

THE FACTORS CONTRIBUTING TO LOW
ACHIEVEMENT IN ENGLISH OF UPPER SECONDARY
STUDENTS IN SEKOLAH MENENGAH KEBANGSAAN
LANDAS, AJIL, HULU TERENGGANU, TERENGGANU

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ABSTRACT

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By

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This study was carried out for the purpose of identifying the factors that contribute to the low achievement in English of upper secondary students in rural area. Sekolah Menengah Kebangsaan Landas was chosen as the sample school. The factors investigated were school environment, classroom environment, teachers' teaching styles, students' attitude and motivation. One hundred students were chosen from the population as the sample of this study. A set of questionnaire was given to the 100 students. The responses were analysed and presented in the form of frequency and percentages. The findings of the study are as follows:

1. The students are 100% Malays and came from a low-income family.
2. The students are 100% using Terengganu dialect in their daily communications, which means that their only source of English Language is in the classroom.
3. The school does not provide the necessary English environment for the students. There are no English Language activities such as English Camps. The school also does not provide English newspapers for the students.

4. The classroom environment does not help the students to improve their English. The students do not speak English in the class, there are little English reading materials in the class and no group activities and activities using cassette player in the classroom.
5. The teachers' teaching styles are considered fair but they do not stress the motivational elements such as rewards, incentives and praises.
6. The students' negative attitudes in learning the language are that they do not like to ask questions, they do not do their homework and regard the language as difficult.
7. The students are highly motivated towards learning the language. They know the importance of the language for their future, they want to speak the language and continue studying in the future.

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