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Title of Report:

**The Adaptability of Students to Face Language Transition in the
Secondary School in Kuching**

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Abstract

This study attempt to compare the problems faced and alternatives taken due to the language transition process in the school at Kuching area, to study the problems faces by the students and the alternatives taken to adopt with the current situation. The mention language transition in school is from English to Malay language due to the abolishment of PPSMI recently. Our respondents are the Form 1 students from three national schools at Kuching area. The reason we choose Form 1 students is because they are the students that directly affected due to the abolishment of PPSMI as it started on the year of 2012. Data are collected through questionnaire and the responses analyzed statically using the Static Package for Social Science (SPSS). The finding of the data shows that the students did not face problem during the transition process. However, they still adapt certain alternatives during the process not only to face the problems but also for their academic performance. The respondents agree that the schools should provide more programs and facilities in the school in order to assist those students that might face the problem in the future.

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CHAPTER 1

INTRODUCTION

1.1 Brief introduction

Education in Malaysia has been multilingual and Malaysia has continued to practise linguistic segregation as far as individual schools are concerned, a divide-and-rule system inherited from the colonial era, and has adopted the 'ideal' of monolingual schools (Solomon 1988).

The usage of Malay Language as the communication medium in the school in Malaysia had been planned since the independence (Gill, 2002). However, the emergence of the English Language as the most preferred language and as the top medium of communication in the world makes the Malaysian's Prime Minister at that time, Tun Mahathir Mohd., implement the law that "the Science and Mathematics in primary and secondary school to be taught using the English Language" in every national school. On 2nd July 2002, Musa Mohd., the minister of education, announced the Science and Mathematics subject in primary and secondary school must be taught in English. These 2 subject have become the most important subject in the school world-wide as the development of the nations are always depend on the knowledge of Science and Mathematics.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1. Introduction

Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris or most commonly known as PPSMI is a policy that changes the language of instruction for Mathematics & Science subjects from Bahasa Malaysia (BM) to English. This policy was initiated in 2003 by the former Prime Minister Tun Dr Mahathir Mohamad for Primary and Secondary school level. The objectives of PPSMI being introduced to the Malaysian education system are to promote student learning of Mathematics & Science subject, as well as to increase student proficiency in English. As stated, mastery of this language by the upcoming generation of youths is seen as vital if the move to develop a knowledge-based economy is to succeed (Azman& Abdul Razak, 2007).

Language is an intuitive common-sense concept that serves well enough for ordinary life, but it is a familiar observation that every serious approach to the study of language departs from it quit sharply (Naom Chomsky, 1997). Language policy is the decision taken by the constitution organization with respect to the functional allocation of codes within a speech community (Fishman, 1971). In Malaysia, such decisions are taken by the government that created language policies since independence in 1957.