

**UNIVERSITI TEKNOLOGI MARA**

**TEACHING TECHNICAL SUBJECTS IN  
ENGLISH IN A COMMUNITY COLLEGE:  
A CASE STUDY**

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## **Candidate's Declaration**

I declare that the work in this thesis was carried out in accordance with the regulations of University Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of University Teknologi MARA.

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## ABSTRACT

Beginning 2007 the Teaching and Learning of Technical subjects in English (TLTSE) was introduced in stages in a number of Institutes of Higher Education (IHE) including Community Colleges. Since its introduction into IHE, no in-depth study has been conducted to evaluate its effectiveness. Therefore, this study investigated the extent of the implementation of TLTSE in a community college located in a district in Kuala Terengganu. The study also investigated the lecturers' and students' perceptions of the policy as well as the challenges they faced in implementing TLTSE. This study adopted a descriptive correlation design that employed both qualitative and quantitative approaches. The instrumentation involved the use of 2 sets of questionnaires and 2 sets of semi-structured interviews. The data collection involved a sample of 42 technical lecturers and 94 final semester students studying at *Kolej Komuniti Kuala Terengganu* (KKKT). Semi-structured interviews were conducted with 10 randomly selected lecturers and 10 randomly selected students. The findings of the study revealed that both lecturers and students realised the importance of English in their fields of study as it was the way forward. Nevertheless both parties viewed the policy negatively and this left the implementation of TLTSE much to be desired. The study also indicated that gender, teaching experience and academic qualifications were all significant contributing factors to lecturers' perceptions and attitudes towards the TLTSE policy. Besides that the challenges that the lecturers faced included their limited language proficiency, lack of motivation and recognition from the college authority, time constraints and inappropriate staff development programmes. Lecturers also revealed that the student factors such as their limited proficiency, lack of interest and their low academic achievement were also challenges they faced in making the policy a reality. On the other hand students cited their limited language proficiency, difficulty in comprehending English, interest in the language as well as their limited academic achievement as challenges they faced in the implementation of the policy. All these findings reveal that a number of mechanisms need to be put in place before the full implementation of the policy can be realised.

## ABSTRAK

Bermula pada tahun 2007, Pengajaran dan Pembelajaran Matapelajaran Teknikal dalam Bahasa Inggeris (PPTI) dilaksanakan secara berperingkat di beberapa institusi-institusi pengajian tinggi tempatan, termasuklah Kolej-kolej komuniti. Semenjak perlaksanaannya, tiada kajian terperinci dijalankan untuk menilai sejauh manakah keberkesanan pelaksanaan polisi ini di institusi-institusi pengajian tinggi tempatan. Oleh yang demikian, satu kajian telah dilakukan bagi mengkaji keberkesanan pelaksanaan polisi PPTI di Kolej Komuniti Kuala Terengganu. Kajian ini juga melihat dari sudut persepsi pensyarah-pensyarah dan pelajar-pelajar terhadap polisi PPTI dan juga cabaran yang dihadapi dalam merealisasikan pelaksanaan PPTI. Kajian kualitatif dan kuantitatif ini menggunakan rekabentuk deskriptif korelasi. Kajian ini menggunakan dua instrumen untuk mengumpulkan data iaitu soal-selidik dan temuduga separa berstruktur. Temuduga dijalankan membabitkan sepuluh pensyarah dan 10 pelajar dan mereka dipilih secara rawak. Sampel yang digunakan dalam kajian ini merangkumi dua kumpulan, iaitu Pensyarah dan Pelajar semester akhir Kolej Komuniti Kuala Terengganu (KKKT). Kajian mendapati para pensyarah dan pelajar menyedari peri pentingnya penggunaan Bahasa Inggeris dalam Pengajaran serta Pembelajaran mereka. Namun begitu, kedua-dua pihak melihat polisi ini secara negatif dan ini menyebabkan pelaksanaan PPTI tidak mencapai standard yang sepatutnya. Kajian ini juga mendapati jantina, pengalaman mengajar serta kelayakan akademik adalah antara faktor penting yang menyumbang kepada persepsi dan sikap pensyarah terhadap polisi PPTI. Selain daripada itu, para pensyarah juga berdepan dengan masalah kefasihan dan penguasaan Bahasa Inggeris, kurang motivasi serta perhatian dan penghargaan daripada pihak atasan kolej. Selain itu, faktor kekangan masa dan program pembangunan staf yang tidak sesuai turut dikenalpasti antara masalah utama dihadapi oleh para pensyarah. Pensyarah turut mengutarakan faktor sikap negatif pelajar itu sendiri dan ditambah pula masalah lain seperti ketidakfasihan Bahasa Inggeris, kekurangan minat dan pencapaian akademik yang agak rendah adalah diantara cabaran yang perlu dihadapi dalam melaksanakan polisi tersebut. Para pelajar pula merungut tentang masalah yang mereka hadapi sekiranya polisi PPTI ini dilaksanakan. Antaranya rungutan termasuklah ketidakfasihan berbahasa Inggeris, ketidakmampuan memahami bahasa Inggeris, kekurangan minat serta pencapaian akademik yang rendah. Hasil daripada kajian yang telah dijalankan mendapati beberapa mekanisme perlu diberi perhatian sewajar sebelum pelaksanaan sepenuhnya polisi PPTI.

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