

ABSTRACT

This research is done to find the extent of the influence of Malay learners' mother tongue when they learn English as a second language in school.

It aims to show that the factors affecting their learning of English include their academic and family background and attitude towards the learning of the language. It also aims to provide answers to English Language teachers on the influence and interference of Bahasa Melayu in the teaching and learning of English in the classroom.

The study also discusses the rationale and five research questions. Theories in second language learning are discussed to show their important role in the process of learning and acquiring mastery of the English Language among the respondents in this study.

Next, the researcher explains the research procedures such as the research instruments, pilot study, data collection, treatment of the data and overall summary. A few findings were derived. First, the answers to the research questions showed that most of the Malay learners subconsciously think in Bahasa Melayu when learning English. Due to their low level of proficiency in the second language coupled with their families' low socio-economic background and negative attitude towards it, they face more problems. Thus, a majority of them developed their own strategies to overcome the problems encountered when learning English while a handful did not attempt to do so.

Lastly, conclusion, implications and recommendations from the findings are discussed. These implications and recommendations are to encourage other teachers to carry out similar studies with their students, thus contributing to the body of knowledge.

ABSTRAK

Kajian ini merupakan satu kajian untuk mengenalpasti sejauh mana pengaruh bahasa ibunda pelajar-pelajar Melayu semasa mempelajari Bahasa Inggeris (BI) sebagai bahasa kedua di sekolah.

Ia bertujuan menunjukkan faktor-faktor yang memberi kesan terhadap pembelajaran BI termasuk latarbelakang akademik dan keluarga pelajar-pelajar serta sikap mereka terhadap bahasa itu. Ia juga bertujuan memberi jawapan kepada guru-guru BI akan pengaruh dan gangguan Bahasa Melayu (BM) dalam pengajaran dan pembelajaran BI di bilik darjah.

Kajian ini juga membincangkan rasional dan lima soalan kajian. Peranan penting yang dimainkan oleh teori-teori pembelajaran bahasa kedua dalam pembelajaran dan penguasaan BI antara responden-responden kajian ini juga dibincangkan.

Kemudian, penyelidik menerangkan prosedur kajian seperti instrumen kajian, cara soal-selidik dijalankan, mengumpul dan menganalisa data serta rumusan keseluruhannya. Beberapa penemuan kajian diperolehi. Pertama, jawapan pada lima soalan kajian menunjukkan ramai pelajar Melayu berfikir dalam BM tanpa disedari semasa mempelajari BI. Juga, dengan tahap kefasihan BI bersama latarbelakang socio-ekonomi keluarga yang rendah dan sikap negatif terhadap BI, semakin banyak masalah yang dihadapi. Ramai yang menggunakan strategi sendiri untuk mengatasi masalah yang mereka hadapi semasa mempelajari BI sementara segelintir tidak berbuat begitu.

Akhirnya, kesimpulan, implikasi dan cadangan hasil penemuan kajian dibincang. Implikasi dan cadangan ini dapat mengalakkan guru-guru menjalankan kajian yang serupa dengan pelajar mereka, lantas menyumbang kepada bidang pengetahuan kini.

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