. Bagi menentukan sumbangan pengaruh serentak pembolehubah untuk emosi bilik darjah Bahasa Inggeris, dapatan kajian menunjukkan bahawa emosi kerja rumah Bahasa Inggeris menyumbang 62.6% kepada varians emosi kelas Inggeris. Sebaliknya, emosi kerja rumah Matematik dan Matematik PMR gred menyumbang 75.4% kepada varians emosi Matematik kelas. Dapatan kajian menunjukkan bahawa hampir semua responden (97.6%) memilih untuk meneruskan pembelajaran Matematik dalam Bahasa Inggeris. Hasil kajian tentang pencapaian gred pelajar menunjukkan bahawa tidak terdapat kemerosotan tahap pencapaian pelajar dalam peperiksaan UPSR dan PMR untuk Bahasa Inggeris dan Matematik sejak pelaksanaan PPSMI. Dapatan kajian ini mempunyai implikasi kepada peranan emosi dalam pendidikan terutama dalam pembelajaran Bahasa Inggeris dan Matematik. Berdasarkan dapatan juga, kajian ini juga mengemukakan cadangan-cadangan untuk praktikal dan kajian akan datang.

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