

**USING THE SILL INSTRUMENT TO IDENTIFY NEGATIVE ENHANCEMENT IN
LEARNING AMONG UiTM MDAB STUDENTS: AN INTERVENTION STUDY**



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2. Letter of Offer (Research Grant)

Y. Brs. Prof./Tuan/Puan

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3. Bagi pihak Universiti kami mengucapkan tahniah kepada Y. Brs. Prof./tuan/puan kerana kejayaan ini dan seterusnya diharapkan berjaya menyiapkan projek ini dengan cemerlang.

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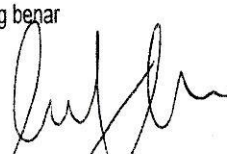
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Sekian, harap maklum.

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5. Report

5.1 Proposed Executive Summary

This study aimed at investigating and improving vocabulary knowledge of students enrolling in the 'Mengubah Destini Anak Bangsa Programme' (MDAB) in UiTM Sarawak. It proposed a six point language learning strategy (LLS) adapted from Oxford's (1990) classifications to be taught to the students from the intervention groups. The study also tried to determine whether LLS can be used to help improve the MDAB students' vocabulary knowledge.

This study set out to demonstrate that if we taught them the LLS, students would pick up valuable learning strategies and if they continue using these strategies, they will be on the road to mastering the English language. The sample utilised in this study comprised 30 MDAB students from one class from the January to April 2011 intake at UiTM's Samarahan campus. The research design in this study is experimental and descriptive in nature. The quantitative data from Strategy Inventory for Language Learning (SILL) survey questionnaires were analysed using the Statistical Package for Social Science (SPSS). The common learning variable of strategy 'usage' was measured quantitatively by Mean (range 1 – 5). A strategy rating scale of 'high use' and 'low use' as has been employed by Mohamed Amin Embi et al (2001) was used in this study.

The study was expected to provide the necessary information about how the MDAB students learn English vocabulary and their awareness on the importance of high use of learning strategies. The findings of the study would be a useful point of reference for further discussions on ways to establish relevant design, planning, implementation, remedial and preventive measures in language learning. Gardner (2001) said English should not be learned and taught just like any other subjects, and motivated learners are those who have a strong desire to learn, enjoy learning and those who put in effort in their language learning.

5.3 Introduction

5.3.1 Background of Pre-Diploma Classes for Mengubah Destini Anak Bangsa (MDAB) Programme

Every language teacher's dream is that the students can master the basic language skills and consistently put the skills acquired in constant use and seek continuous improvement. Oxford defines language learning strategies (LLS) as steps taken by students to enhance their language learning (Oxford, 1990, p.1). However, there is not much literature in language research reporting on how teachers in both normal as well as recovery classes responded to students' persistent inadequacy in LLS usages. In this study on a language recovery class for low proficient students (n=26), the researchers identified those who have made progress and those who have negative LLS enhancements after attending a fourteen-week English recovery course.

As the largest university in Malaysia, UiTM is bracing itself for new challenges in serving the global academic and professional community which treats the mastery of English as the world's 'lingua franca', and demands the development of competent social communicative skills among university graduates. In this respect, UiTM has long made the English language compulsory for its pre-diploma, diploma and first degree students. UiTM provides Basic English language (BEL) courses to ensure that graduating students have a strong grasp in the English language.

Many SPM candidates are prevented from entering Diploma courses because of their poor English Language and Mathematics results and lack of good credits in other subjects in the SPM Examination. Poverty and rural backgrounds are the two most common social economics factors found in these students, and they have little chances to speak or practise speaking English outside the classroom (Amerrudin and Sarimah, 2012). Realising there may be students with high aspiration to learn but who are kept out from the doors of the universities simply because they do not have the prerequisite English and Mathematics skills to follow Diploma courses; UiTM runs a special one semester (14-week) Preparatory Classes under Mengubah Destini Anak Bangsa (MDAB) programme. This programme provides intensive English and Mathematics courses in small classes, as part of a national effort to help students from deprived social and economic