ATTITUDES, MOTIVATION AND LEARNING STRATEGIES AMONG ESL (ENGLISH AS A SECOND LANGUAGE) LEARNERS: AN INVESTIGATIVE STUDY OF FORM FOUR IBAN STUDENTS IN THREE RURAL SECONDARY SCHOOLS IN THE SRI AMAN DIVISON, SARAWAK.

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Professor Dr. Azni Zain Ahmed
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Dear Professor,

FINAL RESEARCH REPORT: **ATTITUDES, MOTIVATION AND LEARNINGSTRATEGIES AMONG ESL (ENGLISH AS A SECOND LANGUAGE) LEARNERS:AN INVESTIGATIVE STUDY OF FORM FOUR IBAN STUDENTS IN THREE RURAL SECONDARY SCHOOLS IN THE SRI AMAN DIVISON, SARAWAK.**

With reference to the above, enclosed are three copies of the Final Research Report entitled, *"ATTITUDES, MOTIVATION AND LEARNINGSTRATEGIES AMONG ESL (ENGLISH AS A SECOND LANGUAGE) LEARNERS:AN INVESTIGATIVE STUDY OF FORM FOUR IBAN STUDENTS IN THREE RURAL SECONDARY SCHOOLS IN THE SRI AMAN DIVISON, SARAWAK,"* by a group of researchers at UiTM Sarawak.

Thank you,

Yours Faithfully,

JOHN FRANCIS NOYAN

Leader
Research Project

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ABSTRACT

It is not uncommon that Iban students from rural secondary schools fail to demonstrate a reasonably good command of the English language. Factors normally contributing to such learner failure include poor attitudes, low level of motivation, a lack of learning strategy awareness, and a non-stimulating school environment. This study was an attempt to explore those contributory factors with two main aims; firstly, to determine the status of three main learner variables namely, attitudes, motivation and learning strategy awareness among rural Iban students; and secondly, to ascertain a correlation between the three learner variables and a situational variable (school environment) respectively. The attitude variable was gauged using 40-Item Likert-Type Inventory adapted from Gardner and Lambert's Attitudinal-Motivational Test Battery (AMTB). The motivation variable was measured using 20-Item Likert-Type Inventory, also adapted from AMTB. The learning strategy variable was assessed using Oxford's (1989) Strategy Inventory of Language Learning, Version 7 (SILL). The situational variable was measured using 20-Item Likert-Type Inventory adapted from AMTB. Three rural secondary schools in the Betong Division were selected for the purpose of this study, which included SM Dato Patinggi Kedit, SM St. Augustine, and SM Saribas. Four sets (4 variables) of 50 questionnaires (50 students in each school) were distributed to each school. Only 85 questionnaires from each set of 150 questionnaires distributed could be selected for data analysis. Our findings revealed that there exist poor level of attitude, low level of motivation, and low level of strategy awareness. Our findings also indicated that there exist no correlation co-efficient between attitudes and motivation, and the school environment. There was however a strong correlation co-efficient between learning strategy awareness and the school environment. Correlation co-efficient however does not reflect causality and therefore it could not be determined whether the school environment influences the learner variables. Our findings are far from being conclusive as our study was delimited by small population sample. Nevertheless, our results do provide some evidential basis to enable us to understand the poor command of the English language among rural Iban students; and this may stimulate further research of larger magnitude involving other ethnic groups in the future.

Chapter 1

Introduction

1.1 Introduction

Success and failure in language learning is determined to a very large extent by a myriad of factors, which are either external or internal to the learner. Generally, external factors include such variables as classroom environment, social interaction and peer or family encouragement whereas internal factors encompass variables such as aptitude, attitudes, motivation and strategic knowledge (Brown, 2000). The external and internal factors are very much interrelated and for a learner to achieve any amount of success both factors will have to operate in tandem. More so, the external factors seem to shape the internal factors so much that a different learning environment as in between urban and rural contexts, can lead to a great disparity in levels of internal variables. Better exposure to the English language in urban Malaysian schools via social interactions and wider use of the language for varied forms of communication has much shaped the attitudes, motivations and strategic knowledge of urban students as compared their rural counterparts. It then follows that a research survey into those types of variables particularly in the context of rural schools is deemed necessary. It was to that end that this study was conducted,