



**LANGUAGE LEARNING STRATEGIES  
AMONG BUMIPUTRA STUDENTS  
OF UiTM SARAWAK**

**ABANG SHAHARUDIN ABANG MANSOR  
(2005263180)**

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An academic project entitle “Language Learning Strategies Among Bumiputra Students of UiTM Sarawak” is written by Abang Shaharudin Bin Abang Mansor and submitted to the Faculty of Education is partial fulfillment of a degree in Bachelor of Education (Honours) in Teaching English As A Second Language (TESL).

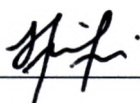
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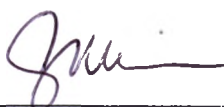
En. Sueb Hj. Ibrahim

Date: 1.12.2009



Ms. Siti Huzaimah Bt. Sahari

Date: 1.12.09



En. Sueb Hj. Ibrahim

Coordinator of B. Ed. (Hons) TESL

Date: 1.12.2009

**SUEB HJ. IBRAHIM**  
Koordinator TESL (ED220)  
Universiti Teknologi MARA  
Kampus Samarahan  
SARAWAK.

## ABSTRAK

Kajian ini bertujuan untuk mengenalpasti strategi pembelajaran bahasa oleh penuntut-penuntut Bumiputra sebagaimana yang dinilai menggunakan ‘*Strategy Language Learning Inventory (SILL)*’ oleh Oxford. Soalan kajiselidik telah diagihkan untuk 60 orang pelajar Pra Diploma (Sains) di Universiti Teknologi MARA Sarawak. Data-data yang terkumpul telah dimasukkan ke dalam komputer dan dianalisa menggunakan SPSS 16.0 dalam statistik deskriptif untuk mendapatkan min (*mean*) dan piawai sisihan (*standard deviation*), t-test untuk mendapatkan perbezaan dalam jantina dan *Pearson correlation coefficient* untuk mengenalpasti kaitan di antara strategi pembelajaran bahasa dan keputusan peperiksaan (SPM). Kajian rintis telah dijalankan ke atas 10 orang pelajar Diploma Pengurusan Hotel di Universiti Teknologi MARA Sarawak untuk mengukur tahap kebolehpercayaan (*reliability*) dan kesahan (*validity*) soalan kajiselidik tersebut. Kajian mendapati bahawa sebahagian besar daripada pelajar-pelajar adalah penggunaan yang sederhana dan hanya segelintir penggunaan tinggi. Kajian menunjukkan bahawa pelajar-pelajar perlu didedahkan dengan kewujudan strategi pembelajaran agar mereka lebih cekap dalam mempelajari bahasa yang disasarkan. Selain daripada itu, kajian juga menunjukkan bahawa terdapat perbezaan yang bermakna di dalam penggunaan strategi dalam kalangan pelajar-pelajar lelaki dan perempuan dan juga dengan jelas menunjukkan terdapat kaitan yang bermakna di antara pelajar-pelajar yang baik dan lemah.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

Over the years a great deal of researches by famous researchers such as Chamot (1987), Cohen (1998), Dundas (2004), Ellis (1995), Griffiths (2001) and others, have been carried out into the learner variables, which might affect language learning (such as nationality, age, gender, and motivation among many others). As for this study, the learners' language learning strategies were the main focus.

Learning strategies are the conscious thoughts and actions that learners make in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths.

This chapter sets out to discuss the background of the study, the statement of the problem, the purpose of the study, the research questions, the limitation of the study, the significance of the study, the research problem, studies that addressed the