

**ATTITUDE OF FORM TWO STUDENTS TOWARDS LEARNING
SCIENCE IN ENGLISH: A CASE STUDY OF SCHOOLS IN KOTA
SAMARAHAN**

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Dear Professor,

**FINAL RESEARCH REPORT “ATTITUDE OF FORM TWO STUDENTS
TOWARDS LEARNING SCIENCE IN ENGLISH: A CASE STUDY OF
SCHOOLS IN KOTA SAMARAHAN”**

With reference to the above matter, enclosed herewith are three (3) copies of the final research report entitled “Attitude of Form Two Students towards learning Science in English: A case study of schools in Kota Samarahan” by the research team from Uitm Kampus Samarahan for your action.

Thank you.

Yours sincerely.



Caesar De Alwis
Leader
Research Project

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ABSTRACT

This report presents the findings of a research project, which examined the attitude of Form Two students towards learning Science in English. The research was both quantitative and qualitative. A total of 320 students from six secondary schools in Kota Samarahan District in the Samarahan Division participated in this research. The students had to complete one set of questionnaire, which consisted of 40 items using the Likert scale. The questionnaire was divided into two sections: attitude towards English Language and attitude towards learning Science in English. The items were grouped into four Dimensions for each section, namely; English Language Dimension, Language –Related Dimension, Job/Future Study Dimension and Cultural Dimension. The items in the second section were also grouped into four similar Dimensions namely; Science Dimension, Science-Related Dimension, Job/Future Study Dimension and Cultural Dimension.

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 and mean were used to describe the learners' attitude towards each Dimension in their attitude towards English Language. T-test was carried out to determine whether there was any significant difference in attitude towards English by gender and race as far as the English language is concerned. In answering the second research question, descriptive statistics such as frequency count and mean were also used to describe the learners' attitude towards each Dimension in learning Science in English. T-test was carried out to determine whether there was any significant difference in attitude towards learning Science in English by gender and race. In answering the third research question,

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The teaching of Science and Mathematics in English in Primary One, Form One and Lower Six beginning the year 2003 laid the foundation in the use of English in the fields of science and technology not only for the present but also for further studies at tertiary level. The knowledge gained will not only enhance personal learning but also enable learners to think critically of issues in science and technology in English. Learners are taught the scientific and mathematical concepts and ideas in English. The communicative methodology is recommended for teaching the subjects in English. Teachers are encouraged to teach topics using the four language skills in an integrated manner. Learners are also encouraged to use the English Language actively and to participate actively in the learning process.

The use of English for Science and Mathematics also supports the aims and objectives of the National Philosophy of Education and the Education Act 1996 and contributes towards the optimisation of the intellectual, emotional, spiritual and physical potential of the learners. The curriculum also recognises that learners learn in different styles and ways. They possess their own unique strengths and weaknesses and wherever possible individual needs should be taken into account in teaching. Thus, the policy to change the medium of instruction in the teaching of Science and Mathematics from Bahasa Melayu to English is an important innovation affecting the attitudes of students of these subjects.