

**FACTORS CONTRIBUTING TO THE LOW PERFORMANCE OF
ENGLISH LANGUAGE AMONGST YEAR SIX PUPILS IN
SEKOLAH KEBANGSAAN AYER PUTEH, KEMAMAN,
TERENGGANU**

**KHYRUL ANWAR BIN MUHAMMAD
98568454**

**FACULTY OF EDUCATION
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MARCH 2002

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**An academic exercise submitted in partial fulfilment for the
degree of Bachelor of Education in Teaching of English as a
Second Language (TESL) with honour.**



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**Hj. Abdullah Mohamed
Advisor**

28 - 03 - 2002
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Date

ABSTRACT

FACTORS CONTRIBUTING TO THE LOW PERFORMANCE OF ENGLISH LANGUAGE AMONGST YEAR SIX PUPILS IN SEKOLAH KEBANGSAAN AYER PUTEH, KEMAMAN, TERENGGANU.

This study was carried out to identify internal factors that contributed to low performance of English Language amongst Year Six pupils in a primary school in Kemaman District. The internal factors investigated were school environment, classroom environment, teacher's teaching style and behaviour and school resource centre.

Questionnaires developed by the researcher were distributed to 30 Year Six pupils of Sekolah Kebangsaan Ayer Puteh, 24050 Kemaman, Terengganu. They were selected randomly from the mixed ability group who obtained Grades B, C, D and E for their English Language paper in past monthly tests, Mid-Year Examination and in the UPSR Trial Examination.

The following were the major findings of the study:

- 1. Most of the pupils perceived that their school environment did not really motivate them to learn English and neither the activities in school.**

2. Only 50.0% of the pupils indicated that activities such as classroom discussions and group work during English lessons helped them to improve their level of English.

3. Teachers' teaching styles also contributed to pupils' performance in English. About 65.0% of the pupils indicated that the practice of "frequently", "sometimes" and " always" given homework, explanation of the lessons step by step and the use of various kind of teaching aids greatly influenced their performance in the language.

4. The study also showed that pupils seldom spent their time in the resource centre, most of them just be there only 1 – 4 hours per week. The quality of materials in the resource centre was also not good. They were not really helping pupils in improving their English.

In short, the findings showed that school environment, classroom environment, teacher's teaching style and school resource centre had contributed to low performance of English language amongst pupils.

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