PERCEPTUAL ON SECOND LANGUAGE LEARNING PREFERENCES: A CASE STUDY OF UPSR STUDENTS IN DALAT DISTRICT, SARAWAK

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2007

Date   : 13th August 2007

Project File No.   : 600-IRDC/SSP.5/3/1700

Professor Dr. Azni Zain Ahmed
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Dear Professor,

FINAL RESEARCH REPORT

        With reference to the above matter, enclosed herewith are one (1) compact disk copy and two (2) copies of the final research report entitled *"PERCEPTUAL ON SECOND LANGUAGE LEARNING PREFERENCES: A CASE STUDY OF UPSR STUDENTS IN DALAT DISTRICT, SARAWAK "* by the research team from UiTM Kampus Samarahan for your action.

Thank you.

Yours sincerely.

Saira Joe
Leader
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ABSTRACT

This report presents the findings of our research project, which examined the students' perceptual on second language learning preferences. The research was both quantitative and qualitative. A total of 128 year six students from 15 primary schools in Dalat District participated in this research. The students had to complete one set of questionnaire, which consisted of 40 queries using the Likert scale. The questionnaire was divided into four sections: students perceptual on second language learning based on Listening skills, Speaking skills, Reading skills and Writing skills.

The data was analysed using SPSS version 12.0. Descriptive statistics were used to describe the profile of the samples of the study. In answering the first research question, descriptive statistics such as frequency count was used to describe the learners' perception towards each dimension on their second language learning preferences. In answering the second research question, Chi-square test and Cross tabulation were carried out to determine whether there was any significant difference in students' perceptual on second language learning preferences by gender.

The students' perceptual on second language learning preferences were analysed through four dimensions namely; Listening skills, Speaking skills, Reading skills and Writing skills. Based on students' responses on the first research question, it can be construed that students showed encouraging feedback on their preferred types of activities for listening, speaking, reading and writing skills. Students quite apparently substantiated that most activities suggested for all the four language skills are considered most useful, useful or

CHAPTER 1

INTRODUCTION

1.0 Introduction

English is taught as a second language in all government schools in Malaysia beginning from Year One. At the end of the sixth year, pupils are tested in the Year Six Assessment called *Ujian Penilaian Sekolah Rendah (UPSR).* While most urban pupils come to school with some knowledge of English, the same cannot be said for rural pupils such as in the coastal areas of Dalat, Sarawak.

This study seeks to understand young learners' ideas of learning English as a second language. It is important to have knowledge of their beliefs and ideas about how English language should be learned. Since there are various skills in language learning, the young learners' perceptions of the various activities implemented to carry out these skills will determine their preferences. Making these known will help both teachers and pupils in the teaching and learning process. Once this is make known, autonomous learning can then be done.

Beliefs and values influence everyone's actions. And this includes both pupils as well as teachers. In the same way young learners, especially those who have been very little exposed to learning ESL bring into the classroom s certain ideas and beliefs about how to