



**COMPARATIVE STUDY OF STUDENTS' ATTITUDE
TOWARDS ENGLISH IN RURAL AND URBAN SCHOOL IN
KUCHING**

By:

MICHAEL LINJET

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ABSTRACT.

The research, Comparative Study of Students' attitude towards English in Rural and Urban School in Kuching, has four aspects to look into :

1. The English Language.
2. English speakers.
3. The culture of English speakers.
4. The learning of English as a second language.

It intended is to find out whether the overall performance between urban and rural students in the Final Year English paper Examination correlates with their attitudes towards the four aspects mentioned above. 300 Form three students were selected from two schools in Kuching. Questionnaire was used to gather information and analysis of data was carried out by using frequency, correlation and T-test. The finding was that, there was no significance different between the attitudes of urban and rural students towards three aspects :

1. The English Language.
2. The English speakers.
3. The learning of English as a second language.

Only attitude towards the culture of English speaking people has an indication of difference. Urban students have highly positive attitudes towards the culture of English speaking people. There is also highly positive attitude towards the English Language and the learning of English as a second language.

A positive relationship was also found out using the pearson's correlation findings. This positive relationship existed between the overall students' performance in the Final Year English paper examination with their attitudes towards English language,

the English speakers, the culture of English speakers and the learning of English as a second language.

For the benefit of teachers, educational planners and future researchers, there are some suggestions and recommendations.

ABSTRAK.

Membandingkan sikap di kalangan pelajar di Bandar dan di luar Bandar terhadap

empat aspek iaitu :

1. Bahasa Inggeris.
2. Orang-orang yang bertutur dalam Bahasa Inggeris.
3. Kebudayaan orang-orang yang bertutur dalam Bahasa Inggeris.
4. Bahasa Inggeris sebagai bahasa kedua,

Merupakan objektif utama kajian ini. Hubungkait dengan sikap terhadap empat aspek yang di sebut di atas dengan pencapaian keseluruhan pelajar dalam ujian akhir tahun kertas Bahasa Inggeris adalah di selidik. 300 orang pelajar tingkatan tiga dari dua buah sekolah yang di pilih, merupakan sample kajian. Soal selidik di gunakan untuk mendapatkan maklumat tentang pencapaian pelajar dalam ujian akhir tahun kertas Bahasa Inggeris dan sikap mereka terhadap empat aspek yang di sebut di atas. Presedur pengiraan frekuensi, korelasi dan ujian-T di gunakan untuk menganalisi data. Hasilnya, tiada perbezaan sikap di kalangan pelajar Bandar dan luar Bandar terhadap :

1. Bahasa Inggeris.
2. Orang-orang yang bertutur dalam Bahasa Inggeris.
3. Pengajaran Bahasa Inggeris sebagai bahasa kedua.

Hanya didapati perbezaan sikap di kalangan pelajar Bandar dan luar Bandar terhadap kebudayaan orang-orang yang bertutur dalam Bahasa Inggeris. Ini membuktikan bahawa para pelajar Bandar mempunyai sikap yang positif terhadap kebudayaan orang-orang yang bertutur dalam Bahasa Inggeris berbanding dengan pelajar di luar Bandar. Sikap positif terhadap Bahasa Inggeris dan pengajaran Bahasa Inggeris sebagai bahasa kedua juga telah dibuktikan. Korelasi yang positif antara pencapaian ujian akhir tahun kertas

Bahasa Inggris para pelajar dengan sikap mereka terhadap :

1. Bahasa Inggris.
2. Orang-orang yang bertutur dalam Bahasa Inggris dan kebudayaan mereka.
3. Pengajaran Bahasa Inggris sebagai bahasa kedua

Telah di buktikan melalui korelasi pearson. Cadangan juga telah di berikan untuk manfaat para guru, perancang pendidikan dan para penyelidik.

CHAPTER ONE.

1.0 Introduction.

Second language learning is a highly complex task. Several factors could explain why learning is a complex task and why there is varying level of success among second language learners. According to Freeman and Long (1991), there are seven factors that have been found to affect second language learning. These factors are, language aptitude, social psychological factors, that focus on motivation and attitudes, personality, cognitive style, hemisphere specialization, learning strategies and others such as awareness, interest and prior experience.

This study will only focuses on the attitudes of the students. This has an important impact on second language learning success and on the second language learning as a whole.

Why attitudes? As Baker (1992, p. 10) pointed out, attitudes are closely connected to learners' construct systems, attitudes are indicators of viewpoints in the community and lastly attitudes are central variables in psychological theory and research over the last sixty years. Gardner and Lambert (1972) also agreed that attitudes play very important roles in the learning of a second language. According to them, "if the students' attitudes are highly hostile, then no progress to speak will be made in acquiring any aspect of the language".

In Malaysia, attitudes toward English as a second language is a vital variable. As Gardner and Lambert (1972 p. 144) claimed, "attitudes have their most powerful influence". Thus there is a need in this study to highlight some of the attitudinal variables which influence second language learning among students both in urban and rural areas.

This study on attitudes will determine the degree of success and interest in the

learning of the second language among students. English language is taught as a compulsory subject in the school system in Malaysia and there is a strong need for students to be competent in the language. The importance of English as a second language was recognized and has long been highlighted since early years. During the colonial period, English became the accepted preparation for social recruitment to leadership roles in public administration and corporate enterprise (Alias Mohammad Yatim, 1997). But the point is, why is the standard of performance in English nowadays still low among students? Perhaps this research is needed in order to highlight some of the attitudinal variables in order to overcome the problems. Attitude is among one of the factors that influences the low standard of performance of English among students.

1.1 Statement of the problem.

In Malaysia, English is the second language. Littlewood stated (1991, p. 54) that a second language is a “language that has communicative functions inside the community where the learner lives”.

English is an important language especially in the pursuit of education. It plays a functional role as an international language of communication. There is still a strong need for students in the urban and rural areas to be competent in the language, because English is an important world language. All students need to be competent in the language because of its practical needs and commercial value. But it is sad to see that especially in the rural areas, English is not widely used as a second language. It is more like a foreign language. According to Littlewood, it is a “language that has no established functions inside the learners’ community but will be used mainly for communicating with outsiders”.

In contrast, English is prominently used only in the urban areas. This may be the

reason why the standard of performance of Malaysian students in English in the rural areas is still low compared to that among urban students. According to Abdul Rashid Haji Mohamed (1991) in his study on attitudes in the learning of English as a second language among rural students in Ulu Kelantan., there is an increasing number of students in the rural secondary schools that could not even master basic English language skills. This is a common scene in Malaysian English classrooms especially in the rural schools. Rural students have limited exposure to English compared to urban students. Urban students have more opportunity to hear English being used and to practise it. In shopping centers, restaurants and offices.

The Malaysian Ministry of Education has to play an important role in order to overcome the problem. The Education Act 1961, made English a compulsory subject and a compulsory language to be learnt in the educational system. In 1983, the new English language program was implemented. The KBSR and KBSM English language syllabi were implemented in 1989. These syllabi were skill based, they subscribed to communicative language teaching methodologies. They emphasized the skills of listening, speaking, reading and writing.

Although efforts have been made, the standard of English language in Malaysia still remains low. The gap between the urban and rural students' achievement in English is still very great. However, with the standardization in the English education curriculum and syllabus, the students' achievement should not differ widely as they have been taught using the same syllabus. The same period of time of exposure to English as a subject in school, should not be a reason why there is a distinctive gap between the urban and rural students. Thus there are several factors, which could contribute to this problem. Factors such as different learner's attitudes, abilities, aptitudes, personality, motivation and intelligence.

Attitude could be one of the main contributors to the problem. Kral (1993), claimed that attitudes are among the factors that have been found to affect learning. Therefore, students' attitudes in the learning of a second language should be given priority.

1.2 Objectives of the study.

There are two objectives of this study. Firstly, to compares the attitudes of urban and rural secondary school students with respect to four aspects namely:

- i. The English language.
- ii. English speakers.
- iii. The culture of English speaking people.
- iv. The learning of English as a second language.

Second, to investigate whether the overall performance between urban and rural students in the Final Year English paper examination correlates to their attitudes towards the four factors above.

1.3 Research questions.

With reference to the statement of objectives, the following research questions have been formulated:

- i. Is there any difference between the attitudes of urban and rural secondary school students towards:
 - The English Language.
 - English Speakers.
 - The culture of English speaking people.
 - The learning of English as a second language.
- ii. Is there a significant correlation between the performance of the urban and rural students in the PMR English paper and their attitudes towards:
 - The English Language.
 - English Speakers.
 - The culture of English speaking people.
 - The learning of English as a second language.

1.4 Significance of the study.

Realizing the importance of attitudinal variables in second language learning, this study focuses on urban and rural students' attitudes towards four aspects namely the English language, the English speakers, the culture of English speaking people and the

learning of English as a second language. All information gathered in this study is important in order to determine whether the urban and the rural secondary school students' performance in English correlates with their attitudes towards the above mentioned four aspects. It is hope that this study will reveal some strategies for improving students' performance in the learning of English as a second language. The statistical data obtained will provide teachers, educational planners and education authorities with clear picture of the general attitudes of urban and rural students towards the learning of English as a second language.

1.5 Limitation of the study.

This study only focuses on the attitudinal variables that influence the learning of English as a second language in Malaysia and it does not explore other variables such as motivation, although attitudes and motivation are interrelated in second language learning. This is because apart from attitudes, motivation is usually related to language achievement and performance in second language learning.

Since the scope of this study has been limited to a survey, the data only reveals a broad pattern of students' attitudes towards the English language, English speakers, the culture of English speaking people and the learning of English as a second language, from selected urban and rural secondary schools in Kuching Sarawak.

This study will also focus on the location of the schools which are the urban and rural schools in Sarawak. It does not address other independent variables such as age, gender, ability, language and culture background although they are among the determinants of attitudes towards second language learning.

There are only two secondary schools selected. The schools are:

- a. Sekolah Menengah Kebangsaan Tebakang. (rural school).
- b. Sekolah Menengah Kebangsaan Sungai Tapang Kuching. (urban school).

It is decided that the students from these selected schools will give a representative

sampling of students from the other urban and rural schools in Kuching Sarawak.

The next chapter, that is chapter two, will be a review of the related literature.

This will be categorized under several aspects of attitudes that are considered important for the study.

CHAPTER TWO

Literature review.

2.0 Introduction.

The factor of attitude could influence the ability with which a particular student learns a second language. According to Cooper and Fishman (1975), “in many sociolinguistic studies of second language learning, attitudes has also served as an important variable”.

According to this view there should be higher performance in the English Language for students with favourable attitudes towards the learning of the language. These groups of students are motivated and willing to learn the second language due to their positive perceptions and beliefs towards the target language, the speakers and the culture of those speakers. According to Norizan Binti Abu Bakar (1988, p. 11),

“if social attitudes towards the learning of a second language are negative, the overall achievement can be relatively poor no matter how well the learner does his or her job. If social attitudes are positive, learning may proceed even where teaching is not particularly efficient”.

Furthermore, according to Abdul Rashid Haji Mohamed (1991), positive attitudes Towards the target language, native and even the speakers of the target language enhanced proficiency.

Thus this study will focus on comparing the attitudes of urban and rural secondary students towards four aspects namely the English language, English speakers, the culture of English speaking people and the learning of English as a second language. This study will also find out whether the overall performance between urban and rural students in Kuching, Sarawak in the Final Year English paper examination correlates with their attitudes towards the four aspects.

It is necessary and important then to understand the nature of attitudes and how they

function, and the review of the related literature will also support this study. The review will be organised under the subheadings of:

1. The nature and components of attitudes.
2. The role of attitudinal variables in second language learning, consisting of attitudes towards the target language, attitudes towards the speakers and the culture of the target language.
3. Early studies on attitudes towards second language learning.

Based on the mentioned subheadings, it does not mean that other factors related to attitudes are not important, but these aspects are more relevant and support the present study.

2.1 Attitudes.

Attitude is considered as a valuable and important concept in second language learning. According to Baker (1992), one of the reasons why attitude is an important concept is its “continued and proven utility” (Baker, *ibid*, p. 10). Attitude has been regarded as a central topic in both psychological theory and research. It has also proven a “valuable construct” not only in psychological theory and research but also in its policy and practise.

According to Jayatilaka (1982), the earliest study on attitude and second language proficiency was carried out by Jones (1949) who did a study on English students’ attitudes towards the Welsh language. It resulted in a correlation between the attitudes towards Welsh and the subject’s proficiency in the language. Extensive studies were then carried out by experts such as Gardner and Lambert in 1959 and 1972. They discovered that motivation was a construct made up of certain attitudes. Due to that, they developed a “test battery” to ascertain the roles played by attitudinal variables and their involvement for the study of French as a second language in Canada. It resulted in revealing that students who have positive attitude towards the French culture and language correlated significantly with achievement in French language grades (Jayatilaka, *ibid*, p. 38).

It is thus proven that attitudes is one of the most important and valuable concepts.

In the area of educational research, attitudes is considered as an “input” and “output” (Baker, 1992, p. 12). A favourable attitude towards second language learning will be a vital input factor in the language achievement or performance. In this sense, the attitude affects the outcomes of education. An able student may keep clear of any English books after formal education. In contrast, a less able student who likes to learn and read English books may, because of a favourable attitude, carry on learning and reading English books. Continuous learning and reading of English books because of a favourable attitude towards the language, will bring better achievement to the students. The achievement is the “output” or “outcome” in the students’ life. Therefore, attitude has a double function as an “input” or factor, and “output” or outcome in educational research. Gardner (1985) cited in (Baker, *ibid*, p. 12)

“attitude is placed alongside, intelligence, attitude and anxiety as an initial ingredient in bilingual proficiency. Thus, it also appears as an outcome alongside bilingual proficiency”.

2.1.1 The nature of attitude.

According to Baker (*ibid*. p.10), attitude is a “hypothetical construct” which is often used to explain the direction and persistence of human behaviour. He claimed that human behaviour could be explained by reference to relatively stable and enduring dispositions in people. If someone has a strong interest in second language learning, then he or she could have favourable attitudes towards the language.

In comparison with this, attitudes cannot be directly observed. A person’s thoughts and feelings are always hidden. Baker (*ibid*. p. 11) stated that attitudes are always latent, inferred from the direction and persistence of external behaviour.

2.1.2 The components of attitude.

According to Baker (1992) and Burns (1995). There are three components of attitude:

- Cognitive.
- Affective.
- Behavioural.

2.1.2.1 Cognitive component.

Refers to thoughts and beliefs which involves what a person believes about.

2.1.2.2 Affective component.

Refers to the emotions or feelings towards the attitude object. The emotions or the feelings towards the language could affect a person's evaluation of it.

2.1.2.3 Behavioural component.

This is more towards an individual plan of action. The action reflects the actual behaviour.

2.2 The role of attitudinal variables in second language learning.

According to Gardner and Lambert (1972, p.22),

“Success in mastering a second language would depend not only on intellectual capacity and language aptitude, but also on learner's perceptions of the other ethnolinguistics group involved his attitudes towards representatives of that group, and his willingness to identify enough to adapt distinctive aspect of behaviour, linguistic and non-linguistic, that characterize that other group”

It is agreed than, attitudes play a vital role in second language learning. In fact, attitudes have great effect on a learner's achievement and performance in second language learning.

According to Gardner and Lambert, (1972), success in mastering the second language could only be gained if the learner's attitude towards the target language, the speakers of the target language and the culture of the target language speakers are positive. According to Garrett et al. (1996), it is a normal assumption that fostering more favourable attitudes will lead to higher achievement.

Success could still not be gained in target language learning if the attitudes of the learner are negative, though the teaching is efficient and good. According to Gardner and Lambert (1972, p. 4), “... his attitudes towards the members of the other groups and their culture are believed to determine how successful he will be...”

2.2.1 Attitudes towards the target language.

The degree of success in learning a second language depends on the attitudes towards the Target language. Kanungo and Dutta (1969) in Lambert and Gardner (1972), revealed that attitudes have their most powerful influence towards the language learning furthermore, Abdul Rashid Haji Mohamed (1991: 23) mentioned that "... before independence, in Malaysia, it was fashionable to learn English language because most students were educated in English and many fall in love with the language.." Today in Malaysia, attitudes towards English is less fashionable than before, but still it is recognized as being important for national development. As was claimed by Ozog (1993), without English, the pace of development in Malaysia will be slower.

Today, English is no longer a medium of instruction, only for certain subjects like mathematics and science. Under the Education Act 1961, English was to be taught as a compulsory subject in the national schools. Until now, the status of English as a compulsory subject in Malaysian schools has remained unchanged.

According to Ozog (1993, p. 67)

"English language was to be retained as a compulsory subject but it was not necessary to secure a pass in it to be awarded a school certificate. Proficiency in English is no longer a requirement for advancement in either school or tertiary education. In theory, a students could go from primary grade one to post graduate level and then throughout his or her professional life without passing an English exam or in fact knowing any English at all".

Obviously there is a decline in the fluency and competency in the use of English. Its usage was very limited in the school.

As a conclusion to this, attitudes towards the target language is one of the attitudinal variables that affects the learning achievement. The degree of success in learning a second language depends on attitudes towards the speakers, their culture and the learning of the target language. (Gardner and Lambert, 1972).

2.2.2 Attitudes towards the speakers of the target language.

This is another attitudinal variable that affects the achievement in second language learning. The degree of success in learning a second language also depends on one's attitudes towards the speakers of the English language.

According to Gardner and Lambert (ibid), that a person's attitudes towards the speakers of the target language or foreign people could determine or even limit the person's progress in learning and developing second language achievement and competence. For example, if learners have unfavourable attitude towards the speakers of the target language for instance "prejudiced" and strong "ethnocentric attitudes", they are unlikely to approach the second language learning task (Lambert and Gardner, ibid. p.128).

In comparison, Giles and Picard (1975) stated that, learners who are unprejudiced towards the speakers of the English Language became more successful and fully bilingual than those who are prejudiced.

Learners who have unfavourable attitudes towards the speakers of English language, are unlikely to approach English language learning negatively, but it will have a negative effect on their English language learning achievement. If the learners have favourable attitudes towards the speakers of English, they are likely to approach English learning positively. They will become more successful than the others in terms of their achievement in learning the English language. As a conclusion we can say that attitudes towards the speakers of the English Language is an important variable that could affect learners' achievement in learning the language.

2.2.3 Attitudes towards the culture of the target language community.

Another attitudinal variable namely attitudes towards the culture of the target language should be also considered. It also affect the learning of English Language and its achievement.

Brown (1980), mentioned that learners who learn a second language, at the same time learn a second culture too. Littlewood (ibid,p. 55) stated that “ the learner with more favourable attitudes towards the culture of the target language will wish for more intensive contact with the second language community”. Favourable attitudes towards the culture of the second language community influence the extent to which a learner learns the language. In contrast, if a learner’s attitude towards the culture of the second language community is negative, there will be strong “internal barriers” against learning the target language (Littlewood, ibid, p.55). As a consequence, learning will take place in uneasy situation thus affecting the learner’s achievement in learning the second language.

A study done by Lambert, Giles and Picard (1975) indicated that French-American young people had ample opportunity to learn both languages namely English and French well. However, it revealed that learners who expressed a definite preference for the American over the French culture were more proficient in English than French. Gardner and Lambert (1972, p. 136) claimed that, “the attitudes of French-American adolescents towards their own ethnolinguistic group and the American way of life can influence their linguistic development both in French and English”.

Lambert, Giles and Picard (1975) and Gardner and Lambert (1972). Supported the above explanations which stated that attitudes towards the culture of the target language community can affect the second language learning achievements. The degree of success in learning English Language also depends on one’s attitude towards the culture of the English Language community.

2.3 Early studies of attitudes towards the learning of a second language.

Gardner and Lambert (1972) carried out a study at McGill University and the University of Western Ontario concerning learners’ attitudes towards second language learning. Based on

the studies, a socio psychological theory was formed. It stated that the attitudes of second language learners towards the target language people could determine how successful the learner would be, relatively in learning second language.

In the follow-up study of Gardner and Lambert (ibid), information had been gathered on the attitudes of the students' parents towards the French community. It revealed that the students' attitudes towards the French are likely developed within the family. This tells that parents' attitudes have an effect on second language learning. Children will follow the attitudes of their parents towards the target language.

Another study concerning learner attitudes towards second language learning had been carried out by Anisfeld and Lambert in 1961, cited in (Gardner and Lambert, ibid). It was conducted among Jewish high school students who studied Hebrew at Parochiai schools in Montreal. The study revealed that students' attitudes towards learning Hebrew, Jewish culture and community affected their language learning achievement.

There are also studies done in Asia. In 1975, a survey conducted by Fu (1975), on attitudes towards English with 561 Hong Kong secondary school students, revealed that most of the students agree on the importance of English as an international language. They have highly positive attitudes towards English. About their attitudes towards native speakers of English, over half of them have unfavourable attitudes towards the native speakers of English although they realized the importance of English as an international language.

Chapter Three will discuss the methodology used in the study. It comprises of:

- -Population and sampling.
- -Instrumentation.
- -Validation procedures of instrument.
- -Data collection and data analysis.

CHAPTER THREE.

Research methodology.

The survey was conducted in two selected schools in Kuching Sarawak.

Permission letter were sent to the two selected schools in order to facilitate communication with the schools. This methodology consisted of five subsections. They were population and sampling, instrumentation, validation procedures of instrument, data collection and data analysis.

3.0 Population and Sampling.

The population of this survey consisted of the Form three students from the two selected schools in Kuching Sarawak who have been studying the language for nine years from Primary One to Form Three. Out of the two selected schools, one is an urban secondary school and another one is a rural secondary school. The selection of the two secondary schools were made in such a way that they could give a better comparison for the survey.

As mentioned above, two schools were selected for the purpose of the study. The selected schools were as follows:

- a. Sekolah Menengah Kebangsaan Tebakang (rural school).
- b. Sekolah Menengah Kebangsaan Sungai Tapang Kuching (urban school).

The selection of the two schools were done according to the following criteria. Firstly, the location of one of the schools in the rural area is appropriate for a study of this nature. Secondly, the researcher is teaching in the rural school selected, thus it was an advantage for data collection. The school also will give a fair sampling for others in Kuching, Sarawak.

The two selected schools had between seven and eight Form Three classes. In the selected urban school, the number of Form three students were 237. Meanwhile the

number of Form three students in the selected rural school were 360. The sampling were done by identifying only four classes from the population described. Then, by using the selected four classes to select the sample from the urban and four selected classes to select the sample from the rural school. The number of students from the two schools were also the same, there were 40 students in each two classes and 35 students from another each two classes for the rural schools and 40 students in two classes and 35 students from another two classes for the urban school. The number of respondents from the two selected schools were 300.

As the survey was carried out during the school hour it was administered directly to the respondents, thus collecting the completed questionnaires on the spot. It is expected that there were 300 respondents without any unusable returns.

3.1 Instrumentation.

Two instruments were used for data collection. The first one was the students' grades in the English paper which they obtained in the Final Year Examination in Form Two 2003. Since the Final Year Examination is a comprehensive test of the English Language covering all linguistic skills (listening, speaking, reading and writing) required at this level, it is considered to be a valid measure of students' performance in English. It is also a reliable examination that all the students sit for at the end of their Form two. The level of the respondents' performance in English is obtained by their Final exam result in Form two and were already classified into five achievement grades, namely A, B, C, D, and E. The highest achievement is A and the lowest is E.

Secondly, a questionnaire using a 5-point Likert-type scale was used for data collection. The questionnaire was a combination of the one used by Khoo et al. (1992)

and Gardner and Lambert (1972) in their studies on attitudes and performance in second language learning. The questionnaire consisted of two sections. Each section was provided with Bahasa Melayu translation for the respondents to refer to.

Section A of the questionnaire was aimed at obtaining respondents background information relating to their performance in the English paper, the language spoken at home and their present school.

Section B consist of four parts which were meant to obtain information regarding the respondents' attitudes towards English language, the learning of English as a second language, the English speakers and the culture of English speaking people. The information of the four parts is summarized in the figure below.

| Section B | Statements | Categories |
|-----------|------------|---|
| Part 1 | 1 to 6 | Attitudes towards English Language. |
| Part 2 | 7 to 12 | Attitudes towards the learning of English as a second language. |
| Part 3 | 13 to 18 | Attitudes towards English speaking people. |
| Part 4 | 19 to 24 | Attitudes towards the culture of English speaking people. |

The questionnaire has an equal number of positive and negative statements. As Burns (1995, p. 337) pointed out,

“items worded in a reverse direction are placed at random to stop people filling in the scale carelessly by going down in one column. This is known as a response set and forcing people to read and judge the statements carefully increases reliability and validity”.

Table below shows the positive and negative statements of the four aspects.

| Aspects | Positive statements | Negative statements |
|---|---------------------|---------------------|
| English Language | 1, 3, and 5 | 2, 4, and 6 |
| The learning of English as a second language. | 7, 9, and 11 | 8, 10 and 12 |
| English speaking people. | 13, 15, and 17 | 14, 16, and 18 |
| The culture of English speaking people. | 20, 22 and 24 | 19, 21, and 23 |

In this study, there were altogether 24 statements based on the attitudes towards English Language, the learning of English as a second language, English speaking people and the culture of English speaking people. Where statements were positive for example, *English is an important language in the world*, the option “strongly agree” carried 5 points. However, in the case where statements were negative for example *English is not widely used in Malaysia*. Points were allocated inversely.

The maximum point was 120 (i.e 5 points for “strongly agree x 24 statements). The maximum point 120 indicates the most positive or favourable attitudes towards English Language, the learning of English as a second language, the English speaking people and the culture of English speaking people. Meanwhile the minimum point 24 indicates the most negative or unfavourable attitudes towards those four aspects. The maximum points (i.e 5 points for “strongly agree” x 6 statements) for each part were as follows:

Part I : Attitudes towards English Language – 30 points.

Part II : Attitudes towards the learning of English as a second language – 30 points.

Part III : Attitudes towards the English speaking people – 30 points.

Part IV : Attitudes towards the culture of English speaking people – 30 points.

3.2 Validation Procedure of Instrument.

The validity of the questionnaire was tested in a pilot study. A pilot test for the questionnaire was administered on the first week of schooling in 2004 to 150 participants in the urban school (SMK Batu Lintang Kuching) and to 150 participants in

the rural school (SMK Tase). The pilot test was done to obtain reliability and validity of the questionnaire.

3.3 Data collection.

Since the locations of the selected urban and rural schools were far apart, the questionnaire was administered on the different days. It was administered to the subjects with the help of the form teachers. Every instruction and statements were read through with the respondents to make sure they know what to do.

The respondents were given 20 to 30 minutes to complete the questionnaires. They were told not to discuss while attempting all the statements. Completed questionnaires were collected personally by the researcher on the same day itself. Since the questionnaires were administered directly to the respondents, the completed questionnaires were collected on the spot. Thus it was hoped that all the questionnaires from the 300 respondents from the two schools in Kuching Sarawak were able to be collected and there are no unusable returns for the questionnaires.

3.4 Data Analysis.

The statistical methods used for data analysis are descriptive statistics, Pearson Product Moment Correlation Coefficient and Independent – Sample T – Test for comparing means.

3.4.1 Descriptive Statistics.

Descriptive statistics such as frequency, percentage and ranges were used to measure and determine the attitudes of both urban and rural students towards the English Language, the English speakers, the culture of English speaking people and the learning of English as a second language. According to Schumacher and McMillan (1993), descriptive statistics are the most fundamental way to summarise data and are indispensable in

interpreting the results of quantitative research.

As already mentioned about the questionnaire, it carried maximum 30 points for each of the four parts. Thus in order to accept or reject the null or non-directional hypotheses, the cut-off points of the subjects' responses towards part I (attitudes towards English Language), Part II (attitudes towards the learning of English as a second Language), part III (attitudes towards the English speakers) and part IV (attitudes towards the culture of English speaking people) of the questionnaire were set as follows.

Positive attitudes 22 – 30.

Moderate attitudes 14 – 21.

Negative attitudes 6 – 13.

If the scored points fall under the positive range or category (22 – 30), a respondent is considered to have positive attitudes towards English, the English speakers, their culture and the learning of English as a second language. However, if the scored points fall under the negative range or category (6 – 13), a respondent is considered to have negative attitudes towards English, the English speakers, their culture and the learning of English as a second language.

3.4.2 Pearson Correlation Coefficient.

In order to correlate the attitudes of the urban and rural secondary school students with the overall performance in the Final English paper examination, Pearson's Correlation Coefficient was used. According to Schumacher and McMillan (*ibid*), Pearson's Correlation Coefficient determines the strength of relationship between two variables that are tested according to the value of coefficient obtained. In this study, it was used to determine:

- a. The relationship between the urban and rural students' performance in the Final Year English paper Examination, and their attitudes towards the English Language.
- b. The relationship between the urban and rural students' performance in the Final Year English paper examination, and their attitudes towards the English speakers.
- c. The relationship between the urban and rural students' performance in the Final Year English paper examination and their attitudes towards the culture of English speaking people.
- d. The relationship between the urban and rural students' performance in the Final Year English paper examination and their attitudes towards the learning of English as a second language.

According to Schumacher and McMillan (ibid), the number that represents the correlation can range from -1.00 to $+1.00$. A high positive value (for example, 0.83 and 0.94) represents a high positive relationship, a low positive value (for example, 0.06 and 0.09) represents a low positive relationship, a moderate negative value (for example, -0.53 and -0.35) represents a moderate negative relationship and a value of 0 indicates no relationship. The strength of the relationship becomes higher as the correlation approaches either -1 or $+1$ from zero. The interpretation of the value of coefficient is summarized as below.

| Value of coefficient | Relationship between variables. |
|-----------------------------|--|
| 1.0 | Perfect correlation |
| 0.9 | Very strong correlation. |
| 0.7 – 0.8 | Strong correlation. |
| 0.5 – 0.6 | Moderate correlation. |
| 0.3 – 0.4 | Weak correlation. |
| 0.1 – 0.2 | Very weak correlation. |
| 0 | Nil random relationship. |

This interpretation of the value of coefficient is adapted from Gibbon and Morris (1987, p. 82).

Apart from this, a positive relationship means that individuals obtaining high scores on one variable tend to obtain high scores on a second variable. Conversely, individuals scoring low on one variable tend to score low on a second variable.

A negative relationship, on the other hand, means that individuals scoring low on one variable tend to score high on a second variable. The reverse will mean that individuals scoring high on one variable tend to score low on a second variable. (Runyon and Haber, 1991).

3.4.3 Independent – Sample T – Test for comparing means.

In order to compare the attitudes of the urban and rural secondary school students towards the four aspects, a T – Test for independent samples was used. According to Best and Kahn (1993, p. 328), a T – Test is a test of the significance of the difference between two means. In this study, the two groups of samples consist of means for dependent variables which are the attitudes towards the English Language, the English speaking people, the culture of English speakers and the learning of English as a second language. Meanwhile the other groups of samples consisted of means for independent variables that referred to the location of the schools (urban and rural).

Gibbon and Morris (1987) stated that there is no significant difference between the variables if the level of significance in the T – Test obtained being larger than the level of significant $p < 0.05$. The level of significance is often reported as a probability $p < 0.05$. Conversely, there is a significant difference between the variables if the level of significance in the T – Test obtained is smaller than the level of significance $p < 0.05$.

Chapter four will discuss the results of this study and also discuss the findings.

CHAPTER FOUR

RESULTS AND DISCUSSION.

4.0 Introduction.

The following discussion is made based on the research questions that form the basis for this study.

4.1 Attitudes towards the English Language.

The table below tells if there is any difference between the attitudes of urban and rural secondary school students towards the English language.

Urban and rural students' attitudes towards the English language.

| Students | N | Mean | SD | t-value | Level of significance |
|----------|-----|------|------|---------|-----------------------|
| Urban | 150 | 4.2 | 0.46 | 0.883 | 0.384 |
| Rural | 150 | 3.6 | 0.44 | | |

Level of significance $p < 0.05$

An independent group t-test was used to compare the mean between the urban students attitudes towards English language and that of the rural students. It was found to be statistically nonsignificant with the level of significance $p < 0.05$ (i.e. =0.348), showing that the attitudes of both urban and rural students towards English language did not differ.

Thus the null hypothesis, there is no statistically significant difference between the attitudes of urban and rural secondary school students towards the English language is accepted. The urban students and the rural students did not differ in their attitudes towards English language.

The reason why the urban and rural students did not differ in their attitudes towards English Language is, may be that both groups realized that English is an

found to be statistically nonsignificant with the level of significance $p < 0.05$ (ie. $P = 0.136$), indicating that the attitudes of both urban and rural students towards the English speakers did not differ.

Thus the null hypothesis, that there is no statistically significant difference between the attitudes of urban and rural secondary school students towards English speakers is accepted. Urban students and rural students did not differ in their attitudes towards the English speakers.

Students' score according to their attitudes towards the English speakers.

| Attitudes | Scores | Frequency | | | Percentage | | |
|-----------|--------|-----------|-------|-------|------------|-------|-------|
| | | Urban | Rural | Total | Urban | Rural | Total |
| | | N | N | N | % | % | % |
| Negative | 6-13 | - | - | - | - | - | - |
| Moderate | 14-21 | 77 | 83 | 160 | 25.7 | 27.7 | 53 |
| Positive | 22-30 | 73 | 67 | 140 | 24.3 | 22.3 | 46.6 |
| | Total | 150 | 150 | 300 | 50 | 50 | 100 |

The overall students' attitude towards English speakers is moderate. 60 students (53%) have moderate attitudes towards English speakers. 83 students were from the rural school and 77 students were from the urban school. 140 students (46%) have positive attitudes with the number of 73 students from the urban school and 67 students from the rural school. No students from urban and rural schools are reported with negative attitudes towards English speakers. This indicates that the urban and rural students have moderate attitudes towards English speakers regardless of where they are from.

4.3 Attitudes towards the culture of English speaking people.

The table below tells us if there is any difference between the attitudes of urban and rural secondary school students towards the culture of English speaking people.

Urban and rural students' attitudes towards the culture of English speaking people.

| Students | N | Mean | SD | t-value | Level of significance |
|----------|-----|------|------|---------|-----------------------|
| Urban | 150 | 3.36 | 0.4 | 5.535 | 0.019 |
| Rural | 150 | 3.58 | 0.47 | | |

Level of significance, $p < 0.05$

An independent group t-test was used to compare the mean between the urban students' attitudes towards the culture of English speaking people and that of the rural students. It was found to be statistically significant with the level of significance $p < 0.05$ (i.e. $p = 0.019$), indicating that the attitudes of both urban and rural students towards the culture of English speaking people did differ.

Thus, the non-directional hypothesis, there is a statistically significant difference between the attitudes of urban and rural secondary school students towards the culture of English speaking people is accepted. Urban students ($n = 150$) and rural students ($n = 150$) did differ in their attitudes towards the culture of English speaking people.

Students' score according to the attitudes towards the culture of English speaking people.

| Attitudes | scores | Frequency | | | Percentage | | |
|-----------|--------|-----------|-------|-------|------------|-------|-------|
| | | Urban | Rural | Total | Urban | Rural | Total |
| | | N | N | N | % | % | % |
| Negative | 6-13 | - | 2 | 2 | - | 0.6 | 0.6 |
| Moderate | 14-21 | 70 | 115 | 185 | 23.3 | 38.4 | 61.7 |
| Positive | 22-30 | 80 | 33 | 113 | 26.7 | 11 | 37.7 |
| | Total | 150 | 150 | 300 | 50 | 50 | 100 |

115 rural students (38.4%) have moderate attitudes towards the culture of English speaking people. 70 of the urban students (23.3%) showed moderate attitudes towards the culture. But then, the urban students seemed to have positive attitudes towards the culture of English people compared to rural students. 80 out of 150 urban students showed positive attitudes towards the culture compared to only 33 out of 150 rural students.

There is a statistically significant difference between the attitudes of urban and rural secondary school students towards the culture of English speaking people. Most of the urban students have favourable attitudes towards the culture of English speaking people compared to rural students. This tells that the location of the school was one of the factors that could influence the students attitudes towards the culture of English speaking people.

4.4 Attitudes towards the learning of English as a second language.

The table below tells if there is any difference between the attitudes of urban and rural secondary school students towards the learning of English as a second language.

Urban and rural students' attitudes towards the learning of English as a second language.

| Students | N | Mean | SD | t-value | Level of significance |
|----------|-----|------|------|---------|-----------------------|
| Urban | 150 | 4.03 | 0.55 | 1.046 | 0.307 |
| Rural | 150 | 3.80 | 0.51 | | |

Level of significance, $p < 0.05$

An independent group t-test was used to compare the mean between the urban students' attitudes towards the learning of English as a second language and that of the rural students. It was found to be statistically nonsignificant, with the level of significance $p < 0.05$ (i.e. $p = 0.307$), indicating that the attitudes of both urban and rural students towards the learning of English as a second language did not differ.

Thus, the null hypothesis, there is no statistically significant difference between the attitudes of both urban and rural secondary school students towards the learning of English as a second language is accepted. Urban students ($n = 150$) and rural students ($n = 150$) did not differ in their attitudes towards the learning of English as a second language.

Students' score according to the attitudes towards the learning of English as a second language.

| Attitudes | Scores | Frequency | | | Percentage | | |
|-----------|--------|-----------|-------|-------|------------|-------|-------|
| | | Urban | Rural | Total | Urban | Rural | Total |
| | | N | N | N | % | % | % |
| Negative | 6-13 | 1 | 2 | 3 | 0.3 | 0.7 | 1 |
| Moderate | 14-21 | 29 | 32 | 61 | 9.7 | 10.6 | 20.3 |
| Positive | 22-30 | 120 | 116 | 236 | 40 | 38.7 | 78.7 |
| | Total | 150 | 150 | 300 | 50 | 50 | 100 |

The overall students' attitudes towards the learning of English as a second language is highly positive. 236 students (72%) have favourable attitudes towards the 116 students were from the rural school. 61 students (20%) have moderate attitudes with the number of 32 students from the rural and 29 students from the urban school. 3 students (1%) have negative attitudes towards the learning of the language. 2 students were from the rural school and 1 student from the urban school.

Thus, both urban and rural students have positive attitudes towards the learning of English as a second language regardless of where they are from.

4.5 The relationship between students' performance in English and their attitudes towards the English language.

The table below shows if there is a significant correlation between the performance of urban and rural students in the Final Year examination English paper and their attitudes towards the English Language.

Correlation between urban and rural students' performance and their attitudes towards the English language.

| Variable | Level of significance | Pearson,correlation |
|--|-----------------------|---------------------|
| Students' performance in the Final year exam English paper | 0.000 | -0.537 |

Correlation is significant at the level $p < 0.01$

Pearson correlation was used to analyse the relationship between urban and rural

students' performance in English and their attitudes towards the English Language. It was found to be statistically significant, with the level of significance $p < 0.01$ (i.e. $p = 0.000$) indicating that these two variables are positively related. Students who have favourable attitudes towards the English language, would have higher performance in the Final Year exam English paper. Students who have unfavourable attitudes towards the language, would have lower performance.

Thus, the second non-directional hypothesis which stated that there is a statistically significant correlation between the performance of urban and rural student and their attitudes towards the English Language is accepted. The attitudes of the learners have some influence on the level of their second language performance.

4.6 The Relationship between Students' Performance in English and their Attitudes towards the English Speakers.

The table below tells if there is a significant correlation between the performance of urban and rural students' attitudes towards the English speakers.

Correlation between the performance of urban and rural students and their attitudes towards the English speakers.

| Variable | Level of significance | Pearson correlation |
|--|-----------------------|---------------------|
| Students' performance in the Final year exam English paper | 0.000 | 0.190 |

Correlation is significant at the level of $p < 0.01$

Pearson correlation was used to analyse the relationship between urban and rural students performance in English and their attitudes towards the English speakers. It was found to be statistically significant with the level of significance $p < 0.01$ (i.e. $p = 0.000$), indicating that these two variables are positively related. This suggests that students who have favourable attitudes towards the English speakers, will have higher performance in

the Final year English paper exam. Students who have unfavourable attitudes towards the English speaker, will have lower performance.

Thus, the second non-directional hypothesis which stated that there is statistically significant correlation between the urban and rural students' performance in the Final Year English paper examination with their attitudes towards the English speakers is accepted. The attitudes of the learners influences the level of their second language performance.

4.7 The Relationship between students' Performance in English and their Attitudes towards the Culture of English speaking people.

The table below reveals if there is a significant correlation between the performance of urban and rural students in the Final year English paper exam and their attitudes towards the culture of English speaking people.

Correlation between the performance of urban and rural students and their attitudes towards the culture of English speaking people.

| Variable | Level of significance | Pearson correlation |
|--|-----------------------|---------------------|
| Students' performance in the Final year English paper exam | 0.008 | 0.140 |

Correlation is significant at the level $p < 0.01$.

Pearson's correlation was used to analyse the relationship between urban and rural students' performance in English and their attitudes towards the culture of English speaking people. It was found to be statistically significant, with the level of significance $p < 0.01$ ($p = 0.008$), indicating that these two variables are positively related. Students who have favourable attitudes towards the culture of English speaking people would have higher performance in the Final year English paper exam. Students who have unfavourable attitudes towards the language would have lower performance.

Thus, the second non-directional hypothesis which states that there is a

statistically significant correlation between the urban and rural students' performance in the Final year English paper exam and their attitudes towards the culture of English speaking people is accepted. The attitude of the learners has an influence on the level of their performance.

4.8 The Relationship between the students' performance in English and their attitudes towards the learning of English as a second language.

The table below shows whether there is a significant correlation between the performance of urban and rural students in the Final year English paper exam and their attitudes towards the learning of English as a second language.

Correlation between the performance of urban and rural students and their attitudes towards the learning of English as a second language.

| Variable | Level of significance | Pearson correlation |
|---|-----------------------|---------------------|
| Students' performance in the Final year English paper exam. | 0.000 | -0.470 |

Correlation is significant at the level of $p < 0.01$

Pearson correlation was used to analyse the relationship between urban and rural students' performance in English and their attitudes towards the learning of English as a second language. It was found to be statistically significant, with the level of significance $p < 0.01$ ($p = 0.000$), indicating that these two variables are positively related. Students who have favourable attitudes towards the English language would have higher performance in the Final year English paper exam. Students who have unfavourable attitudes towards the language would have lower performance.

Thus, the second non-directional hypothesis which states that there is a statistically significant correlation between the attitudes of urban and rural students

performance in the Final Year English paper exam with their attitudes towards the learning of English as a second language is accepted. The attitudes of the learners have an influence on the level of their second language performance.

Chapter Five will be on the summary of the whole study, conclusion and Recommendations to teachers and educational planners as well as to future researchers.

CHAPTER FIVE.

Conclusions and Recommendations.

5.0 Summary and conclusions.

The study, “A Comparative Study of Students Attitudes towards English in Kuching” has focused on some attitudinal variables that may influence the learning of English as a second language.

The first objective of the study was to compare the attitudes of urban and rural students towards:

1. The English Language
2. English speakers.
3. The culture of English speakers.
4. The learning of English as a second language.

The second objective was to find out whether the performance among urban and rural students in the Final Year English paper examination correlates to their attitudes towards:

1. The English language.
2. English speakers.
3. The culture of English speakers.
4. The learning of English as a second language.

The first part of the study discussed the issue of attitudes in English language learning and the declining standard of English in Malaysia especially in rural areas. Problems regarding attitudes towards English language learning were covered as well as the significance of the study and its limitations.

In the second part, the literature review examined the previous studies done by Anisfield, Baker, Gardner and Lambert. The studies showed that attitudes played an important role and have great effect on learners’ achievement and performance in second language learning.

The third part discussed the methodologies that were used to carry out the study. These include population and sampling, instrumentation, validation procedure of Instruments, data collection and analysis. A questionnaire was used to gather information relating to the students' performance in the Final Year English paper examination and their attitudes towards English language, English speakers and their culture, and the learning of English as a second language. The analysis of data was carried out by using frequency, correlation tests and t-test procedures.

The fourth part discussed the presentation and data discussion. It was based on the research questions that form the basis for the study. It was shown that urban and rural students did differ in their attitudes towards the culture of English speakers. The location of the school was one of the factors that could influence the students' attitudes towards the culture of English speakers. Urban students were more favourable and fluent in English being more exposed to the culture of English speakers through the media, reading and even interaction with some of the native speakers in the school or where they live.

There was also no significant difference between the attitudes of urban and rural students towards the English language, English speakers and the learning of English as a second language.

Positive attitudes towards the English language and the learning of English as a second language was also shown in the study. According to the finding using Pearson's Correlation, there is a positive relationship between the students' performance in their

attitudes towards:

1. The English language.
2. English speakers.
3. The culture of English speakers.
4. The learning of English as a second language.

The performance of the independent variables, the attitudes of the urban and rural students towards English language, the culture and English language and the learning of English language was also positive.

The t-test result, shows that there was no significant difference of attitudes towards English, the English speakers and the learning of English as a second language between the urban and rural students.

There was a significant different only between the urban and rural students' attitudes towards the culture of English speakers.

The rejected null hypotheses are:

- No statistically significant difference between urban and rural students towards the culture of English speakers.
- No statistically significant correlation between the urban and rural students' performance in the Final Year English paper examination and the attitudes towards the English language, English speakers, the culture of English speakers and the learning of English as a second language.

The rejected non-directional hypotheses are:

- There is a statistically significant difference between the attitudes of urban and rural students towards the English language, the English speakers and the learning of English as a second language.

The accepted null hypotheses are:

- No statistically significant difference between the attitudes of urban and rural students towards the English language, the English speakers, and the learning of English as a second language.

The accepted non-directional hypotheses are:

- There is a statistically significant difference between the attitudes of urban and rural students towards the culture of English speakers.
- There is a statistically significant correlation between the urban and rural students' performance in the Final Year English paper examination and their attitudes towards the English language, English speakers, the culture of English speakers and the learning of English as a second language.

5.1 Suggestions and recommendations.

All teachers of English language, should cater to the different levels of ability and attitudes of students in learning English. Positive attitudes of teachers should enable them to understand students' attitudes, and feelings and accept what ever comment regarding English by the students. Teachers should also accept students no matter where they are from. Teachers should give support and encouragement to the students. Teachers need to remember that students' feelings about their language learning environment can have direct impact on their success and on their decision to continue language learning.

Creating an affective environment (Krashen 1982) which makes students want to come back for more may have positive effects on future attitudes towards the language

and towards language learning. As Krashen (1985) has proposed, attitudes can act as barriers or bridges to learning a new language and are the “essential environmental ingredient” for language learning (Tse, 1997, p. 706). Krashen (1982) adds that learning can only happen if certain affective conditions (e.g. positive attitudes, self-confidence, low anxiety) exist and that these conditions are present input can pass through the “affective filter” and be used by the learner.

Teachers cannot, of course, be expected to make all students happy all the time but they can certainly strive towards reducing tension and anxiety and setting-up a climate where all students feel welcome and respected. Teachers could always encourage and support students at all times but especially when they are struggling or lacking confidence in certain areas. Teachers should also be energetic and enthusiastic about what they are teaching and should provide activities that require the learners to put forth the majority of the energy. Create an atmosphere in which students are not afraid to make mistakes and are encouraged to take risks.

Teachers should avoid tension-causing strategies such as surprise quizzes, overly competitive activities, putting students in front of their peers with no warning or chance for preparation, and correcting errors in a negative, accusatory fashion. They should allow students opportunities to talk about themselves, their interests and their culture.

Teachers should provide opportunities for interaction in English language in and outside the language learning environment. Teachers should also encourage goal setting and a sense of dedication and continuous commitment to the language learning task through meaningful, relevant and authentic language learning activities. Encourage

learners to seek out opportunities in their lives that will help in the learning of English.

The standard of English language that is becoming lower, especially among the rural students, should be seriously looked into. Awareness of the different attitudes of students towards English language should be a guideline as to how to improve the standard of English in Malaysia in general and especially among the rural students. With this also it is hoped that there will be more effort made to improve activities and syllabi in the school just to increase the usage of English, not only in schools but also outside schools.

More qualified and experienced English teachers should be sent to rural areas to teach and these qualified teachers should be willing to go to rural areas. Teachers should have responsibility and be very responsible and aware of their mission. Co-operation among teachers and education planners is very important. Teachers who are out there teaching are closer to the students, they know better about what is going on, so they will have ideas and suggestions to make. Working together with education planners, by giving feedback may lead to better discussion and problem solving. Education planners should be willing to accept suggestions or information brought in by teachers, and give reasonable consideration to the suggestions and information

5.2 Future research.

This research focuses on urban and rural students attitudes in learning English as a second language. It focuses only on one variable, due to time and capital limitations. In the future, this could be expanded even wider and it could focus more on motivation in the learning of English as a second language. The number of students

could also be increased in order to get more information and feedback. Thus the study will be better. Other variables that could have been focused on include, age, gender, individual differences, language background, cultural background, socioeconomic background and parents' role.

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Appendix A.

Please kindly answer all the questions in this questionnaire. All information will be kept confidential and not be used for purposes other than this study. Thank you.

Sila jawab semua soalan dalam soalselidik ini dengan jujur. Segala maklumat adalah rahsia dan tidak akan digunakan bagi tujuan lain selain daripada kajian ini. Terima kasih.

SECTION A: STUDENT'S INFORMATION.

BAHAGIAN A: MAKLUMAT PELAJAR.

School : _____.

Sekolah : _____.

Class : _____.

Kelas : _____.

Name : _____.

Nama : _____.

Age : _____.

Umur : _____.

Hobby(s) : _____.

Kegemaran : _____.

Second Term English Grade(Form two) : _____.

Gred kertas Bahasa Inggeris Penggal Kedua

(Ting. Dua): _____.

Language(s) spoken at home: _____.

Bahasa-bahasa yang dipertuturkan di

rumah: _____.

SECTION B.
BAHAGIAN B.

INSTRUCTIONS: Read each statement carefully. Choose only ONE of these five responses and **CIRCLE** the corresponding number.

ARAHAN: Sila baca setiap kenyataan di bawah dengan teliti. Pilih hanya SATU daripada lima jawapan dan **BULATKAN** pilihan anda.

| 5 | 4 | 3 | 2 | 1 |
|---|---------------------------------|---------------------------------------|--|--|
| Strongly Agree. Sangat setuju. | Agree. Setuju. | Unsure. Tidak pasti. | Disagree. Tidak setuju. | Strongly disagree. Sangat tidak setuju. |

PART 1.

| | | | | | | |
|----|---|---|---|---|---|---|
| 1. | English is an important language in the world. <i>Bahasa Inggeris adalah bahasa yang penting di dunia.</i> | 5 | 4 | 3 | 2 | 1 |
| 2. | English is not widely use in Malaysia. <i>Bahasa Inggeris tidak digunakan secara meluas di Malaysia.</i> | 5 | 4 | 3 | 2 | 1 |
| 3. | English is important for use in all aspects of our lives for example in education and in the work place. <i>Bahasa Inggeris adalah penting untuk kegunaan dalam semua aspek kehidupan kita contohnya dalam pendidikan dan di tempat kerja.</i> | 5 | 4 | 3 | 2 | 1 |
| 4. | English is a language of colonisation. <i>Bahasa Inggeris merupakan bahasa penjajah.</i> | 5 | 4 | 3 | 2 | 1 |
| 5. | English is a pleasant language to hear. <i>Bahasa Inggeris adalah bahasa yang seronok didengar.</i> | 5 | 4 | 3 | 2 | 1 |
| 6. | We don't need English to be knowledgable. <i>Kita tidak memerlukan Bahasa Inggeris untuk menjadi seorang yang berpengetahuan.</i> | 5 | 4 | 3 | 2 | 1 |

| 5 | 4 | 3 | 2 | 1 |
|---|---------------------------------|---------------------------------------|--|--|
| Strongly agree. Sangat setuju. | Agree. Setuju. | Unsure. Tidak pasti. | Disagree. Tidak setuju. | Strongly disagree. Sangat tidak setuju. |

Part 2.

| | | | | | | |
|-----|--|---|---|---|---|---|
| 7. | I find that learning the English Language is interesting. <i>Saya dapati mempelajari Bahasa Inggeris adalah menarik.</i> | 5 | 4 | 3 | 2 | 1 |
| 8. | English should only be taught to those who only want to learn it. <i>Bahasa Inggeris sepatutnya diajar kepada mereka yang ingin mempelajarinya sahaja.</i> | 5 | 4 | 3 | 2 | 1 |
| 9. | I like learning English because it is easy to understand. <i>Saya suka mempelajari Bahasa Inggeris kerana ianya mudah difahami.</i> | 5 | 4 | 3 | 2 | 1 |
| 10. | It is a waste of time learning English as a second language. <i>Mempelajari Bahasa Inggeris sebagai bahasa kedua adalah membuang masa.</i> | 5 | 4 | 3 | 2 | 1 |
| 11. | Learning English through interacting with English speakers is beneficial. <i>Mempelajari Bahasa Inggeris dengan berinteraksi sesama orang-orang yang bertutur dalam Bahasa Inggeris adalah menguntungkan.</i> | 5 | 4 | 3 | 2 | 1 |
| 12. | Learning English is so difficult and it makes me anxious and confused. <i>Mempelajari Bahasa Inggeris adalah sungguh menyukarkan dan ia membuatkan saya cemas dan keliru.</i> | 5 | 4 | 3 | 2 | 1 |

| 5 | 4 | 3 | 2 | 1 |
|---|---------------------------------|---------------------------------------|--|--|
| Strongly agree. Sangat setuju. | Agree. Setuju. | Unsure. Tidak pasti. | Disagree. Tidak setuju. | Strongly disagree. Sangat tidak setuju. |

PART 3.

| | | | | | | |
|-----|--|---|---|---|---|---|
| 13. | People who speak English are very friendly. <i>Orang yang bertutur dalam Bahasa Inggris adalah sangat peramah.</i> | 5 | 4 | 3 | 2 | 1 |
| 14. | People who speaks English are not helpful towards others. <i>Orang yang bertutur dalam Bahasa Inggeirs tidak suka menolong orang lain.</i> | 5 | 4 | 3 | 2 | 1 |
| 15. | People who are fluent in English are considered to be of higher status. <i>Orang yang fasih dalam Bahasa Inggris dianggap berstatus tinggi.</i> | 5 | 4 | 3 | 2 | 1 |
| 16. | People who speak English are not efficient. <i>Orang yang bertutur dalam Bahasa Inggris adalah tidak cekap..</i> | 5 | 4 | 3 | 2 | 1 |
| 17. | People who speak English have wider knowledge. <i>Orang yang bertutur dalam Bahasa Inggris mempunyai ilmu pengetahuan yang lebih luas.</i> | 5 | 4 | 3 | 2 | 1 |
| 18. | People who speak English are arrogant. <i>Orang yang bertutur dalam Bahasa Inggris adalah sombong.</i> | 5 | 4 | 3 | 2 | 1 |

| 5 | 4 | 3 | 2 | 1 |
|---|---------------------------------|---------------------------------------|--|--|
| Strongly agree. Sangat setuju. | Agree. Setuju. | Unsure. Tidak pasti. | Disagree. Tidak setuju. | Strongly disagree. Sangat tidak setuju. |

PART 4.

| | | | | | | |
|-----|---|---|---|---|---|---|
| 19. | The way of dressing for English speaking people is very different from Asians. <i>Cara berpakaian bagi orang yang bertutur dalam Bahasa Inggeris adalah berbeza daripada orang-orang Asia.</i> | 5 | 4 | 3 | 2 | 1 |
| 20. | English speaking people are open-minded. <i>Orang yang bertutur dalam Bahasa Inggeris adalah berfikiran terbuka.</i> | 5 | 4 | 3 | 2 | 1 |
| 21. | People who speak English are very sociable. <i>Orang yang bertutur dalam Bahasa Inggeris adalah terlalu social.</i> | 5 | 4 | 3 | 2 | 1 |
| 22. | English speaking children have good manners. <i>Kanak-kanak yang bertutur dalam Bahasa Inggeris mempunyai budi pekerti yang baik.</i> | 5 | 4 | 3 | 2 | 1 |
| 23. | People who speak English are less considerate towards their elders. <i>Orang yang bertutur dalam Bahasa Inggeris kurang mempertimbangkan perasaan golongan yang lebih tua daripada mereka.</i> | 5 | 4 | 3 | 2 | 1 |
| 24. | English speaking people appreciate and understand science and technology better. <i>Orang yang bertutur dalam Bahasa Inggeris menghargai dan memahami sains dan teknologi dengan lebih baik.</i> | 5 | 4 | 3 | 2 | 1 |

Thank you for your co-operation.
Terima kasih atas kerjasama anda.