



UNIVERSITI TEKNOLOGI MARA

**A SURVEY ON THE USE OF “OH MY ENGLISH”
PROGRAM IN ESL LESSONS: PERSPECTIVES OF
SMK (P) SULTAN ABU BAKAR, MUAR ESL
LEARNERS.**

MUHAMMAD ARDDRI BIN GHAZALI

2010623928

BACHELOR (HONS.) OF EDUCATION

(TESL)

FACULTY OF EDUCATION

UNIVERSITI TEKNOLOGI MARA

SHAH ALAM

2014

ACKNOWLEDGEMENTS

In the name of Allah, most gracious and most merciful...

First of all, I would like to express my utmost gratitude to Allah S.W.T for giving me the knowledge, strength and insistence to complete this study. My faith in the almighty gives me the will power to complete this study.

I owe many people for their help and guidance in completing this dissertation. My deepest gratitude is extended to my supervisor, Mr. Shahrudin Mohmud. Your patience with my pacing and movement, or lack thereof, as well as giving your wealth of insight regarding the topic, gave this study its present shape. Next is to my lecturers over the course of my bachelor degree. Without your knowledge and teaching, I would not be the person that I am today.

My gratitude is also forwarded to all my peers and my friends at the faculty. All of you have been there for me through thick and thin, and I hope I can repay those assistances. To my classmates ED2208A and ED2208D, I enjoy every precious moment with you in class regardless the entire busy schedule we have been facing throughout the 4 years of degree. All of you are my inspiration. Thank you.

Last but not least, my unconditional love to my Mom and Dad, Madam Azizah and Mr. Ghazali. From the bottom of my heart, thank you for your encouragement, for willing me to do my best throughout my academic studies and for your never – ending love and support. My three younger siblings, Arddli, Arqiera and Irin, who I love so much and who are going through their own academic battles, if I can do this, so can you.

To all the people that have contributed to the completion of this study, but were not able to be mentioned here, my sincerest of apologies and my highest appreciation. Thank you for your help. May Allah bless all of you. Thank you.

ABSTRACT

“Oh My English” program gives such a huge impact to the audience especially in Malaysia. Awarded “The Best Comedy Kids TV Series” in Anugerah Lawak Warna and was nominated as Top 5 in “Favourite Drama TV Show” for “Astro On the Go Fan Choice Awards”, its effectiveness cannot be argued. Besides that, the snippets of the show have had almost one million YouTube views and the sitcom had garnered 50,000 Facebook fans and the informal teaching methods employed by the media to help students with English are affirmed were often more effective than the formal methods employed in schools. Hence, with all of these compliments and support from the society, the intention to investigate more on the discernment of using “Oh My English” program in English lesson from ESL learners should be carried out, so that, its effectiveness towards the students will be proven. Therefore, a quantitative study was conducted to investigate whether students of SMK Sultan Abu Bakar, Muar, Johor prefer “Oh My English” program to be used in English lessons as well as to identify how “Oh My English” program motivates students in learning English language and to examine the suitability of the “Oh My English” program in term of its program features, contents and practicality. The findings have led to interesting discussion that the students of SMK Sultan Abu Bakar, Muar, Johor prefer “Oh My English” program to be used in English lesson, the program motivates the students in several ways and it is proven that the program of “Oh My English” is suitable in term of its program features, content and practicality. Last but not least, suggestions for further research are discussed and provided.

TABLE OF CONTENT

CONTENTS	PAGE
Acknowledgement	iii
Abstract	iv
Table of Contents	vi
List of Tables	x
CHAPTER 1 : INTRODUCTION	
1.1 Introduction	1
1.2 Background of the Study	2
1.3 Statement of Research Problem	4
1.4 Purposes of the Study	6
1.5 Research Objectives	6
1.6 Research Questions	7
1.7 Significance of the Study	7
1.8 Limitation of the Study	8
1.9 Operational Definition of Terms	9
1.9.1. Discernment	9
1.9.2. Edutainment	10
1.9.3. “Oh My English” Program	10

CHAPTER 1

INTRODUCTION

1.1. Introduction

Some says that watching too much television is like choosing between the devil and the deep sea – that is to choose between two equally bad alternatives in a serious dilemma. The hypothesis over the influence of TV on children has triggered a dynamic exodus of research and also an increasing number of literature reviews that endeavor to stipulate the “state-of-the-art synthesis of what we know about TV effects” (Roberts & Bachen, 1981; Liebert & Schwartzberg, 1977; Weiss, 1971; Tannenbaum & Greenberg, 1968).

In fact, a supreme number of kids are accustomed to stick in front of the television since they were a toddler. According to the Kaiser Family Foundation (KFF), “For kids under six years old, an average of about 2 hours of TV, videos or DVDs a day is not enough. As they reached eight to eighteen years old, they tend to spend almost 4 hours a day of a screen media. Not to mention, the extra 2 hours they spend on computer outside of homework and video games.” (Menlo Park, Calif.: Kaiser Family Foundation, 2006) This is quite worrying as they become the big “fan” of TV more than the education that will determine their future.

Therefore, most of the producers nowadays, even in Malaysia, see the potential of television that can bring up education sounded more fun. They want to make full use of the television as a useful tool to enliven the education. In Malaysia, the programs like Oh