

THE USE OF THE FIRST LANGUAGE IN THE SECOND LANGUAGE CLASSROOM: PRACTITIONERS VOICE



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ABSTRAK

Kajian ini bertujuan untuk mengkaji penggunaan bahasa pertama iaitu Bahasa Malaysia (BM) sebagai alat pengajaran dalam Bahasa Inggeris. Ia meneroka persepsi pengajar melalui temuramah dan gambar dalam penggunaan bahasa pertama di dalam kelas Bahasa Inggeris (BI). Pendekatan kualitatif menggunakan "Photovoice" adalah metodologi yang digunakan dalam proses pengumpulan data melalui gambar-gambar dan temu ramah. "Photovoice" ialah proses di mana seseorang mengenal pasti, mewakili dan meningkatkan komuniti mereka melalui teknik gambar yang tertentu. Terdapat enam pengajar BI yang terlibat secara sukarela di dalam kajian ini. Penggunaan bahasa pertama di dalam kelas BI dapat dihubungkan dengan perasaan, tindak balas positif, pengajaran yang menyeronokkan dan bermakna, keyakinan, pengertian bahasa dan arahan. Kesimpulannya, penggunaan bahasa pertama di dalam kelas BI perlu dilihat sebagai alat yang positif dalam pengajaran BI.

ABSTRACT

THE USE OF THE FIRST LANGUAGE IN THE SECOND LANGUAGE CLASSROOM: PRACTITIONERS VOICE

This study attempts to examine the use of the first language BM (Bahasa Malaysia) as a tool to teach in the second language classroom. It explores practitioners' perceptions through the interviews and photographs of the usage of the first language in the second language classroom. A qualitative approached using Photovoice is the methodology employed in the process of collecting data through photographs and interviews. Photo voice is a process whereby people identify, represent and enhance their community through this specific photograph technique. There are altogether six non-native practitioners of the second language who volunteered in the study. Feeling connected, positive reactions, fun and meaningful lesson, confidence, making sense of the words and finally instructions are connected to the use of the first language in the second language classroom. In summary, the use of the first language in the second language classroom should be viewed as a positive tool in the teaching of the second language.