



**PKPG TESL TEACHERS' PERCEPTIONS ON THE  
USAGE OF L1 IN THE ESL LESSON**

**NAZIR BIN AZMI  
2004640238**

**B. Ed. TESL (Hons)  
FACULTY OF EDUCATION  
UNIVERSITI TEKNOLOGI MARA  
2007**

## ACKNOWLEDGEMENTS

Bismillahirrahmanirrahmanirrahim. In the name of Allah The Most Gracious and the Most Merciful. I thank you dear Lord for giving me the opportunity to learn and do my tiny bit of research in the vast ocean of Your knowledge kingdom. Thanks and gratitude also for giving me strength and courage to finish this humble study. I would also thank thy blessing for giving me a supervisor whose patience and tolerance inspire me in undertaking this subject.

I am always in debt to lot of people in doing and completing this research. For my proposal; a crucial initial step in doing the research, I would like to thank and express my gratitude to my inspiring lecturer Pn. Rosilawati whose guidance is necessary in completing this proposal.

In doing the research I would like to express my thank to Mr Mohd Shahrudin Mohmud who is willing to supervise and read many drafts despite his busy schedule in the period of doing this study. My highest appreciation also goes to him for his flexibility in setting the dates for meeting and handing in the chapters for this study. Under his meticulous tutelage, I soon develop and learn many skills paramount in doing this research. I will always treasure your guidance and advice.

The gratitude also goes to my coordinator, Pn Norsiah Hj Sirun and a special appreciation goes to the Dean of UiTM's Faculty of Education Assoc. Prof. Dr. Normah Abdullah for her willingness to monitor and take note of my progress. For without their help and facilitation this research would have not been materialised.

In addition, I would like thank my supportive wife, Pn Maryaumi Ishak for her overwhelming patience and encouragement in putting up with me in those tiring time. Not to forget my boisterous three boys who is still in their infancy, *Ayah* thanks them for being considerate enough to understand most of the time *Ayah* is not around with them because *Ayah* has to go to *kursus*, which several years to finish.

Nonetheless, my thanks are also extended to the helpful librarians who are willing to help and provide assistance in doing this research. *Semoga Allah membalas jasa dan budi baik anda semua.*

## ABSTRACT

It is assumed that only English language is used in the teaching and learning of English language classroom in our country. However there are some English teachers who tend to use Bahasa Malaysia in the lesson for many different reasons. Therefore, this study is conducted to find out the perceptions of the English language teachers on the issue. Secondly, the study also identified the various reasons on the use of Bahasa Malaysia by the English language teachers. The study was conducted in a university where the subjects were experienced English language teachers (PKPG) who are undergoing their Teaching English as a Second Language degree education. The subjects or the respondents were of different demographics background and but rich in teaching experience. The method adapted for this study is the survey method where questionnaire is adapted as the instrument. The results of the finding were analysed and the study found out that the perceptions of the respondents varies. Some of them are in favour on the use of L1 in the English language lesson and some are in opposition. But, during the lesson of English language in the classroom, many respondents tend to view the use of Bahasa Melayu or L1 as beneficial to students in certain conditions. Nevertheless, on the use Bahasa Malaysia in the English Language classroom, the perceptions of the respondents on the issue is clear; majority of them do not support the use of L1 in the English Language lesson.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	i
ABSTRACT	ii
ABSTRAK	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii

## CHAPTER 1

### INTRODUCTION

1.0 Introduction	1
1.1 Statement of problem	2
1.2 Objective of study	4
1.3 Research question	5
1.4 Definitions of Term used in the study	6
1.5 Significance of the Study	7

## CHAPTER 2

### LITERATURE REVIEW

2.0 Introduction	9
2.1 The learning of English Language in General.	10

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Generalization can be made that almost everyone in Malaysia has experienced, of at the least 5 years, of learning of English language in their secondary education. The experiences of learning the language may vary from one individual to others. The earlier generation of students may have the advantage of learning the language from the native speakers of the language as a result of the aid from British teachers in local schools (Third Malaysia Plan Mid-Term Review, 1979:202) as cited in Gaudart (1987).

Some students may learn from local teachers trained in the teaching colleges overseas, the others might have the experience of learning the English Language through teachers born and trained in our own country. For whatever the experience may be, it is a fact the readers know that English is not the native language of Malaysia. It is not too general too state that some teachers may use the Bahasa Malaysia or L1 in the course of teaching English language to their students. And it is also the researcher's personal experience that sometimes teachers of English do use Bahasa Malaysia or L1 in the English as a second language (ESL) lesson at school.