



UNIVERSITI TEKNOLOGI MARA

**SK LUNYING SIMUNJAN PUPILS'
PERCEPTIONS TOWARDS ENGLISH LANGUAGE**

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ABSTRACT

English is an important subject that is taught in schools, either secondary or primary. However, in recent years, most students are not so interested in the subject of English. Therefore, this study aims to identify the level of interest in English among students and factors that encourage students' interest in English. For this study, 22 students from two levels of students in 4, 5 and 6 were selected to participate in the study which involved 12 boys and 10 girls. Questionnaires were used as an instrument containing 25 items using Likert scale measurement. It is found that the level of interest in the English was at average level. Respondents in this study agreed that the methods used by their teachers in the classroom can help them in developing their interest in English. In addition, the majority of respondents was also interested in the activities carried out by their teachers to participate. From these findings, the correct teaching methodology and well - designed teaching will lead to a positive impact among students. Therefore, teachers and school departments should realize that they play a large role in shaping students' interest in English.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

As a language that is recognised as an international language, English is one of the crucial subjects to be mastered in our country. The importance of English language in Malaysia education system is proven when it is included as one of the languages that need to be fluent of by the students as stated in Shift Two in 11 Shifts in Malaysia Education Blueprint 2013 – 2025. By inserting the importance of English Language in the blueprint, The Government has recognised that English Language proficiency is needed for world – class competitiveness.

In Malaysia, English is recognized as a second language, whereas the first language is well-known to be Bahasa Malaysia. In order to make sure that the students are able to master English, a lot of efforts had been taken by the government to make sure Malaysian students can use this language fluently. One of the actions taken by The Malaysian Curriculum Development Centre was proposing Communicative Language Teaching (CLT) in 1974 for classroom teaching. CLT refers to both processes and goals in classroom learning with an attempt to operationalize the concept of communicative competence (Richards, 2002).