

# **STUDENT'S PERCEPTION TOWARDS ENGLISH FOR SELF EXPRESSION**

**JERRY ANAK AHEN**

This final project is submitted in partial fulfillment of the requirements for the  
Bachelor of Education with Honours  
TESL

Faculty of Cognitive Sciences and Human Development  
UNIVERSITI MALAYSIA SARAWAK  
2009

## **ACKNOWLEDGMENT**

This study would be unable to be achieved without the guidance, advice and also support from those individuals who were involved directly or indirectly in the process to complete it. I would like to express my deepest appreciation and special thanks to:

- Mr. Ahmed Shamsul Bahri Mohamad Tuah, my supervisor, for his guidance, advice, comments and patience throughout the process to complete this study.
- My course mates, especially Teddy and Charles, and also friends for their advice and comment.
- The participants who were involved in this study for their support throughout the research.

Last but not least, I would like to convey my special gratitude to God, for blessing me and my work, my mother, sister and siblings who have given me their heartfelt moral and financial support in my study as well as to complete my final year project.

## TABLE OF CONTENTS

	<b>Page</b>
Acknowledgement	iii
Table of Content	iv
List Of Tables	vii
Abstract	viii
<i>Abstrak</i>	ix
 <b>CHAPTER 1 – INTRODUCTION</b>	
1.0 Chapter Overview	1
1.1 Background of the Study	1
1.1.2 Statement of Problem	3
1.2 Objectives of the Study	6
1.2.1 Research Questions	6
1.3 Significance of the Study	6
1.4 Operational Definition of Key Term	7
1.5 Scope of Study	8
1.6 Chapter Review	9
 <b>CHAPTER 2 – LITERATURE REVIEW</b>	
2.0 Preview	10
2.1 The Concepts of Perception	10
2.2 The Learner’s Attitude in Second Language Acquisition	11
2.3 The Attitude among the Tertiary Level towards English	13
2.4 Summary	16
 <b>CHAPTER 3 – RESEARCH METHODOLOGY</b>	
3.0 Preview	18
3.1 Research Design	18
3.2 Participant	19
3.3 Instruments for Data Collection	21
3.3.1 Questionnaire	21
3.4 Data Collection Procedures	22
3.5 Data Analysis	23
3.6 Limitation of the Study	24
3.7 Chapter Review	24

## **CHAPTER 4 – FINDINGS AND DISCUSSION**

4.0	Introduction	26
4.1	Findings	28
4.2	The Students' Perception towards English language.	28
	4.2.1 Students' perception towards English in general	28
4.3	Students' perception toward English language at the beginning and also at the end of the course.	31
	4.3.1 Students' perception towards English language at the beginning of the course.	31
	4.3.2 Students' perception towards English language at the end of the course.	32
	4.3.3 The changes in the students' perception towards English language after attended English for Self Expression course.	34
4.4	Students' perception towards English for Self Expression course at the beginning and also at the end of the course.	35
	4.4.1 Students' perception towards English for Self Expression at the beginning of the course.	35
	4.4.2 Students' perception towards English for Self Expression at the end of the course.	36
	4.4.3 The changes in the students' perception towards English for Self Expression after attended the course.	38
4.5	Discussion	39
	4.5.1 Students' positive perception towards English.	39
	4.5.2 Students' positive perception towards English for Self Expression.	39
	4.5.3 The changes in the students' perception towards English language after attended English for Self Expression course.	40
	4.5.4 The changes in the students' perception towards English for Self Expression after attended the course.	40
4.6	Summary	41

## **CHAPTER 5 – SUMMARY, IMPLICATION AND SUGGESTIONS**

5.0	Chapter Overview	42
5.1	Summary of the Study	42
5.2	Implications of the Findings	44
5.3	Recommendation for Future Research	45
5.4	Conclusion	46

REFERENCES 47

APPENDICES

**Appendix A:** Questionnaire 49

**Appendix B:** Tables of descriptive distribution 53

## LIST OF TABLES

<b>Table 1:</b> Results of Frequency Distribution of Gender.	26
<b>Table 2:</b> Results of Frequency Distribution of Age.	27
<b>Table 3:</b> Results of Frequency Distribution of Languages Used at Home.	27
<b>Table 4:</b> Results of the students' perception toward English language.	28
<b>Table 5:</b> Results of the students' perception toward learning English language.	29
<b>Table 6:</b> Results of the students' perception towards English in job/career dimension.	29
<b>Table 7:</b> Students' perception toward English language at the beginning of the course.	31
<b>Table 8:</b> Students' perception toward English language at the end of the course.	32
<b>Table 9:</b> Students' perception toward ESE course at the beginning of the course.	35
<b>Table 10:</b> Students' perception toward ESE course at the end of the course.	36



## **ABSTRACT**

### **Students' Perception towards English for Self Expression.**

**Jerry Anak Ahen**

This study was conducted in order to find out the students' perception towards PBI1062 English for Self Expression in Universiti Malaysia Sarawak. A total of 216 participants were involved in this survey research. The study aimed to identify the students' perception towards English language. This study also intended to find out the changes in their perception toward English language and also toward English for Self Expression course at the beginning and at the end of the course. Gardner's Attitude/Motivation Test Battery (2004) questionnaire was taken and adapted as the data collection instrument. The data obtained was analyzed using SPSS version 17.0. Descriptive statistics such as percentage and frequency were used to describe the students' perception. The results based on the data showed that most of the students have positive perception towards English language. It was also found that most of them have positive perception towards English for Self Expression course. In term of the students' self confident to communicate in English, more than half of them has changed to be more confident to communicate in the language. They also felt more confident to present in English in front of the public at the end of the course. Besides that, most of the students became more participate in the class activities. Moreover, they also has changed in term of their intention to enroll in the English for Self Expression course as most of them expressed their self enjoyment to learnt at the end of the course. This study concluded that positive perception towards the second language do influenced learners to learn in the language and also their perception towards the language course.

## **ABSTRAK**

### *Persepsi Pelajar-pelajar terhadap Inggeris untuk Ekspresi Diri*

Jerry Anak Ahen

*Kajian ini dilakukan dengan tujuan untuk mengenalpasti persepsi pelajar-pelajar terhadap Inggeris Untuk Ekspresi Diri di Universiti Malaysia Sarawak. Seramai 216 pelajar telah dipilih sebagai responden untuk kajian ini. Matlamat kajian ini adalah untuk mengenalpasti persepsi pelajar-pelajar terhadap Bahasa Inggeris. Kajian ini juga bermatlamat untuk mengenalpasti perubahan persepsi dikalangan pelajar-pelajar terhadap Bahasa Inggeris, dan juga terhadap kursus Inggeris Untuk Ekspresi Diri pada permulaan dan juga pada penghujung kursus tersebut. Borang kaji selidik sebagai kaedah mengumpul data telah diambil dan diadaptasikan daripada Ujian Bateri Attitud/ Motivasi Gardner (2004). Data yang diperolehi dianalisa dengan menggunakan SPSS versi 17.0. Statistik deskripsi seperti peratusan dan frekuensi telah digunakan untuk menerangkan persepsi pelajar-pelajar. Hasil kajian berdasarkan data yang diperolehi menunjukkan bahawa kebanyakan pelajar mempunyai persepsi yang positif terhadap Bahasa Inggeris. Kajian juga mendapati bahawa majoriti pelajar mempunyai persepsi positif terhadap kursus Inggeris Untuk Ekspresi Diri. Dari segi keyakinan pelajar-pelajar untuk bertutur menggunakan Bahasa Inggeris, lebih daripada separuh pelajar-pelajar tersebut telah berubah menjadi lebih yakin untuk berkomunikasi dengan menggunakan bahasa tersebut. Mereka juga berubah menjadi lebih yakin untuk berucap di khalayak ramai menggunakan Bahasa Inggeris. Selain itu, kebanyakan pelajar menjadi lebih aktif untuk terlibat di dalam aktiviti kelas. Tambahan pula, mereka juga telah berubah dari segi niat untuk mengikuti kursus Inggeris Untuk Ekspresi Diri. Majoriti pelajar meluahkan perasaan seronok dan menikmati tempoh pembelajaran di dalam kursus Inggeris Untuk Ekspresi Diri pada penghujung kursus tersebut. Kesimpulannya, persepsi positif terhadap bahasa kedua sememangnya mempengaruhi pelajar-pelajar untuk mempelajari bahasa tersebut dan juga persepsi mereka terhadap kursus yang dijalankan dengan menggunakan bahasa kedua.*



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Chapter Overview**

This chapter discusses the problem related with students' perception towards English for Self Expression. The aim and objective is stated as guidelines for the researcher in conducting this study. In addition, the significance of the study is mentioned in order to show the importance or contribution which will be distributed from future findings. Moreover, the operational definition of terms was defining the variables in the study. Finally, the scope of the study is included at the end of this chapter in order to state what the study will cover.

### **1.1 Background of the study**

Lambert and Peal (as cited in Gibbons, 1991, p. 2) mentioned that having a second language also means having access to another world of people, ideas, ways of thinking and literature. Language was viewed as a medium of knowledge for transferring and sharing among people whole over the world. Through language, people will be able to argue and express their thought and feeling with each other's regards of certain ideas or concepts presented. Thus, the ability to communicate in a second language enable people to interact with each other and changes the way they perceived things and matters happening around them. Hence, they will develop further as a result from the knowledge transfer and sharing through the often interaction activities.

Alptekin (2002) claimed that given the lingua franca status of English, it is clear that much of the world needs and uses English for instrumental reasons such as professional contacts, academics studies and commercial pursuits. The English language is an important medium of interaction used among people in various field, such as in career, academic, and business throughout the world. Therefore, the language was declared as the international language for various purposes which connected people whole over the world. Hence, the proficiency in English language is important, especially among the second language learners in order to survive in the environment where the language is used.

Proficiency in the English language is determined by the learners' motivation and attitude in learning the language. Brown (1994, p. 1) stated the learning of a second language is a complex process, involving a seemingly infinite number of variables. Gardner and Lambert (as cited in Brown, 1994, p. 168) claimed that motivation is a construct made up of certain attitudes and the most important of these is group specific, the attitude learners have toward the members of the cultural group whose language are learning. The motivation among the second language learners often related with their opinions and beliefs towards a language and also the speaker's community. Hence, their performance in the second language will be determine by their motivation in learning a language which is result from their perception and attitudes towards the language and their native speaker.

John Oller and his colleagues (as cited in Brown, 1994, p. 168) from their studies identified that the positive attitudes toward self, the native language group, and the target language group enhanced proficiency. It is believed that the motivations came from the attitudes which evoke the students' interest in learning the language. Gardner and Lambert (as cited in Liu, 2008) stated the motivation to learn a second language is grounded in positive attitudes toward the second language community and in a desire to communicate with valued members of that community and become similar to them. Hence, the positive attitudes among the second language

learners was produced as an effect of the changes among the learners' attitude toward the second language speakers and also their desire to interact and accepted by the community.

Nevertheless, the positive or negative attitude is rooted from perception of an individual toward certain objects or matters. Lindsay and Norman (1977) described perception as one's ultimate experience of the world and typically involve further processing of sensory input. Individual observe things and events occur around them through their sensory receptors such as eyes, ears, nose and etcetera. Campbell (1967) stated that perception is a process where one will form an impression about someone or something. The input gain through one's observation will produce certain judgment or belief which influenced the attitudes of an individual toward certain things or events occur around them. The perception in the current study is referring to the English for Self Expression students towards English language and the course itself.

### **1.1.2 Statement of the problem**

Greenwood (2002, p. 1) mentioned that more and more people need to use English for social, educational, and professional reasons in all kind of contexts, locally and internationally. English language is not solely used for social and professional purposes, but also in knowledge sharing and transferring. Thus, most of the universities in the world today used English language as the medium of instruction and communication. Asmah (1982, p. 53) state that this language is a language of international diplomatic and commercial relations as well as a world language for the dissemination and exchange of knowledge and technology. Hence, it is reflect that English language has affected most countries in the world, especially at Asia to adopt the language as their second language for various purposes.

Malaysia is among the countries which adopt English language in order to communicate with their neighbor' countries and also has been gazette in the



Malaysian education system. Therefore, English language has become the second most important language in the country (Asmah, 1982, p. 54) and had been implemented in the primary school until the university level. Chitravelu, Sithamparam & Choon (2005, p. 4) claimed that the proficiency in English opens the door to greater opportunities for further education, especially at tertiary level. Thus, proficiency in English is an important package for the students in Malaysia in order to further their study at local universities or overseas.

UNIMAS (Universiti Malaysia Sarawak) is one of the universities in Malaysia which utilize English language as the medium of instruction and communication. Most of lecture and assignment are conveyed through English language. Therefore, it is crucial for the students to be competent in the language in order to survive during their university years. UNIMAS offers several categories of courses, which are the core courses, preparatory courses and generic courses. Core courses are compulsory subjects for the students meanwhile the preparatory courses is taken by the students who score band 3 and below in their MUET (Malayan University English Test). The generic courses are the extra subjects choose by the students in order to accomplish their credit hour for graduation.

Some of the generic courses offered are the PBI1062 English for Self Expression (ESE) course by the Center for Language Studies. Based on the course outline, this course introduces students to the excitement and satisfaction of using the English language in oral and written form (Universiti Malaysia Sarawak, 2006). This course requires students to speak and write in English in order to express themselves effectively in the language. The course exposed the students with local and foreign literary work in order to build their self confidents in dramatizing their work through English language. The ESE course aims to enable the students to be confident to talk, write and present their work in English language at the end of the course.

## **1.2 Objectives of the Study**

The main purposes of this study are to identify the students' perception towards English for Self Expression in Universiti Malaysia Sarawak. The objectives of the present study are:

- i. To find out the students' perception towards English language
- ii. To identify changes in the students' perception towards English for Self Expression course

### **1.2.1 Research Questions**

In order to identify the students' perceptions towards English for Self Expression in Universiti Malaysia Sarawak, several questions are design as follows:

- i. What are the students' perceptions towards the English language?
- ii. What are the changes in the students' perception towards English for Self Expression course?

## **1.3 Significance of the Study**

Student's attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy (Saracaloglu, 1992, p. 40). It is crucial to gain more information regards the attitude among the students in order to understand their thought and feeling towards English which affect their learning. The current study is conducted in order to identify the students' perception which influenced their attitude towards English for Self Expression in Universiti Malaysia Sarawak. Therefore, the study should be able to provide more information about their perception towards English for Self Expression at the end of the course.

Besides that, it is hoped that the finding of the study will be able to help course planners to improve the current pedagogy used throughout the course in order



to establish positive perception towards English language among university students. As mentioned in the second objectives, the study should provide information regarding changes in the students' perception toward English language in the beginning and also at the end of the course.

Hence, if the results show negative perception among certain students' towards English language, it is meant that the course activities might need improvement. Nevertheless, if the findings show positive perception, the course activities can be maintained and upgraded.

In addition, the current study can be replicated by other researchers who are interested to conduct a study which is related with perception in different occasion or context. This study is focuses on the students' perception within the semester and the English for Self Expression course solely. Thus, researchers should be able to conduct studies regards perceptions in different times and courses by using the present studies as background for their research.

#### **1.4 Operational Definition of Key Terms**

##### **i. Perception:**

According to Campbell (1967), perception is defined as something that is being observed and what is and what is said about it. The researcher also mentioned that perception is a process where one will form an impression about someone or something. Based on the definition, perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perception. The perception then affected their attitude towards certain matters or objects of attitudes. The present study is intended to identify the perception among the English for Self Expression students in Universiti Malaysia Sarawak toward learning the language and also the course. Hence, the study will be conducted through a questionnaire which will be distributed to 216 students chosen from several classes and slot.

## **ii. PBI1062 English for Self Expression**

English for Self Expression is a course which introduces the students to the excitement and satisfaction of using the English language for effective self-expression (ESE), in oral and written form (Universiti Malaysia Sarawak, 2006). The current study is conducted in order to identify the perception among the students toward learning the language and English for Self Expression course. The data related with the students perception toward the language and the course will be collected at the end of the semester.

### **1.5 Scope of the Study**

The current study focused on the perception among English for Self Expression students toward English. Nevertheless, the language choice is not included as the main focus in this study is more to the students' perceptions towards the language and English for Self Expression course.

Moreover, the current study is restricted to the students taking English for Self Expression course solely. Hence, the participants will be limited to the students who took the course within the semester. The ESE course is chosen as the aim of this course such as to enable the students to be confident in expressing themselves in English is related with the perception which the researcher is interested to find out.

### **1.6 Chapter Review**

This chapter summarizes the study which has been conducted. This chapter describes clearly the problem intended to be researched in the study which is the students' perception toward English for Self Expression. This chapter also mentioned the aim and the objectives which are intended to be achieved through the research

which is related with the students' perception toward the language, course and the changes in their perception at the beginning and also at the end of the course. Besides, this chapter includes the explanation regarding the significance of the study toward the students and the course. Furthermore, the operational definition is described and has been related with the instruments used in the research. Finally, this chapter has mentioned the main focus in the study which are the students' perception and also the ESE course in the scope of the study.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.0 Preview**

This chapter reviews the definition of perception which is distributed from several researchers based on their studies. Besides that, this chapter also described the perception and attitude in the language learning. In addition, the learners' perception and attitude towards second language acquisition is included. Furthermore, the empirical findings from various research studies were discussed. Finally, the summary of the review is included at the end of this chapter.

### **2.1 The Concepts of perception.**

Lindsay and Norman (1977) stated that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. The researchers describe the definition into two categories, which is sensation and perception.

Sensation refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin (Lindsay and Norman, 1977). Sensations refer to the human sensory systems which function as the receptor of information regards certain matters or object observed by an individual. It is the stimulation process where the input is transferred directly to the human brain.



On the other hand, perception refers to the one's ultimate experience of the world and typically involves further processing of sensory input (Lindsay and Norman, 1977). Perception involved more process of thinking as a result of the information received from the sensory systems regards certain things or events. It is the output process where the judgments or beliefs were produced by an individual and it influenced the way they think and feel.

Gardner (1985, p. 9) stated that attitude is an evaluative reaction to some referent or attitude objects, inferred on the basis of the individual's beliefs or opinions about the referent. Ajzen (2005, p. 3) defined that attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. The definitions of attitudes has been varied as a result of continues studies done by researchers. Even though the researchers have their own definition of attitudes, they still share the facts that attitudes guide and direct an individual's behavior.

Attitude is more to how human perform their thinking or their reaction toward certain things or matters. Meanwhile, perception did not involve action as it is more to the way of human thinking. Nevertheless, perception and attitudes is related as perception is the root of thinking which invoke certain judgments or beliefs that influence human attitude. Hence, the current study was conducted in order to identify the perceptions among learners which influenced their attitude toward the second language and also the English for Expression course.

## **2.2 The Learner's Attitude in Second Language Acquisition**

There are many reasons to expect that a measure of attitudes toward learning a second language would relate to achievement in the language, and the research literature generally supports this belief despite the fact that the nature and type of attitude vary considerably from study to study (Gardner, 1985, p. 42). Most researchers' belief that studies related with attitude in learning a second language is often connected with the achievement in the language.



Liu (2007) mentioned that students in different contexts may be motivated to learn a second/foreign language by different orientation. The researcher also added that the issue is still worth for further exploration in situations with different group of learners. Most of the previous studies were conducted in order to identify the attitudes towards certain learners in specific time, places and circumstance. Thus, the findings from the studies might be unable to determine the current perceptions which influence the student's attitudes in different times, places and context. Hence, there is a need to conduct studies regards the perception which influenced the student' attitudes continuously as individual or society is changing according to time, place and situation.

Most of the researches on the issue have concluded that student's attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy (Saracaloglu, 1992, p. 40). There are several factors which affect the attitude in learning the second language such as sex differences mentioned by (Gardner, 1985, p. 43), geographical area stated by Gagnon (as cited in Gardner, 1985, p. 43) and age claimed by Gardner & Smythe (1975a, 1950,) and Jordan (as cited in Gardner, 1985, p. 43).

Attitudes among second language learners have become one of the elements which contribute towards learning process. There are several factors which influenced attitude such as sex differences, geographical area and age. Therefore, those factors are crucial to be considered in order to discover the suitable teaching methods to be used for second language teaching. William, Ngar and Christine (1996, p. 70) stated that in order to create effective learning opportunities, we must relate our teaching to what we know about the processes of learning. Therefore, the present study was intended to determine the learners' perceptions towards English language and the English for Self Expression course which most likely to affect the students' attitude in performing the desirable performance. The findings gained from the study

should be able to contribute toward the improvement of the language course pedagogy in order to motivate and encourage the students to have positive perception in learning a second language.

### **2.3 The Attitude among the Tertiary Level Learners' towards English**

Chitravelu, Sithamparam & Choon (2005, p. 4) claimed that the proficiency in English opens the door to greater opportunities for further education, especially at tertiary level. Most of the countries in the Asian such as Malaysia adopt English language in order to communicate with their neighbors' country and also been gazette in the Malaysian education system.

Asmah (1982, p. 54) mentioned that English language has become the second most important language in the country and been implemented in the primary school until the university level. Hence, it is crucial for the students to be competence in the language in order to survive during their university years. Charanjit Singh (as cited in Basar, Sumardi & Zaini, 2006, p. 3) stated that attitude towards English in general refers to the state of emotion and thought relating to the English language and the culture of the English-speaking people. Therefore, the second language learners need to have positive perception in order to perform well in English such as mentioned in Chamber (1999) (as cited in Saracaloglu, 1992, p. 40) that learning occur more easily when the learner has a positive attitude towards the language and learning.

Liu (2007) investigated the Chinese students' motivation to learn English at the tertiary level. The study was conducted in order to identify the students' English-learning motivations types and their relationships with the students' achievements in English. The study was conducted among 202 third-year students in six classes and they were selected in random. The instruments used for the study is varied from motivation survey, open-ended question and an English proficiency test. The motivation survey was piloted to a small sample and then administered to 212 third-year students in six classes by their content course teachers. The students were asked

to finish the survey within 15 minutes and were collected by the teachers to be handed to the researcher. Meanwhile, the simulated CET band 4 English proficiency tests was conducted on the following week after the survey item was distributed.

The finding from the study showed that some students with a score of 10 showed extremely negative attitudes toward learning English and they perceived English as dull and not enjoyable as indicated in the survey items. However, a mean score of 32.31, a mode of 34.00 and a median of 33.00 on the ALE (Attitude towards Learning English), all far more than the average score of 24.00 which indicate that majority of the students had moderately or strongly positive attitudes towards learning English and they believed that studying English was an enjoyable experience and planned to learn as much English as possible. The findings from the study revealed that the students had positive attitudes towards English and they were highly motivated to study as the students were more instrumentally than integratively motivated to learn English.

Liu (2007) research was valuable for replication as background for the current study in order to find out the perceptions which influenced the students' attitudes in the tertiary levels. The instruments used such as questionnaire adopted from Gardner (1985) and Clement et al. (1994) was appropriate for reference as it is designed with scales to be used in order to measure the level of the perceptions. In addition, the open ended questions used in the research are suitable to identify the changing in the students' perceptions within a period of times in the university. Moreover, the findings from the research are crucial to compare the finding about the types of perception which influenced the students' attitude in the present study. Therefore, the current study was conducted based on the instrument and also the findings from the research.

However, the researcher made several improvements and changes in term of the amount of participants and also the independent variables which are being



focused. Gay (1996) claimed that if the sample is too small, the results of the study may not be generalized to the population. The participant of the study is limited to 202 participants, which is less than minimum amount stated for conducting the questionnaire in a big population. Therefore, the present study increased the amount of participants in order to obtain sufficient information and also concrete finding. The research conducted by Liu (2007) also focusing on the motivation which influence the students to perform well in the proficiency test rather than the students perceptions which influenced the students' attitude. Doob (as cited in Mohsin, 1990, p. 6) stated that attitude acts as stimulus to produce another response and it is also a drive in sense that its tension is reduced through subsequent behavior leading to a reward. Hence, the current study was focused more on the perceptions which influence the student's attitudes which lead to the motivation in performing certain task or activities.

On the other hand, Littlewood, Fu & Yu (1996) investigated the Hong Kong tertiary students' attitudes and proficiency in spoken English shows the positive attitudes from the view of affective components rather than instrumental and integrative motivation. The study was conducted among 2,156 students from six universities and also 437 teachers from two universities. The instruments used for the study is questionnaires and unstructured interviews. The questionnaires were divided into two categories. The first questionnaire is developed for students meanwhile the second questionnaire is designed for teachers. The survey for teachers was conducted by mail, meanwhile the students questionnaire were administered by teachers who gave 30 minutes of their class times in order to allow the students to answer the questionnaire.

The finding from the study showed that a large majority of students in the survey (76%) like the sound of the English language and talking with foreign people in English, and 43% of them feel uncomfortable when they speak English. The study indicates that stronger influence on students' affective attitude towards speaking

English is affected by their experience at school in the Form 6 and 7 oral activities. The effect was examined by using ANOVA and it was found that only the FREQUENCY of oral activities has a significant effect ( $p < .0001$ ) on students' attitude which means that the more often they did oral activities in Form 6 and 7, the more positive their affective attitudes to English.

The study was suitable for adaptation as it is intended to measure the students' attitudes which are related with their perceptions towards the language and its effects on their speaking proficiency. The questionnaire developed in the research was intended to gain sufficient information from university students and also for teachers in university level. Thus, the questionnaire used for students are referred as it consists of reliable questions regarding perception or attitude which is important in order to meet the objective of the present study.

Nevertheless, the study seems to be emphasizing on the affective components and focusing on the speaking proficiency among the students. Hence, the present study was focused more on the student's perceptions which influenced their attitude towards English based on their belief and feeling towards the language and the community. In addition the current study also determined the significant changes which occurred at the end of the language course.

## **2.4 Summary**

Lindsay and Norman (1977) stated that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Even though attitude was referred as how humans react toward certain things or matters and perception are more to the way of human thinking, both are related as perception is the root of thinking which invokes certain judgments or beliefs that influenced human attitude.



Besides that, most of the researches believe that student's attitude is an essential part in learning process which is important to be considered as one of the components in the methods of teaching second language (Saracaloglu, 1992, p. 40). Hence, the present study was intended to determine the learners' perceptions which influenced the student's attitude towards learning English language and the language course. Besides that, the findings gained from the present study should be able to be used in improving the language course pedagogy.

Furthermore, the studies conducted by Liu (2007) and Littlewood, Fu & Yu (1996) related with attitudes showed that most of the students at the tertiary level have a positive attitude towards English. Nevertheless, each study has several limitations such as the amount of the participants involved in their studies. Therefore, the current study was adapted from both studies and the improvement and changes in terms of participants and variables was done in order to meet the objective of the study.

The next chapter discussed the research methodology which included the design, participants involved in the research, instruments used in order to collect data, procedures in administering the data collection, and the analysis of the data collected as well as the limitation of the study.