

**THE RELATIONSHIP BETWEEN *LEARNER BELIEFS*  
TO THE COMMUNICATION APPROACH, *LEARNER*  
*ATTITUDE* AND *APTITUDE* WITH *LEARNER*  
*ACHIEVEMENT* AMONG ESL LEARNERS IN  
SECONDARY SCHOOLS IN KENINGAU, SABAH**

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## ABSTRACT

### **THE RELATIONSHIP BETWEEN *LEARNER BELIEFS* TO THEIR COMMUNICATION APPROACH, *LEARNER ATTITUDE* AND *APTITUDE* WITH *LEARNER ACHIEVEMENT* AMONG ESL LEARNERS IN SECONDARY SCHOOLS IN KENINGAU**

Most of the ESL learners in the rural parts of Sabah incorporate their feasible languages in the ESL classroom. These feasible languages may and may not necessarily be the national language as the learners' dialects could be one of the languages incorporated in the ESL classroom. The incorporation of the learners' feasible language in the ESL classroom is known as *learner beliefs*. The English pedagogy in Malaysia does not incorporate other languages in the teaching and learning of English. However, one of the principles in *Communicative Language Teaching* acknowledges the use of the learners' feasible language in the ESL classroom and this incorporation is seen as the learners' natural approach to communication. Therefore, the purpose of this study is to find out the relationship between *learner beliefs in CLT* with *learner achievement*. *Learner attitude* and *aptitude* are also correlated with *learner achievement*. This study took place in four rural secondary schools in Keningau. The samples were gathered from 240 participants from all levels of proficiency and were divided into three levels. The selection of the rural secondary schools in Keningau was based on the researcher's observation of the low achievement in the English Language SPM result and the learners' rich language backgrounds. The data were gathered through questionnaire and were analyzed using statistical descriptive analysis and correlational analysis. The findings of this study revealed that the learners who incorporated their feasible languages in the ESL classroom obtained good grades. The learners were also found to have positive attitude and the aptitude to language learning.

*Keywords: Learner Beliefs, Learner Attitude, Learner Aptitude, Learner Achievement, Communicative Language Teaching*