

UNIVERSITI TEKNOLOGI MARA

**PERCEPTIONS AND MOTIVATION OF YEAR 5 AND 6 PUPILS OF
SK SEREMBAN JAYA TOWARDS LEARNING ENGLISH
IN ORDER TO BE FLUENT IN SPEAKING
THE LANGUAGE: A CASE STUDY**

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ABSTRACT

This study attempts to find out the perceptions of Year 5 and 6 pupils of a school in Negeri Sembilan towards learning English. It also tries to discover the underlying factors that could motivate them to be fluent speakers. The reason behind this study is due to many of the pupils were able to get an 'A' in their *Ujian Penilaian Sekolah Rendah (UPSR)* (Primary School Assessment Test) but could not speak the language fluently. A combination of quantitative and qualitative research was conducted. A questionnaire was administered to 246 respondents while 5 of the pupils were selected randomly for an interview. Their perception on studying the language was discovered. Majority of them love English. Many perceived that English is challenging, interesting and fun. The factors which encourage them to love the subject were also noted. Teacher's techniques which incorporated group work and visual aids were parts of their intrinsic motivations to love the subject. It takes painstaking efforts to enable the pupils to speak the language. Continuous support from parents and teachers are a must to sustain their interest to master the speaking skills and be fluent in the language.

ABSTRAK

Kajian ini cuba mencari jawapan kepada pandangan murid-murid Tahun 5 dan 6 di sebuah sekolah rendah di Negeri Sembilan tentang pembelajaran bahasa Inggeris. Di samping itu, kajian ini juga cuba mencari jawapan kepada faktor-faktor lain yang dapat menggalak mereka untuk menyukai bahasa Inggeris bertujuan untuk bertutur dengan fasih. Ini adalah kerana ramai murid yang boleh mendapat 'A' bagi pelajaran bahasa Inggeris dalam Ujian Penilaian Sekolah Rendah (UPSR) tetapi tidak dapat bertutur bahasa Inggeris dengan lancar. Satu kajian kombinasi kuantitatif dan kualitatif telah dijalankan dan seramai 246 orang responden telah dipilih untuk menjawab 'questionnaire' sementara 5 orang dari responden telah dipilih untuk menjawab temuramah. Pandangan mereka terhadap pembelajaran bahasa Inggeris serta faktor yang menggalakan mereka berminat dengan pelajaran bahasa ini juga telah dikenalpasti. Kebanyakan mereka menyatakan belajar bahasa Inggeris sebagai mencabar, menarik dan seronok. Teknik-teknik pengajaran yang menggabungkan kerja kumpulan, gambar serta carta dan motivasi intrinsik bagi masa depan yang baik merupakan sebab-sebab mereka menyukai pelajaran ini. Justeru itu, dapat disimpulkan bahawa bahasa Inggeris adalah salah satu matapelajaran yang menarik. Satu usaha yang tidak mengenal penat membolehkan murid-murid dapat bertutur dalam bahasa tersebut. Selain itu, sokongan berterusan daripada ibubapa serta guru-guru juga merupakan salahsatu usaha bagi mengekalkan minat mereka untuk menguasai kemahiran dan dapat bertutur dengan fasih.

CHAPTER ONE

Introduction

1.0 Introduction

English has been taught in Malaysia since pre-independence (Gaudart, 1987). The British built two types of schools which were government schools and missionary schools for the citizens of the then, Malaya. The government schools were for the purpose to disseminate knowledge to all children meanwhile the missionary schools were for disseminating Christianity as well as knowledge (Gaudart, 1987). Gaudart (1987) denotes that both schools were for all races but they were located in the urban areas.

As the schools were in such location, English language could only be taught to those who lived in the towns. The learners were the children of the English administrators and the children of Chinese and Indians workers (Abu Bakar, 2010). English was not taught to the Malay children who mostly lived in the rural areas as they were also bound to study Islamic religious knowledge that was taught by the Muslim *imams* in *madrassahs* (religious school) (Abu Bakar, 2010).

In spite of that, special English medium schools were set up to teach the Malay aristocrats' children for the prospect of better position in the country (Gaudart, 1987). However, since independence, English has been taught formally to all children in the primary and secondary schools as well as at the tertiary level in Malaysia (Abu Bakar, 2010).