

**UNIVERSITI TEKNOLOGI MARA**

**UiTM STUDENTS' PERCEPTION ON THE MDAB  
PRE-DIPLOMA ENGLISH LANGUAGE  
PROGRAMME**

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## AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results 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 degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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## ABSTRACT

The Mengubah Destini Anak Bangsa (MDAB) Programme is one of the initiatives proposed by Universiti Teknologi MARA in 2010 (A.Morni, N. Nawawi, A. Tom, & W.Hassan 2013; Choo, Sidhu & Nadzri, 2014) to help and provide a second chance to underprivileged Bumiputera students to enrol into institutions of higher learning through the pre-diploma and diploma courses. Under the MDAB Programme, the Pre-Diploma English language Course, coded as ELC 030, is a compulsory language course for all students to take. Since the implementation of the Pre-Diploma English Language, course there have only been a few revisions based on feedback from the lecturers and limited empirical study of the implementation of the course based on the students' perspectives. Therefore, the aim of this study was to investigate the MDAB students' perspectives on the implementation of the English Language course based on variables such as gender, academic discipline, language proficiency and campus locality. Besides that, the study also looked into the challenges faced by the students. This descriptive correlational study involved a total sample of 368 students from three randomly selected UiTM campuses. Data were collected using a questionnaire and focus group interviews. The results showed that majority of the respondents have positive views regarding the course and there were no significant differences in their perceptions with regards to gender, discipline, language proficiency as well as locality. However, they did state some request to revise the course in terms of the course duration, materials used and even the amount of task given, as they were seemed as insufficient to help them in improving their English proficiency. There were also issues that involve difficulties in understanding lectures and instruction delivered in English as well as the reading materials provided. Based on the findings of this study it is recommended that the course be revised in terms of the aforementioned demands so that the students' proficiency in English can be developed.

## ABSTRAK

Program Mengubah Destini Anak Bangsa (MDAB) adalah salah satu inisiatif yang diusulkan oleh Universiti Teknologi MARA(UiTM) pada tahun 2010 (A.Morni, N. Nawawi, A. Tom, & W.Hassan 2013; Choo, Sidhu & Nadzri, 2014) untuk membantu dan memberi peluang kedua untuk kemasukan Bumiputera kurang bernasib baik ke dalam institusi pengajian tinggi melalui kursus pra-diploma dan diploma. Di bawah Program MDAB, kursus Pra-Diploma Bahasa Inggeris adalah kursus bahasa yang wajib diambil bagi semua pelajar. Sejak pelaksanaan kursus Pra-Diploma Bahasa Inggeris terdapat hanya beberapa semakan terhadap kursus ini berdasarkan maklum balas daripada pensyarah, dan kajian empirikal berdasarkan perspektif pelajar adalah sangat terhad. Oleh itu, kajian ini dijalankan untuk menyiasat perspektif para pelajar MDAB mengenai pelaksanaan kursus Bahasa Inggeris berdasarkan pembolehubah-pembolehubah seperti jantina, disiplin akademik, penguasaan bahasa dan kawasan kampus. Selain itu, kajian ini juga melihat cabaran-cabaran yang dihadapi oleh pelajar. Kajian korelasi deskriptif ini melibatkan jumlah sampel daripada 368 pelajar dari tiga cawangan kampus UiTM yang dipilih secara rawak. Data dikumpul dengan menggunakan kaedah soal selidik dan temu bual secara berkumpulan. Hasil kajian menunjukkan bahawa majoriti responden mempunyai pandangan positif mengenai kursus ini. Tidak terdapat perbezaan yang signifikan dalam persepsi mereka dari segi jantina, disiplin, penguasaan bahasa dan juga kawasan kampus. Walau bagaimanapun, mereka ada menyatakan beberapa permintaan untuk menyemak semula kursus dari segi tempoh kursus, bahan pengajaran yang kurang mencabar dan jumlah tugas yang diberikan, kerana ia seolah-olah seperti tidak mencukupi untuk membantu mereka dalam meningkatkan penguasaan bahasa Inggeris mereka. Terdapat juga isu-isu yang melibatkan kesukaran dalam memahami kuliah dan arahan disampaikan dalam bahasa Inggeris, dan juga bahan-bahan bacaan yang diberi yang dilihat sebagai cabaran yang besar untuk para pelajar hadapi dalam pelaksanaan kursus ini. Berdasarkan hasil kajian ini, adalah disyorkan bahawa kursus yang dikaji semula dari segi tuntutan yang dinyatakan di atas supaya penguasaan pelajar dalam Bahasa Inggeris boleh dibangunkan.

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