

FIRST LANGUAGE TRANSFER AMONGST MALAY
STUDENTS IN NATIONAL PRIMARY SCHOOLS

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ABSTRAK

Kajian ini adalah untuk meneliti pengaruh pemindahan bahasa pertama ke atas penulisan Bahasa Inggeris. Oleh kerana kesemua responden adalah pelajar Melayu, bahasa pertama mereka ialah Bahasa Melayu. Bahasa kedua mereka ialah Bahasa Inggeris yang diajar di sekolah kebangsaan mereka.

Selain daripada itu, kajian ini juga meneliti jenis kesilapan yang terlibat dalam pemindahan bahasa pertama serta sama ada jantina dan keadaan sosio-ekonomi responden mempengaruhi pembelajaran Bahasa Inggeris sebagai bahasa kedua.

194 orang pelajar Tahun 4 dari dua buah sekolah rendah kebangsaan di Kajang, Selangor terlibat di dalam kajian ini. Mereka dikehendaki menyiapkan empat set tugasan bertulis dan penyelidik telah menyemak jawapan mereka untuk mencari kekerapan kesilapan dilakukan. Responden dan ibu bapa mereka juga dikehendaki menjawab soalselidik untuk menentukan tahap penggunaan Bahasa Inggeris oleh pelajar.

Data yang dikumpulkan menunjukkan bahawa pemindahan bahasa pertama mempengaruhi proses pembelajaran Bahasa Inggeris sebagai bahasa kedua. Tiga jenis kesilapan yang paling kerap ialah 'omission of articles', 'omission of Be as auxiliary and as main verb' dan 'errors in the use of pronouns'. Kajian ini menunjukkan jantina dan keadaan sosio-ekonomi tidak merupakan satu isu dalam pemindahan bahasa pertama.

ABSTRACT

This study attempts to discover the influence of first language transfer on the production of written English. Since all the subjects are Malay students, their first language is likely Bahasa Melayu. Their second language is the English Language which is taught in their national primary schools.

Besides that, this study also seeks to discover the types of errors involved in first language transfer, whether gender and the socio-economic background of the subjects affect ESL learning.

194 Year 4 students from two national primary schools in Kajang, Selangor were involved in this study. They were given four sets of writing tasks to do and the researcher assessed their answer scripts to find out the frequency of errors. The subjects and their parents were also required to answer questionnaires to assess the level of English usage.

The data collected revealed that first language transfer does interfere with the ESL learning process. The three most common errors are 'omission of articles', 'omission of Be as auxiliary and as main verb' and 'errors in the use of pronouns'. The findings also show that the effect of first language transfer on errors cannot be differentiated by gender. Finally, there is no positive correlation between the socio-economic background of the subjects and the learning of English as a second language.

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