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NNS:
Language Learning
and
Teaching

A BACK-TRANSLATION METHOD FOR IMPROVING R EADING AND WRITING SKILLS OF LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE

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Abstract

The present study proposes back translation to foreign language teachers whose L1 is the same with learners. This method covers the learners' structural understanding, and helps teachers make their learners identify errors and modify them by themselves, leading to increase the learners' language abilities. With the rise of Communicative Approach, communicative skills are taken as core, and other skills such as an intensive reading skill as peripheral in Japan. As a result, more EFL learners are fluent in daily conversation, while lacking in reading and writing skills. This trend can be blamed on a learning style that they just memorize English expressions without considering grammar and vocabularies. This meta-linguistic skill is expected to grow with the back-translation method, and its effectiveness is examined with EFL learners in Japan. Under this method, the learners first translated English sentences into Japanese. Then, the other learners translated the Japanese sentences back into English. If the learners have proficient linguistic knowledge, they can match the back-translated English sentences with the original English sentences. The awareness of linguistic divergence between Japanese and English is raised for EFL learners with this method by comparing the translated English and Japanese sentences. For instance, learners will become aware that few Japanese and English words have one-to-one correspondence, and that there are structural differences that should be paid attention to. Also, by analyzing these translations, teachers can see the mistakes the learners tend to make, that is, which part of language attributes should be focused on when giving instructions.

Keywords: Back-translation method, EFL learners, Meta-linguistic skills, Linguistic knowledge, Self-awareness.

1 INTRODUCTION

The Grammar-Translation method was dominant in language teaching in the 20th century. However, recently this method is considered as undesirable due to the lack of direct contribution to the growth of communicative skills. Moreover this method aimed to make the language learners' task easier by using, instead of whole texts, artificially made-up sentences illustrating particular grammatical features. As in the grammatical classes the focus was on the analysis of lexical items, the interpretation of texts took the form of a kind of word-for-word translation (Vermes 2010).

In place of this method, which was considered detrimental to the process of foreign language acquisition, hindering the contextualised or situationalised use of language in spoken communication, arose other methods, such as the Audio-Lingual, the Direct, the Natural, and the Communicative Language Teaching Methods throughout the 20th century. This Reform Movement was based on three fundamental principles (Malmkjaer 1998): (a) the primacy of speech, (b) the importance of connected text in language learning, and (c) the priority of oral classroom methodology.

Because learners were unable to speak fluently even after having studied the language for a long time, more emphasis was put on the development of learners' communication skills, that is, their ability to speak and listen to the language they are studying. The Communicative Approach has been prevailing in English education, and teaching English through English is highly recommended in language teaching.

Some positive results were achieved in the development of learners' communication skills, while there has arisen another problem: a decline in word-hoard and the grammatical understanding, which leads to poor reading and writing skills in English. One reason for this phenomenon lies in neglecting the importance of using Japanese in teaching English. According to Cummins (1980, 1984), although L1 and L2 are apparently different on the surface, both languages operate through the same ventral processing system in the learner's brain, that is, Common Underlying Proficiency. As the thinking behind language production comes from the same cognitive functioning ability, a learner's competence in L2 is dependent on the level of competence already achieved in his/her L1. That means, concepts that have not been learnt in L1 cannot be transferred to L2. This suggests the importance of intervening learner's L1 in learning a foreign language.

2 SIGNIFICANCE OF TRANSLATION IN EFL CLASSES

Recently there is an arising interest in translation in language leaning. For example, Duff (1988) strongly supports the view that translation is an excellent means of improving one's language because it invites speculation and discussion and that it helps learners see the link between grammar and usage. Moreover, Duff (1994) claims that a translation develops three qualities essential to any language learning: accuracy, clarity, and flexibility. It trains the

learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).

The importance of translation in language learning is also suggested in Ross (2000), who regards translation as the fifth language skill alongside with the other four basic skills (listening, speaking, reading, writing) since it promotes communication and understanding, which is the most important social skill.

Through translation, learners focus on identifying differences in structure and vocabulary. They have to evolve strategies to deal with them and to negotiate the potential of both languages. The real usefulness of translation in foreign language classes lies in comparison of grammar, vocabulary, word order and other language points in the target language and the learner's L1. Learners are directly exposed to contrasting language systems of the target and the native languages. Therefore, the learners should discuss and correct common mistakes (Dagiliene 2012).

Translation heightens language awareness. Thus, introducing translation in language learning can be said to work effectively in improving language skills.

3 TWO TYPES OF TRANSLATION

In talking about translation, a distinction can be made between two types of translation, which Klaudy (2003) calls pedagogical translation and real translation, while Gile (1995) calls school translation and professional translation. In this paper, "translation" refers to pedagogical (or school) translation, as what is discussed here is the use of translation as a process of acquiring a foreign language skill.

Pedagogical (or school) translation differ from real (or professional) translation on three points: the function, the object, and the addressee of the translation. As for the function, pedagogical translation is an instrumental kind of translation, in which the translated text serves as a tool of improving learner's foreign language proficiency, which Gile (1995) defines as the writing of texts "following lexical and syntactic choices induced by the source-language text". It is a means of consciousness-raising, practising, or testing language knowledge. In real translation, on the other hand, the translated text is not a tool but the very goal of the process. The object of real translation is information about reality, contained in the source text, whereas in pedagogical translation it is information about the learner's level of language proficiency. Regarding the addressee, it is a target language reader wanting some information about reality in real translation, while in pedagogical translation

the addressee is the language teacher, wanting information about the learner's proficiency. (Vermes 2010)

Moreover, Shaffner (1998) suggests that the concept of translation is to reproduce "the message of the ST (Source Text) while paying attention to different linguistic structures" for foreign language learning. This is a kind of decoding-encoding translation. Translation for professional purposes, on the other hand, involves "text production for specific purposes".

Thus the teaching of translation for professional purposes should differ from the use of translation in foreign language teaching, and at the university level, in most cases, the purpose of translation activities should be set at to help learners acquire and strengthen their knowledge in the English language, rather than to train professional translators.

4 A BACK-TRANSLATION METHOD

Back translation, according to Shigenobu (2007), is defined as the original language obtained by translating input into target language and then translating the resulting text back into the original language. This technique is widely used to check the accuracy of translation in multicountry survey research (Douglas and Craig 2007).

When used in classroom, this method exerts a significant effect on foreign language learning. The basic procedure of its use for class activity goes as follows: Learners working in pairs translate different short texts from L2 into L1. Then the learners exchange their translations with partners and translated the texts back into L2. Finally the back-translations from L1 into L2 were examined and compared with the original texts. This is a comparison between the patterns of the two languages where individual lexical units may or may not match. It is possible to understand the sentence on a logical level and consequently convey the meaning in the L2. This exercise entails interpreting a text and the awareness that losses, gains, compensations, omissions and shifts often occur in translation (Petrocchi 2006). This develops the learners' awareness of vocabulary, grammar, style, and language transfer. (Galina, K. and L. Kaminskienė 2007)
Theoretically, through the translation from L2 into L1, EFL learners not only pay attention to the structures of each sentence, but try to find appropriate words or expressions to convey the meaning of the text so that their partners can fully understand. This accumulation leads to the development of reading skills. On the other hand, the translation from L1 into L2 encourages the learners to rewrite sentences or concept in L1 using L2. This is a good exercise for writing sentences in a foreign language.

The use of back translation prompts the learner's self-awareness of their own limitations in the decoding process of written messages and subsequent rendering into L2. This works effectively in developing the learners' abilities of reading and writing.

5 EXPERIMENT

This section describes the experimental results for examining the validity and the usefulness of back translation in an EFL classroom. Section 5.1 describes the experimental procedure. Section 5.2 discusses the experimental results and the significance of back translation in English education.

5.1 Method

In this experiment, we collected the sentences from a workbook called *Hon-yaku Eibunpou (English Grammar for Translation) Training Manual*. This is a self-study workbook for learners or adults who study translation, putting weight on some grammatical items that need special attention when translating English to Japanese. We selected sentences that are linguistically simple and not too long, and that consist of basic vocabulary.

This experiment was taken place in two translation classes, with 23 and 30 university learners respectively. Their English levels vary from around 350 to 785 in TOEIC.

Two types of sheets, A and B, are prepared, on which five different English sentences are printed to translate respectively. The learners work in pairs; in each pair one learner gets sheet A and the other, sheet B, and they translate the sentences on the sheet into Japanese. Once finishing translating, the learners exchange the sheet with their partners. This time, they translate Japanese sentences that their partners translated/produced into English, without seeing the original English sentences. After swapping the sheet again, they compare their translations and discuss the differences between the two types of English sentences on each sheet, and the conceivable Japanese mistranslation that leads to the big differences between original English sentences and the translated ones.

5.2 Result and Discussion

Here are some examples (1-8) of the corrected or the underlined Japanese expressions (c), which the learners felt the need to correct the Japanese translation (a), as a result of a back translation (b).

(1) He is a good swimming teacher, but is a poor lecturer.

a. *kare-wa subarasii oyogite de-ari, mata subarasii puuru-no kousi demo-aru.*
he-TOP great swimmer is-PRES also great pool-GEN coach is-PRES
b. He is a excellent swimmer and a swim coach.
c. *kare-wa yoi oyogite de-ari, mata yoi puuru-no kousi demo-aru.*
he-TOP good swimmer is-PRES also good pool-GEN coach is-PRES
[TOP: topic marker, PRES: present-tense marker, GEN: genitive case marker]

In the example (1) the learner corrected the translation of "good" from *subarasii* to *yoi*. *Subarasii* and *yoi* have similar meanings, just differ in degree. What should be paid attention to is that the learner misread "poor" as "pool (*puuru*)." This kind of careless mistakes happened more often when the words were very basic, such as misleading "there" to "three", or "station" to "stadium."

(2) He is a good swimming teacher, but is a poor lecturer. (=1)

a. *kare-wa sugoi suimaa da-ga, osieru-no-ga heta-da.*
he-TOP good swimmer is-but teaching-GEN-NOM poor-PRES
b. He is good swimmer but he is not good at teaching.
c. *kare-wa sugoi suimaa da-ga, osieru-no-ga heta-da.*
he-TOP good swimmer is-but teaching-GEN-NOM poor-PRES
[NOM: nominative case marker]

(3) He is a good swimming teacher, but is a poor lecturer. (=1)

a. *kare-wa totemo oyogi-ga jouzu da-ga, osie-kata-ga heta da.*
he-TOP very swimming-NOM good is-but teaching-way-NOM poor-PRES
b. He is very good at swimming, but is not good at teaching.
c. *kare-wa totemo oyogi-ga jouzu da-ga, osie-kata-ga heta da.*
he-TOP very swimming--NOM good is-but teaching-way-NOM poor-PRES

The learners who translated (2) and (3) into (2a) and (3a) felt the need for correction for the underlined words in (2c) and (3c) after seeing the back-translated sentences (2b) and (3b), but couldn't find out the appropriate expressions. This is due to the language differences in English and Japanese; English language tends to use more nominal expressions, while Japanese prefers to use verbal expressions. Also, in (2a), the learner translated "swimmer" into *suimaa*, just translating the sound of the word, which shows the difficulty of translating the nominal expression "a good swimmer" into Japanese literally and naturally.

(4) The man said that he had arrived there the day before.

a. *kare-wa kinou soko-ni tui-ta you-da*.
he-TOP yesterday there-to arrive-PAST seem-PRES
b. I heard that he arrived there.
c. *kare-ni yoruto, kare-wa kinou soko-ni tui-ta you-da*.
he-DAT according-to he-TOP yesterday there-to arrive-PAST seem-PRES
[PAST: past tense marker, DAT: dative case marker]

In (4c), *kare-ni yoruto,* "The man said", was added after the back translation. In Japanese, the subject of action is often omitted when it is clear from the context.

Moreover, one recognizable mistake was seen regarding (4). Several learners misread a singular "day" as a plural "days". It can be explained from the grammatical difference of Japanese from English which has singular and plural forms for nouns.

(5) The man said that he had arrived there the day before. (=4)

a. *dansei-wa sono-hi-ni koko-ni toutyaku-sita-to ii-masita*.
man-TOP that-day-on here-to arrive-PAST-COMP say-PAST
b. The man said he has arrived here that day.
c. *dansei-wa sonohi-ni koko-ni toutyaku-sita-to ii-masita*.
man-TOP that-day-on here-to arrive-PAST-COMP say-PAST
[COMP: complementizer "that"]

(5c) shows the difficulty of understanding the differences between direct speech and indirect speech in English. (5) can be rewritten as "The man said, 'I arrived here yesterday'", in which, "he" changed to "I", "had arrived" to "arrived", "there" to "here, and "the day before" to "yesterday". In Japanese, strictly speaking, there is no "indirect speech", but "direct speech" only. The learner translating (5) to (5a) has not mastered the use of quoted and indirect speeches.

(6) This road will take you to the station.

a. *kono michi-o ike-ba eki-ni tuki-masu*.
this street-ACC go-if station-to arrive-PRES
b. If you walk down this street, you'll reach the station.
c. *kono miti-wa eki-e tuuji-teiru*.
this street-TOP station-to lead-PRES
[ACC: accusative case marker]

(7) This road will take you to the station. (=6)

a. *kono miti-o ike-ba eki-made tuk-e-masu*.
this street-ACC go-if station-to arrive-can-PRES
b. You go through this road, you'll arrive the station.
c. *kono miti-ga anata-o eki-made tadorituk-ase-masu*.
this street-NOM you-ACC station-to arrive-make-PRES

The back translation of (6a) to (6c) and that of (7a) to (7c) show the differences of English and Japanese structures, which the former prefers inanimate subjects, while the latter, animate subjects. The subjects of (6a) and (7a) are "you", while the back translated (6c) and (7c) are "This road".

(8) This road will take you to the station. (=6)

a. *kono miti-wa anata-o eki-e tureteittekure-masu*.
this street-TOP you-ACC station-to lead-PRES
b. This way lead you to the station.
c. *kono miti-wa anata-o eki-e tureteittekure-masu*.
this street-TOP you-ACC station-to lead-PRES

The learner who translated (8) to (8a) could not find the appropriate expressions for "(The road) will take". This, too, is attributable to the inanimate subject. In Japanese, those who "*eki-e tureteittekure-ru* (will take you to the station)" should be human beings, or at least something animate, but not the inanimate "road".

These examples show that the learners found out their mistakes from a back translation. It was supposed that the learners fully understood their meanings as the sentences to translate were very simple and the learners used dictionaries when translating. Still, as was shown in the above examples, the learners did mistranslate, and those mistranslations caused from the grammatical and structural differences between English and Japanese.

This kind of activity, in which the learners are exposed to the differences between the two languages, raises learners' awareness of language transfer, encourages learners to discuss and correct their mistakes as was presented in the examples from (1) to (8). At times, they could not correct their mistakes not being able to find out the alternative appropriate expressions. From these cases, the learners can learn that few Japanese and English words have one-to-one correspondence. This back-translation method brings learners further interests and practices in grammar, vocabulary and style of both their own language and a foreign language.

Since the number of the samples here is limited, further analysis can be awaited to show the objective validity of introducing back translation to language learning.

6 CONCLUSION

We experimentally introduced a back-translation method for Japanese EFL learners. Translation as a method of language learning is still a controversial issue, but the present study shows its validity and usefulness in raising learners' awareness of the differences between English and Japanese.

With this back-translation method, EFL learners can compare their English and Japanese sentences closely, and become aware of the differences in words, expressions and structures of Japanese and English that should be paid attention to; that helps them grow in their meta-language skills.

On the other hand, teachers, through analysis of the learners' back translation, can gain insight into what their learners' difficulties in coping with L2 are and how to solve them when attempting to correct their habits. This gives the insight which part of language attributes should be commonly focused on when giving instructions in improving learners' reading and writing skills in English. Learners' errors constitute a valuable feedback in the teaching process. As Svartvik (1973) pointed out, by locating errors, learners learn to learn and teachers learn to teach.

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EFFECT OF RELIGION ON THE CHOICE OF ENGLISH LANGUAGE LEARNING STRATEGIES USED BY SECONDARY SCHOOL STUDENTS IN NIGERIA

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Abstract

This study investigated Language Learning Strategies (Language Learning Strategies) employed by secondary school students in Nigeria in relation to the effect of their varying religious affiliations. The data for this research was provided by 559 respondents, who study English as a second language in their senior level of secondary school education in Nigeria, using a modified Oxford (1990) SILL questionnaire as the measurement instrument. They belong to three varied religious affiliations. Analysis of the data followed the use of SPSS version 16.0. A one-way ANOVA was conducted and the result showed that religion affects the user's use of language learning strategies. The major finding was that Muslims, Christians and those in other religions showed a significant difference in employing Memory, Compensation, Cognitive, Metacognitive, and Social, Situational and Religious Strategies to learn English, with respondents employing all of these strategies at varied frequencies. This result provides scope for future research since the relationship between religion and LLSs is rarely investigated in second language learning strategy studies.

Keywords: Language Learning Strategies, Secondary school students, English Learning, Nigeria

1 INTRODUCTION

The field of second language acquisition (SLA) focuses on the identification and pattern of learning strategies employed by the ESL learners and also the correlation of those strategies along with other variables such as gender, proficiency level, age, belief, motivation, classroom situation, examinations and so on (El-Dib, 2004). Learning strategies as conscious ideas and actions that ESL learners employ to be able to acquire a learning goal is of interest to many in the field of social and cognitive psychology, linguistics and language pedagogy. Learning strategies exposes the metacognitive plan of learners regarding their own thinking and learning approaches, involves a great knowledge of exactly what a task entails, and the ability to recognise the opportunity to use the strategies that best meet both task demands as well as their own learning talents.

The attainment of communicative competence is often seen as a Herculean task by the learner especially in an unfavourable environment. In fact, for it to be said that someone has learnt a second language, he or she is required to have acquired adequate competence in the language to an extent that he or she can effectively and consciously satisfy his or her integrative or instrumental communicative needs.

According to Oxford (1990), learning strategies are employed differently and have the potentials of influencing the individual learner's proficiency and confidence and lowers his anxiety. Therefore, investigating the learners' strategy use in the context of their varying characteristics and the effect each variable can exert in influencing the choice of language learning strategies and frequency is no doubt vital because it will significantly contribute to learners' planning and improvement strategies as it affects English language pedagogy.

As specific actions, behaviours, steps or techniques, learning strategies may involve actions such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task or using a flash card to learn vocabulary employed by learners to facilitate their own learning (Scarcella & Oxford, 1992). This implies that, the learner consciously chooses strategies that fit his or her learning style and deemed as appropriate to the L2 task at hand. Learning strategies therefore are a useful toolkit for active, conscious, and purposeful self-regulation of learning. Learning strategies are dynamic and dependent on other variables such as task involved, time, teacher, subject, and situation.

In Nigeria's educational system, English language is used as a means of communication to students in all tiers of knowledge. This has continued to be a problem to the students because the students have to struggle to be proficient in the language of instruction to be able to comprehend the school subjects. Although the national language policy allows for the use of mother tongue as a means of communication at least from primary one to four, the implementation has always been a problem. It is therefore expected that a considerable level of proficiency must be attained for a satisfactory academic performance to be achieved. A credit pass in English language at the end of senior secondary school examination (SSCE) is considered a prerequisite.

Mastery of the language of instruction is critical to the success of a candidate, for every Nigerian student. Mastery of the English language becomes critical to academic success. This is particularly believed to be so because poor English proficiency has been found to maintain a correlation with poor performances in the other subjects (Mohammed, 1995). Secondary education in Nigeria has two purposes: first is to prepare the graduates with the skills necessary to be employed in various sectors of the Nigerian economy and second to enable them to pursue further academic endeavours in colleges, polytechnics and universities. After completion of junior secondary school which is three years, students are placed in specific programs offered at the senior secondary level. However, placement into different streams is generally determined by the results of junior secondary school Examinations. The senior secondary school streams are: science-based subjects, arts-based or commerce-based subjects.

Other programs are also run in other skills-based secondary schools otherwise known as technical colleges or vocational training centres. Generally the standard of secondary education in Nigeria in recent years has gone down drastically, essentially as a result of the learners' inability to comprehend lessons due to poor English language proficiency.

Consequent upon learners' strategy use as central in determining success in attainment of learning task, this study investigates English language learning strategies employed by Nigerian secondary schools students in relation to the effect of religion on their choice of language learning strategies.

2 LITERATURE REVIEW

Studies on second language acquisition (SLA)have revealed that, learners' performance can be enhanced through employing certain language learning strategies. Mohammed (2000) maintains that effective learners often are active information processors and interpreters who employ numerous strategies to store and retrieve information. Thus, employing numerous but appropriate language learning strategies (LLS) is considered fundamental in facilitating learning and mastery in the target language. No doubt learning strategies play a very important role in SLA and is of interest to many and has continued to be addressed in many studies (Oxford, 1990; Green and Oxford, 1995).

In language pedagogy today, learning does not only mean concentrating on acquisition of knowledge and getting a good grade in an examination, but additionally on growing students' potentials to direct their very own learning and talent to overcome the difficulties of the learning task. Today, students have the responsibility of taking charge of their own learning. The dwindling performance of Nigerian secondary school students in SSCE has been a matter of concern to educationists, parents and policy-makers since 2005 (Wike, 2011). Some studies traced the problem to the students' poor English proficiency. English language in the Nigerian context is essential in determining the general performance of students because almost all school subjects are taught using English language as the medium of instruction.

Studies (Oxford, 1990) have revealed that, employing appropriate learning strategies positively influences the learning of ESL. The purpose of this study therefore is to assess the use of language learning strategies by Nigerian secondary school students in learning English in relation to religion and how the variable affects their general choice of learning strategies. English is central to Nigeria's education system largely because it is the official language of administration, teaching and learning and the language of science and technology. English language is the medium of instruction in almost all subjects in the school system; as such competence in English language is seen as a sure gateway to understanding other school subjects. In fact, it is the common belief among Nigerians that, the acquisition of English is a stepping stone towards achieving good grades not only in English but also in other school subjects. According to Munkaila and Haruna (2001), the ability to communicate competently in the language of the colonial master is much valued as it carries with it some privileges, power and prestige. This is presumed to have impacted positively the learning of the English

language, especially by students. In fact, poor English proficiency is a leading factor for poor academic achievement at all levels.

Studies investigating the impact of religion in the choice of learning strategies have been the focus of some studies such as Liyanage (2003) which indicated that religion and ethnicity have effect on the cognitive, social, affective and metacognitive strategies used by Sri Lankans taking English as a Foreign Lnaguage (EFL). Similarly, the work by Liyanage, Birch and Grimbeek (2004), being a follow up work on the above, sought to scrutinize the most important of the 2 variables (religion and ethnicity) in predicting the choice language

learning strategy by EFL students. The finding revealed that the variable which influenced the choice of a language learning strategies was religion and not the ethnic identity of the student.

Liyanage (2004) established a significant association between the ethno-religious affiliations of high school students in Sri Lanka and their learning strategies in practicing English as a Second Language (ESL). The complex nature of affiliations contributing to this association warranted further investigation. Liyanage *et al.* (2010) examined the role of ethnicity and religion in determining the Language Learning Strategy (LLS) choices of ESL students, indicating a significantly stronger prediction from the latter. Liyanage *et al.* (2010) threw more light on the meaning of these research findings for application in English Language Teaching (ELT) in localized settings, utilizing Sri Lanka as a precise example to emphasize the significance of accepting ethno-religious affiliations in instructional design. The relationship between language learning strategies and learning achievement have also been widely studied and in different contexts. Wharton (2000) studied 678 university students in Singapore employing the SILL questionnaire in putting together the research data of these students who were studying French and Japanese. The popularity of the six schemes considered in the research was in the increasing order of affective strategies, memory, cognitive, metacognitive, compensation and social strategies.

Ying-Chung (2005) administered the SILL questionnaire on 418 students studying arts, engineering, social science, natural science, agriculture and management of University of Tunghai, Taiwan. Cognitive and metacognitive strategies were found to be used more frequently by students succeeding in their study than memory strategies. Social and memory strategies on the other hand were used by students who were not successful in their academic field. Successful students also involved themselves in other exercises like analysing lesson problem, ordering and planning lessons as well as carrying out pronunciation activities.
Kamarul *et al.* (2009) also did their work aimed at investigating whether there existed differences between male and female in their language learning strategies as reported by other literature. A total of 457 students who study Arabic at thirteen different secondary schools in Terengganu, Malaysia were selected to participate in the study. They collected data using SILL (1990) as their data collection tool. Their study found that substantial gender differences existed in the usage of language learning strategies. Female students were found to use LLS more frequently than their male counterparts. A substantial difference was also observed between males and females in the use of metaphysics and affective strategies, the females utilizing them more frequently than the males.

Aslan (2009) researched the relationship between gender and LLS in learning English. A total of 257 students (153 male, 104 female), all from the "Atılım University English Preparatory School" took part in this study. The research findings indicated a positive effect of LLS in the successful studying of English language. An analysis of the achievement test revealed that females emerged significantly more successful compared to their male counterparts. Females were found to employ language learning strategies extensively in their English learning. He found a considerable link between gender and language learning strategies in English.

3 METHODOLOGY

A modified SILL questionnaire was used as an instrument for measurement in this study. The analysis put the Overall Alpha Cronbach's value at .816 which indicates that each item was understood by most of the respondents. Language strategy involves nine constructs. These are, memory, cognitive, compensation, metacognitive, affective, social, situational and religious strategies of English language learning as well as the socio-economic status of parents.

The data for this research was provided by 559 respondents who study English as a second language in their senior level of secondary school education in Nigeria. The respondents in the study belonged basically to one of three type categories of religion: Islam, Christianity and others. The total number of Muslim respondents in this study was 303, representing 54.2 percent of the total number of respondents while the Christian respondents were 252, representing 45.1 percent. The respondents whose religion was other than Islam or Christianity were 4 in number, representing 0.7 percent.

The respondents for this study were homogenous in terms of their level of study, all being in their senior secondary level 2 (SS2) 2012/2013 academic year. The respondents are non-native learners of the English language and have been studying English language for at least a decade: six years in primary school and four years in secondary school. They are currently in their fifth year of secondary school. At this level this group of respondents learn English language basically for the purpose of passing their school examinations. The participants in this research are exposed to similar learning situations and are expected to have started preparing for the SSCE which would be by the end of the following academic session.

Analysis of the data followed the use of SPSS version 16.0 to answer the first research question: what are the language learning strategies employed by secondary school students in Nigeria while learning English? A one-way ANOVA was conducted to answer the other research question: is there any significant relationship between the religion of the secondary school students in Nigeria and their choice of language learning strategy used?

4 RESULTS AND FINDINGS

Eight categories of learning strategies were investigated by the current study. These strategies are memory, cognitive, compensation, meta-cognitive, affective, social, situational and religious. This is to ensure that, research objective 1 is achieved and an answer to the

RQ1 provided: What are the learning strategies employed by secondary school students in Nigeria to learn English language?

Table 1 clearly indicates that, the respondents in this study, who were 559 secondary school students in Nigeria, employed all the eight categories of language learning strategies considered by the current study while learning English language. They employed strategies between the minimum of 3.7835 mean score to a maximum mean score of 4.2442.

Table 1: Overall Learning Strategies Employed by the Respondents

Strategy categories	Respondents	Mean of usage
Memory	559	3.7835
Cognitive	559	3.9379
Compensation	559	3.4010
Meta-cognitive	559	4.2184
Affective	559	4.0863
Social	559	4.2442
Situational	559	3.9445
Religious	559	3.7722

Respondents in this study employed all the eight categories of language learning strategies considered by the current study while learning English language. It was also found that respondents employed most of the learning strategies within closely related frequency levels. For instance, seven of the learning strategies reported were employed within the range of 3.77 and 4.24, which is high, according to Oxford's (1990) mean score range interpretation. Only compensation strategy recorded a mean score of 3.40 and was therefore categorized under the medium rank.

H0 (2): There is no significant relationship between religion and LSS employed to learn English language among Nigerian secondary school students, against,

H1 (2): There is significant relationship between religion and LSS employed to learn English language among Nigerian secondary school students ά =5%. Table 2 shows the results of the ANOVA conducted.

Table 2: ANOVA OF RELGION & LLS

Dependent Variable	Source of Variation	Sum of Squares	DF	Mean Sq	F	P Value
Memory	Between Groups	1.141	2	.570	1.653	.192
	Within Groups	191.816	556	.345	_	_
	Total	192.957	558	----	_	_
Cognitive	Between Groups	.016	2	.008	.034	.967
	Within Groups	134.141	56	.241	_	_
	Total	134.157	558	----	_	_
Compensation	Between Groups	.896	2	.448	.880	.416
	Within Groups	283.238	556	.509	_	_
	Total	284.134	558	----	_	_
Metacognitive	Between Groups	1.803	2	.902	2.953	.053
	Within Groups	169.757	556	.305	_	_
	Total	171.560	558	----	_	_
Affective	Between Groups	.813	2	.406	1.106	.332
	Within Groups	204.335	556	.368	_	_
	Total	205.148	558	----	_	_
Social	Between Groups	.033	2	.017	.050	.951
	Within Groups	184.496	556	.332	_	_
	Total	184.630	558	----	_	_
Situational	Between Groups	2.468	2	1.234	2.093	.124
	Within Groups	327.924	556	.590	_	_
	Total	330.392	558	----	_	_
Religious	Between Groups	129.277	2	64.639	88.099	.000
	Within Groups	407.940	556	.734	_	_
	Total	537.217	558	----	_	_

It can be observed from Table 2 that the null hypothesis, that there is no significant correlation between religion (being a Muslim or Christian) and LLS employed by secondary school students in Nigeria while learning English language is accepted at 5% level of significance for all the learning strategies except for the religious strategy itself. This

indicates that, null hypothesis is rejected for the following strategies: Memory *(F=*1.653*and Pvalue =* .192*(≥ 0.05);*Cognitive *(F=0.34 and Pvalue = .962 (≥ 0.05);* Compensation *(F=.880 and Pvalue = .416 (≥ 0.05)* Metacognitive *(F=2.953 and P Value = 0.53 (≥ 0.05);* Affective *(F=1.106 and P Value =.332 (≥ 0.05); Social* (*F=.050 and P Value = .951 (≥ 0.05);* Situational *(F=2.093, Pvalue = .124 (≥ 0.05). The correlation between religion and R*eligion LLS is *(F=88.099, Pvalue= .000 (≤ 0.05).*

The above findings imply that, except for religion LLS all other LLS investigated by this study when correlated with religion is significant in employing LLS to learn English language in Nigerian secondary schools. It means for memory, cognitive, compensation, metacognitive, affective and social learning strategies, irrespective of religious affiliation (Muslim or Christian) is significantly different in Nigeria while only religion LLS is the same among secondary school students in Nigeria.

5 CONCLUSION

So far this study has revealed that, respondents in the study area employed all the eight categories of language learning strategies considered by the current study while learning English language. It also indicated that respondents employed most of the learning strategies within closely related frequency levels, within the range of 3.77 and 4.24 which is high according to Oxford's (1990) mean score range interpretation. Only compensation strategy was employed at a mean score of 3.40 and therefore categorized under the medium rank. The study revealed that, among Nigerian secondary school students studying English language religion plays a significant in their choice of employing memory, cognitive, compensation, metacognitive, affective and social learning strategies. This result provides scope for future research since the relationship between religion and LLS is rarely investigated in second language learning strategy studies.

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EFFECTS OF STRATEGY BASED READING INSTRUCTION ON IRANIAN EFL LEARNERS' METACOGNITIVE AWARENESS OF READING STRATEGIES

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Abstract

Reading comprehension for Iranian tertiary EFL students is of utmost importance to help them progress in their academic achievement. Studies have indicated that being unaware of effective reading strategies or employing ineffective strategies while reading is a source of poor reading comprehension for these students. Reading is now viewed as a complex process that takes place through multiple interactions between the text and the reader (through bottom up and top down processes) and between the writer and the reader through a variety of textual and metatextual features in a text. Written text is seen as communicative unit in which the reader acts as a co-producer of meaning. This implies that reading instructors incorporate in their reading classes teaching reading strategies that go beyond the micro and macro structure of the text toward the metatextual structure. The present study investigated the effect of teaching text-processing strategies on Iranian EFL university students' metacognitive awareness of reading strategies. A quasi-experimental design was employed as the research design. 170 students were divided into two groups-experimental and control group. The experimental group received instruction on interactive and interactional metadiscourse while the control group received reading instruction through the conventional method for one semester. The findings of the study indicated that strategy based reading instruction affected students' metacognitive awareness of reading strategies positively. The findings also suggest EFL reading instructors incorporate teaching of effective reading strategies in their classes.

Key words: strategy based reading instruction, metacognitive reading strategies, interactive and interactional metadiscourse

1 INTRODUCTION

For English as a Foreign Language (EFL) students, comprehending and understanding English texts is not only an important source of learning the language, but also an important factor in helping them progress successfully in their academic achievement. For most Iranian EFL learners, comprehending academic English texts is a challenging task. Under the influence of traditional English teaching methods in Iran, they tend to adopt local level strategies while reading, focusing mostly on syntactic structures and decoding the individual words while paying little attention to construct the meaning at the global level.

Despite the fact that developing reading skill is of great importance and seems to be the primary aim of English instruction in high school in Iran (Jahangard, 2008), the approaches and methods to reach this aim seem to be ineffective. When students finish high school and enter the university, they face problems comprehending academic texts in English (Rahemi, 2010) because ~~as~~ research has shown the traditional approach to reading comprehension with a focus on vocabulary and grammar rules has not been successful in equipping students with knowledge and strategies required for comprehending English texts (Rahimi 2007; Jamali 2008). Having linguistic knowledge such as vocabulary and grammar does not guarantee reading comprehension. It has been the cases that in researchers' classes (both Iranian and Malaysian contexts) students who have problem in comprehending a text which contains no new or difficult words because as McNamara (2007) points out to understand the ideas and the relationship between the ideas conveyed in a text, a reader should go beyond the words. Lems, Miller, and Soro (2010) state that even if an EFL learner is an able decoder in English, to read for meaning in real time academic situation requires tremendous efforts. Thus developing strategies to cope with the academic language from their view is a must. Accordingly Nambiar (2005) points out that in order to help learners handle complexities of academic reading they should be taught to use appropriate reading strategies. Metadiscourse as an important rhetorical and textual feature of all kinds of texts has recently attracted the attention of researchers in the field of reading and writing instruction. Metadiscourse is generally defined as discourse about discourse and is believed to help readers organize, classify, interpret, evaluate, and react to propositional material (Vande Kopple 1985). Knowledge of metadiscourse and strategies to use it while reading English texts help readers in getting the overall meaning of a text.

2 STRATEGY BASED READING INSTRUCTION

Studies conducted on reading strategies and reading instruction (Carrell 1985; Carrell Pharis, & Liberto 1989; Sheorey & Mokhtari 2001; Phakiti 2003) indicated that non-proficient L1 and L2 readers do not have knowledge about successful reading strategies, and they are mainly engaged in bottom-up strategies. The findings also suggest that less strategic readers are able to improve their reading comprehension through training in strategies evidenced by more successful readers.

Despite the criticism levelled against traditional Grammar Translation Method (GTM) of teaching English as a method that could not foster communicative abilities in students (Brown, 2000), the method is still in use in many EFL/ESL contexts including the Iranian context. Most

of the class time in English classes in high school in Iran is devoted to local level processing such as explaining grammatical points and translating the individual words into Persian or vice versa. No reading strategy instruction is almost done in the class. Consequently, students face many challenges comprehending their academic English texts later when they enter university. They tend to spend more time and energy struggling with individual words and figuring out grammatical structures. However, despite all the effort students make, they usually have problems in getting the overall meaning of the text.

Reading at tertiary levels involves complex activities such as identifying and selectively attending to important information, critically evaluating the information and interpreting them with their own views (Tg Nor Rizan Tg Mohamad Maasum, 2012). Many students are unaware of such effective reading strategies. Studies have shown that both teachers and students believe that students' lack of awareness of effective reading strategies and their poor reading comprehension stem from following the traditional method (Ataee & Nazari, 2011). Researchers believe that lower-level processes are necessary components of L2 reading comprehension but reading is not a single factor process as Nassaji (2003: 261) states reading "… is a multivariate skill involving a complex combination and integration of a variety of cognitive, linguistic, and nonlinguistic skills". The complex nature of reading process then requires readers especially EFL/ESL readers to be equipped with a range of strategies proved to help readers while reading.

Realizing that the current teaching method of reading leads to poor reading comprehension, researchers and educators in Iran have begun to study and examine new approaches to reading instruction. The results of research conducted to investigate Iranian EFL learners' reading comprehension problems indicate that introducing effective reading strategies and modeling the correct way of applying them enhance reading ability of the EFL students (Modirkhameneh & Kashef 2009; Aghaie & Pillaie 2011; Iranmehr, Erfani, Davari; 2011; Khalaj & Vafaeeseresht, 2012; Ziyaeeimehr, 2012; Takallou 2011).

3 INSTRUCTION OF METADISCOURSE STRATEGIES

Researchers (Crismore, 1982; Hyland, 2005; Jalilifar & Alipour, 2007; Tavakoli, Dabaghi, & Khorvash, 2010) believe that metacognitive awareness of metadiscourse improves both reading and writing in many ways. Hyland (2005) states that knowledge of metadiscourse offers three major advantages to students: First, it helps them know the cognitive demands that texts make on readers and the ways writers can ease the processing of information. Second, metadiscourse provides them with the devices to express a stance towards their statements. Third, it allows them to negotiate this stance and engage in a dialogue with readers. Knowledge of metadiscourse and strategies for using it will enable readers to better understand the author's text plan. They will know whether they are reading the introduction, the body or conclusion of a text. They will also know when the author shifts to a different topic. They will know the author's comments or attitude towards what he is stating (Crismore, 1982).

To be successful in discourse comprehension Crismore (1982) believes readers need to have knowledge of both primary topic discourse and metadiscourse which is part of the language and communication system. She believes that processing metadiscourse and the primary topic discourse are equally important and student should be given metacognitive awareness of metadiscourse and strategies for its use. Knowledge of metadiscourse helps students understand how to take the author's intended meaning, maintain schema by connecting sentences, shift topics, recognize an introduction, transition and a conclusion, recognize the author's attitudes and whether he is being subjective or objective, and recognize the relevant signals. She points out that in order for students to become better text processors, teachers should make an effort to teach students explicitly about metadiscourse.

In line with the attempts to incorporate new approaches into reading classes this study examined the effects of incorporating teaching metadiscourse in Iranian EFL reading classes to see whether it has any effect on students' metacognitive awareness of their perceived reading strategies. Particularly the study aimed at answering the following question: Does the instruction of metadiscourse has any effects on EFL learners' metacognitive awareness of their perceived reading strategies?

4 METHODOLOGY

Employing a quantitative research design, this study examined the effect of teaching text processing strategies on Iranian EFL learners' metacognitive awareness of reading strategies. 170 undergraduate students studying at Islamic Azad University in Tehran, Iran were selected as the sample for this study. Participants were studying English as their major and their age ranged from 19-27.

5 INSTRUMENT

The main instrument used in this study was the Survey of Reading Strategies, developed by Mokhtari and Shoerey (2002). They state that SORS "…is intended to measure adolescent and adult ESL students' metacognitive awareness and perceived use of reading strategies while reading academic materials in English"(Mokhtari & Shoerey, 2002: 2). The SORS questionnaire consists of 30 items, each item follows by a 5-point Likert scale ranging from 1 "never or almost never do this" to 5 "I always or almost always do this". A high score indicates that the strategy is employed more frequently (Mokhtari & Shoerey, 2002). The SORS measures three broad categories of reading strategies: global reading strategies (GLOB), problem solving strategies (PROB), and support strategies (SUP).

6 RESEARCH PROCEDURES

170 students participated in this study. The participants were randomly divided into two groups of experimental and control. Then, SORS was administered to both groups. Next, the students in experimental group began to receive strategy based reading instruction to the end of the semester while the control group received the conventional method of reading instruction.

During the semester, students in the experimental group received instruction on text processing strategies including metadiscoursal resources using Hyland's (2005) model of metadiscourse. In his model metadiscourse is seen as two dimensions of interaction: the interactive and interactional. The interactive dimension concerns the writer's awareness of an audience. He anticipates and assesses their knowledge then organizes discourse accordingly and guides them through the text to get the his or her preferred interpretation by using interactive resources which includes: transition markers, frame markers, endophoric markers, evidential, and code glosses. The interactional dimension concerns the ways writers comment on their message and engage readers by establishing a suitable relationship. Metadiscourse here is evaluative and engaging, and assisting the writer works to jointly construct the text with the readers through interactional resources which include: hedges, boosters, attitude markers, self mention, and engagement markers (Hyland, 2005).
In each session of regular class time while working on different reading passages, the instructor called students' attention to instances of interactive resources, and their function as discourse structuring signals and to interactional resources and their function as the voice of the writer or his or her attempt to engage the reader. These resources were instructed through direct explanation, questioning, modeling, and continually recycling of strategies by providing students with different examples of a category, defining their functions in different passages and asking students to identify instances of these signals in the texts or asking them to provide more examples of themselves. Finally, at the end of the semester post SORS was administered to both treatment and control group to find out whether instruction of this kind had any effect on students' metacognitive awareness of their perceived reading strategies in the experimental group which is discussed in the next section.

7 DATA ANALYSIS

The data from SORS were analyzed using descriptive and inferential statistics. First the descriptive statistics of the participants' reading strategies profile in both groups were tabulated. As table 1 indicates it was found that students's overall SORS mean score in the experimental group was 3.28 and the overall SORS mean score of students in the control group was 3.46. According to Mokhtari & Sheorey's (2002) interpreting scales (3.5 or higher = High 2.5 – 3.4 = Medium 2.4 or lower = Low) students in both groups fall into medium level. However, an independent sample t-test yielded a statistically significant difference between both groups' overall mean scores of SORS $t(168) = -2.5$, $p = .013$ at .05 level of significance as showed in table 2 below. This means that the two groups were different regarding their strategies use from the outset.

Table 1. Descriptive Statistics of pre-SORS

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-SORS	Treatment	85	3.2773	.50109	.05435
	Control	85	3.4596	.44315	.04807

Table 2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-SORS	Equal variances assumed	.418	.519	-2.513	168	.013	-.18235	.07256	-.32559	-.03911
	Equal variances not assumed			-2.513	165.525	.013	-.18235	.07256	-.32561	-.03910

The next step was to compare both groups' strategies profile in all three subcategories of SORS. To do this the students' mean scores in the subcategories of SORS in each group were compared through one way between-groups multivariate analysis of variance (MANOVA) statistical procedures. As table 3 shows, the only difference to reach statistical significance was pre GLOB, F=29.71, p=0.000. An inspection of the mean scores indicated that control group reported slightly higher levels of pre GLOB score (M = 3.25, SD = 0.50) than the treatment group (M = 2.82, SD = 0.53) as indicated in table 4 below.

Table 3. Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Group	Pre-GLOB	7.920	1	7.920	29.706	.000	.150
	Pre-SUP	.084	1	.084	.230	.632	.001
	Pre-PROB	.194	1	.194	.617	.433	.004
Total	Pre-GLOB	1616.586	170				
	Pre-SUP	2041.802	170				
	Pre-PROB	2590.313	170				
Corrected Total	Pre-GLOB	52.708	169				
	Pre-SUP	61.462	169				
	Pre-PROB	53.133	169				

Table 4. Descriptive Statistics

	Group	Mean	Std. Deviation	N
Pre-GLOB	Treatment	2.8172	.52762	85
	Control	3.2489	.50479	85
	Total	3.0330	.55846	170
Pre-SUP	Treatment	3.3908	.66481	85
	Control	3.4353	.53732	85

	Total	3.4131	.60306	170
Pre-PROB	Treatment	3.8971	.55841	85
	Control	3.8294	.56427	85
	Total	3.8632	.56071	170

To find out how strategy based reading instruction affects students' metacognitive awareness of reading strategies, the groups' overall SORS mean scores were compared through descriptive statistics. As shown in table 5 the mean score of the treatment group (M=3. 65) is higher than the mean score of the control group (M=3. 50). Although the overall SORS mean score of the treatment group was lower than that of the control group prior to strategy based reading instruction, their overall mean score at post SORS was higher than that of the control group. It means that strategy based reading instruction had a positive effect on students' metacognitive reading strategies. In order to see whether the difference is statistically significant, an independents sample t-test was conducted. As table 6 indicates there is a statistically significant difference between group' overall post SORS score t (168) = 2.17, p = .031 at .05 level of significance.

Table 5. Descriptive Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-SORS	Treatment	85	3.6443	.47547	.05157
	Control	85	3.4941	.42533	.04613

Table 6. Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-SORS	Equal variances assumed	.453	.502	2.171	168	.031	.15020	.06919	.01359	.28680
	Equal variances not assumed			2.171	165.956	.031	.15020	.06919	.01358	.28681

To find out how strategy based reading instruction affects students' metacognitive awareness of reading strategies of the subcategories of SORS, groups' mean scores of post subcategories of SORS were compared conducting a one way between-groups multivariate analysis of variance (MANOVA) statistical procedures. As table 7 indicates there is a significant difference between experimental and control groups, F=29.450, p=0.000. An inspection of the mean scores indicated that the experimental group reported higher levels of the post GLOB score (M = 3.60, SD = 0.47) than the control group (M = 3.2, SD = 0.48) as showed in table 8. While at the beginning of the instruction it was the control group with a higher score on GLOB reading strategies, at the end of the strategy instruction period it was the treatment group who had a higher score on GLOB reading strategies. This indicates that teaching metadiscoursal features of texts as strategy based reading instruction increased students' metacognitive awareness of global reading strategies (GLOB).

Table 7. Tests of between-subjects effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Group	Post-GLOB	6.617	1	6.617	29.450	.000	.149
	Post-SUP	.035	1	.035	.100	.752	.001
	Post-PROB	.088	1	.088	.307	.580	.002
Total	Post-GLOB	2009.562	170				
	Post-SUP	2105.012	170				
	Post-PROB	2709.797	170				
Corrected Total	Post-GLOB	44.362	169				
	Post-SUP	58.907	169				
	Post-PROB	48.477	169				

Table 8. Descriptive statistics

	Group	Mean	Std. Deviation	N
GLOBAv_Post	Treatment	3.5973	.46665	85
	Control	3.2027	.48124	85
	Total	3.4000	.51235	170
SUPAv_post	Treatment	3.4549	.66238	85
	Control	3.4837	.51197	85
	Total	3.4693	.59039	170
PROBAv_post	Treatment	3.9338	.54779	85
	Control	3.9794	.52534	85
	Total	3.9566	.53558	170

8 DISCUSSION AND CONCLUSION

This study was designed to find out whether teaching metadiscoursal text processing strategies had any effects on EFL learners' metacognitive awareness of reading strategies. As shown above, the result of data analysis showed that students' reading strategy profile changed by the end of the semester in the experimental group who received this kind of instruction. The interesting point is that at the outset of the study students' reading strategies' profiles in both groups were similar except for global reading strategies with control group having a higher score than the experimental group. However, the result of post SORS showed that it was the experimental group who gained a higher score on global reading strategies as a result of the strategy based reading instruction. Two points are worth considering here. First, instruction on

metadiscoursal features of texts helps students to approach a text more holistically. The discourse structuring function of interactive resources of metadiscourse makes students aware of text characteristics like length and organization which are global reading strategies. Interactional resources of metadiscourse help students engage in the reading increasing their global reading strategies by critically analyzing and evaluating the information presented by the writer. Second, Statistically there was no change in students' reading strategy profiles of students in the control group who received no instruction on metadiscourse. This implies that current conventional method of teaching reading is not effective enough to create changes in students' metacognitive awareness of reading strategies. In this study, although students in control group initially had a higher score in global reading strategies, they did not have any changes by the end of the semester regarding this category as well as the other two categories of SORS. Based on the findings of this study following conclusions can be made. First, making students aware of metadiscoursal features of English texts help students increase their global reading strategies which enable them to see a text as a whole with connected parts. Second, adopting Hylands' model of metadiscourse to instruct metadiscoursal features of texts is an effective tool which help EFL readers abandon their tendency to approach reading just as a decoding process. Third, strategy based reading instruction is an effective approach to help readers increase their metacognitive awareness of reading strategies.

To sum up, EFL reading instructors are encouraged to integrate teaching of metadiscoursal features of English texts into their classes as strategies which help readers to increase their global reading strategies which in turn will assist them in the process of meaning making.

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STUDENT TEACHERS' BELIEFS AND STRATEGIES DURING PRACTICUM: A CASE STUDY

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Abstract

Learning to teach is an important element in the curriculum of initial teacher education. Teaching practicum is one of the means where student teachers learn to apply the theories they learnt in real primary classroom setting. This study draws on the experience of three student teachers undergoing practicum in three different schools around Selangor and Negeri Sembilan. Its purpose is to investigate these students' beliefs and strategies in improving their pedagogy, classroom instructions and classroom managements. This study was carried out over a period of 12 weeks and three observations were conducted. Video clips and reflective writing were utilized to better understand the phenomena under study. This study also aspires to provide insights on the student teachers' beliefs and strategies about teaching English as a second language in a Malaysian primary classroom. Findings from this study indicated that student teachers are able to relate theories to practice when they write their reflections of the lessons they conducted.

Keywords: ELT teaching strategies, learning to teach, ESL, reflective writing

1 INTRODUCTION

Institutes of Teacher Education prepare student teachers with pedagogical skills, knowledge and teaching experiences before these students begin their teaching careers in primary schools throughout the country. Teacher education aspires to develop student teachers into being well-equipped teachers before they leave the institutes. Richards (1998) proposes six domains of content in the second language teacher education (SLTE) namely "theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making and contextual knowledge" (p. 1). Addressing the six domains of SLTE is a step towards developing a student teacher to reach her highest potentials in becoming an English Language teacher.

SLTE in institutes of teacher education in Malaysia, after which known as ITE, is usually placed under the responsibility of the Language Department of the institutes. Malaysian ITEs or usually addressed as *Institut Pendidikan Guru Malaysia*, provide undergraduate education programmes known as Bachelor of Teaching *(Program Ijazah Sarjana Muda Perguruan)* besides other educational programmes at diploma and certificate level for in-service teachers. The ITE undergraduate programme runs for eight semesters, inclusive three semesters of practicum and one semester of internship in primary schools in Malaysia.

In terms of providing knowledge needed by an English teacher, elective students will register for four English elective courses namely ELE3101 English for Undergraduates, ELE3102 Principles of English Language Teaching, ELE3103 English for Language Teachers and ELE3104 English Language Teaching Methodology for Young Learners. These courses are to provide the student

teachers with the ESL knowledge, subject matter knowledge, learning principles and English Language Teaching methodologies (Kementerian Pelajaran Malaysia, 2009a, 2009b, 2009c, 2009d.)

Besides curriculum content, student teachers will experience three series of teaching practices: 4 weeks in Semester 5 for their major subject, 8 weeks in semester 6 for their major and first elective subjects and 12 weeks in semester 7 for majoring subjects and second elective subjects. Either in their semester 6 or semester 7, students majoring in Science and Mathematics will have to teach English language as their minor subject during practicum. A supervisor will be put in charge with the role to assist these student teachers with their learning experience and to guide them through the teaching practice. With two clinical supervisions by the supervisor and one co-supervision with the supervisor and the appointed teacher in school, it is hoped that the practical teaching experiences will help develop their ELT skills.

1.1 Background of the study

All student teachers in the ITEs have to take two compulsory courses to develop their English language proficiency in their first and second semesters of their undergraduate years. The two proficiency courses, WAJ3102 and WAJ3103, known as English Language Proficiency I and II are aimed to develop students' English language proficiency and competency. In addition, English elective student teachers have to enroll for four additional English elective courses - ELE3101, ELE3102, ELE3103 and ELE3104 as mentioned earlier.

The process of practice teaching is a central component in teacher education programmes. The process of teaching English to a class of students will provide student teachers "a chance to apply knowledge and skills gained elsewhere or to develop strategies for handling different dimensions of a language lesson" (Richards and Nunan, 1990, p. 101). To develop the ability to teach, student teachers undergo three series of practicum in their Semester 5, Semester 6 and Semester 7 through which process, they are coached by one lecturer and one teacher in the school as their supervisors.

2 PURPOSE OF THE STUDY

The purpose of the study is to explore the student teachers' beliefs on teaching, classroom procedures and instructions. It is also aimed to investigate student teachers' awareness on their own teaching strategies, strengths and weaknesses during their teaching practicum.

3 STATEMENT OF THE PROBLEM

Despite the exposure on curriculum content and the teaching experiences, English elective students still show lack of confidence during their teaching practice, especially during the Semester 5 of their practicum. Students usually express fear that they are not effective in teaching English language. One of the respondents in this study wrote in the first reflection that *I'm not so good in English. I have difficulty to speak in English and to find the correct words before saying something especially when I am being observed*" (Appendix 3).

Besides the problem with English proficiency, student teachers face challenges in applying their theoretical knowledge into the classroom practices. Student teachers usually seem dissatisfied with the bridge between theory and practice where they find it difficult to reconcile the theories learnt with practical experiences (Calderhead and Shorrock, 1997). This situation needs to be addressed so that upon completion of Bachelor of Teaching programme, English elective students would be confident to apply their knowledge and skills into practice. Awareness of pedagogical and theoretical skills and the applicability of the two components in the primary English Language classroom setting will enable student teachers to function effectively as teachers in schools later.

3.1 Literature Review

The knowledge and learning experiences of English as a second language (ESL) teachers are two fundamental issues in the second language teacher education (SLTE). Although there is no general consensus on what constitutes SLTE, Richards (1998) delineates six domains of SLTE namely "theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making and contextual knowledge" (p. 1). Each domain constitutes one core knowledge base of SLTE.

ESL teachers should be equipped with the theoretical foundations of second language acquisition and learning for this could assist the teacher to justify both "the approach to teaching as well as the instructional practices" and to enable them to "teach within the context of a framework of beliefs" (Richards, 1998, p. 2). English teachers should also be trained with the teaching skills. This core generic skill is referred to Shulman (1987) as the domain of instruction where it includes the aspects of "organizing and managing the classroom; presenting clear explanations and vivid descriptions, assigning and checking work; and interacting effectively with students through questions and probes, answers and reactions, as well as praise and criticism" (p. 17). Teacher training programmes are also required to provide effective training in terms of enhancing students' communication skills and language proficiency. "Inability to perform these two functions fluently in English can lead to lack of clarity in giving directions and instructions" (Richards, 1998, p. 7) and this could lead to ineffective classroom interactions. The key to effective classroom management is classroom instructions and classroom control. Without the two, lessons could not be conducted in a favorable learning environment. Hence, choice of language used in the classroom is also important. English teachers should be able to differentiate between knowing a language as a subject and knowing how language naturally occurs in social contexts (Widdowson, 2002).

Besides the pedagogical and generic skills, student teachers of SLTE need to be taught the subject matter knowledge like "phonetics and phonology, English syntax, second language acquisition, curriculum and syllabus design, discourse analysis, sociolinguistics, analysis of TESOL methods and testing and evaluation" (Richards, 1998, p. 8). The subject matter knowledge will enable student teachers to understand what teachers need to know before they can teach the English language. In addition to this, students need to be trained on how to apply their pedagogical content knowledge in the classroom setting. It is "the ability to monitor one's own instruction and evaluate it in terms of its appropriateness within a specific and immediate context" (Richards, 1998, p. 11). SLTE student teachers have to be made aware that being able to

apply the knowledge of second language learning and teaching is as important as possessing the knowledge of SLTE. They should be able to apply appropriate strategies and methods in teaching based on the knowledge they have of the field. Apart from that, contextual knowledge about the "understanding of how the practice of language teaching is shaped by the contexts in which it takes place, and the role of societal, community and institutional factors in language teaching," (Richards, 1998, p. 12) will enable students to be sensitive about educational issues like language and language teaching policies, community and socio-cultural factors, school culture, learners' needs, to name a few.

Awareness and practices of the six domains will provide a comprehensive content knowledge of the field of the ESL teaching and learning. However, providing core base does not ensure learning has taken place. "Learning demands energy and attention from the learners"(Scrivener, 2005, p. 17). The ability to reflect upon and to decipher meaning from learner's own experience will enable them to see the multiple perspectives from the experience they have gained. Scrivener (2005) proposes five-steps in the process of learning, 'doing something,' 'recalling what happened,' 'reflecting on that,' 'drawing conclusions from the reflections' and 'using those conclusions to inform and prepare for future practical experience'(p. 20). This experiential cycle of learning assist learners to optimize on their learning experiences.

To explore this issue of learning and practical teaching experiences is to gain insights into students' perception of these phenomena. The elective students have been exposed to the curriculum content that addresses the six domains of SLTE. Communication skills is taught during the third semester in ELE3101: English for Undergraduates course, while theories of teaching is exposed in ELE3102: Principles of English Language Teaching and ELE3104: English Language Teaching Methodology for Young Learners in the semester 4 and Semester 6 respectively. Students are taught the content knowledge of second language learning in ELE3103: English for Language Teachers in semester 5 and the pedagogical reasoning skills and decision making are applied by the students during their teaching practicum for English language teaching in semester 7. The students' perspective of the video recording of their own teaching and interview is utilized to examine the students' perspective on their own readiness in teaching English and how they could develop their own strategies in practical reasoning in classroom procedures and instructions.

4 RESEARCH PROCEDURE AND FINDINGS

4.1 Research Site and Subjects of Study

This study is set at an Institute of Teacher Education in Negeri Sembilan. Four English elective student teachers in their Semester 7 of the programme are the subjects under study. These four student teachers experience their practical teaching for twelve weeks in two different schools in Selangor and Negeri Sembilan, Malaysia. The four student teachers in this study will be referred to as Adel, Farra, Hazri and Deen.

4.2 Research Questions

The central research question that guides this case study is "What are the student teachers' strategies in teaching English language in a primary classroom?" To explore the student teachers understanding of the pedagogical knowledge and practical reasoning strategies in the classroom setting, three research questions are designed, namely

1. How do the student teachers perceive the English lessons taught?
2. What are the student teachers' strategies in teaching English in a primary classroom?
3. What are the student teachers rationales in choosing activities and classroom procedures in the primary classroom?

4.3 Research Procedure

This study is conducted in three phases. The process undertaken for this study is shown in Figure 1.

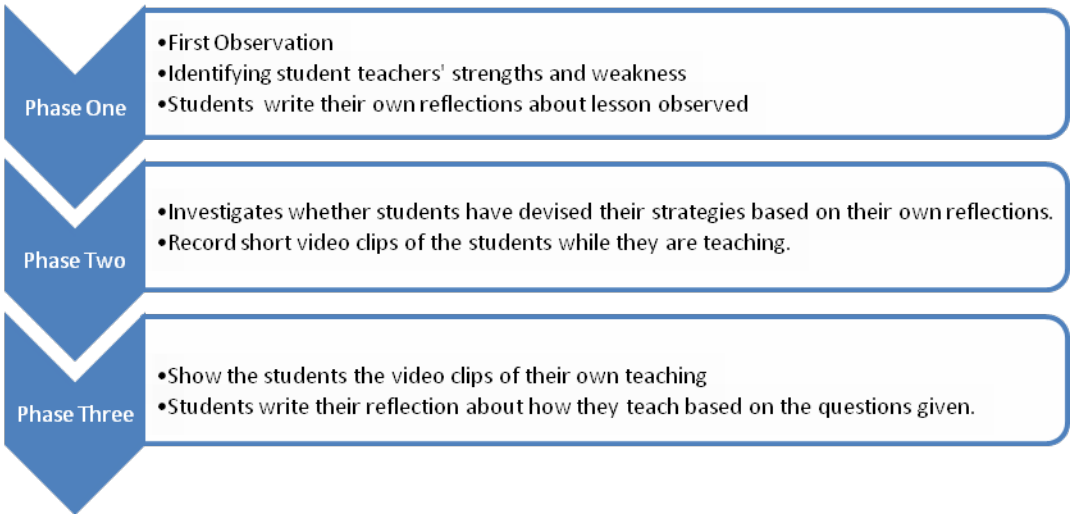

Figure 1 Research Procedure

4.4 Findings

The findings of this study are discussed based on the research questions designed for the study.

How do the student teachers perceive the English lessons taught?

It was found that all four students – Adel, Farra, Hazri and Deen perceived the English lessons they have taught using the SWOT analysis by looking into the strengths, the weaknesses, the opportunities and the threats (Appendix 1, Appendix 3, Appendix 5 and Appendix 7). All four student teachers were aware about what happened in the classroom when they taught the English lesson, and they were also able to formulate ways to overcome the problems they faced. For example, Adel's first reflection highlighted that she was able "*to use music and games to engage pupils with teaching and learning session*" (Appendix 1) but she also realized that her "learning

objectives were too vague" (Appendix 1) and suggested that she "*should use SMART*" (Appendix 1) when writing her lesson objectives later. Farra, Deen and Hazri are also able to identify the strengths and the weaknesses of the lessons they have taught. Farra explained that her strength is in her "*set induction and closure*" (Appendix 3) and her obvious weakness is in the identifying and integrating the skills to be taught. Both Deen and Hazri realized that their strengths were in the selection of activities which are "*simple activities*" (Appendix 5) and "*Personal Pronoun Song*" (Appendix 7) respectively. Both Deen and Hazri commented on their weakness being their inability to control the class during their first observation by the supervisor.

From the student teachers' reflections of the first observation, all four of them are able to understand what happened during the teaching and learning process in the classroom. They were also able to generate ideas on how to handle similar situations or difficulties they had faced during the lesson conducted. Their reflective writing of the lesson revealed that all four student teachers are at the "associative stage and the developing trainee" where they are able "to put together the different individual procedures into larger units" (Randall and Thornton, 2002, p. 31). Identifying SWOT analysis in their reflective writing indicates that they were able to visualize their lesson as a whole process, and to look at different stages of their lessons individually so as to scrutinize the details of their lesson and lesson planning.

During the second phase of this study, student teachers' teaching sessions were recorded. They were to write their reflections based the video clips of their teachings. The second phase of reflection indicated that they were also able to validate the procedure they have chosen to conduct their English lesson. Adel verified her lesson planning by indicating that there were "some connections in content between the stages" because students "were able to learn new words and make a connections or comparisons between the new words and their real life experiences" (Appendix 2). This is indicative of an underlying theory behind Adel's selection of activities which she later commented that she preferred to "apply Cognitive Theory in designing" her activities (Appendix 2). Farra on the other hand, commented that she believed in starting the lesson from "concrete, semi-concrete and abstract" (Appendix 4) while Deen explained that by using "Gagne's learning theory" (Appendix 6), she had started her lesson with posting WH-questions to the students. Hazri explained that choices of activities and the lesson stages she planned were based on Piaget's theory where "child learned the best by using concrete object" and Gardner's theory which states that "every student have their own multiple intelligence" (Appendix 8).

In understanding "what are the student teacher's strategies in teaching English in a primary classroom" The respondents' reflection in Phase Two and Phase Three show the recording had enabled them to see themselves in action in the classroom. They were able to see their strengths and weaknesses when conducting a lesson more clearly. Besides, by giving them some questions to answer in their reflections, the respondents were able to scrutinize their lessons more effectively. Respondents' reflections in Phase Two and Phase Three indicate that they could relate their teaching practice and classroom procedures to ESL theories and ELT methodology that they have learnt. If student teachers are made aware of this practice, they could become more autonomous in their teaching practices in the classroom. This could also help them in their practical reasoning during their teaching and learning process. Awareness of theories and their applicability in their teaching practices will enable the student teachers to move on from the

phase of developing trainee to the phase of an experienced teacher when there is "no need to verbalize or consciously control a whole series of sub-skills which are necessary for teaching" (Randall and Thornton, 2002, p. 32).

5 CONCLUSION

This study has indicated the student teachers are able to understand their practical teaching experience. They are also able to link the theories they have learnt in the courses with their practices during practicum. Without the use of the guiding questions, student teachers were still able to reflect on their actions better. Reflections done with insights and understanding will enable the person to have better understanding of the situation she is in. Reflection-in-action occurs in association with action and guides the process of action via knowledge in use, which is derived from theory in use, and makes limited contact with espoused theory (Schon, 1987, in Moon, 2005, p. 45). The study has attempted to explore on student teachers understanding of their teaching strategies in teaching English language. Through reflective writing and reflection upon the video clips of their teachings, the study is able to gain insights into how the student teachers perceive their own lessons, and the rationales behind the procedure and activities that they have chosen. It has also enabled the student teachers to explore their own experiences on what it means to be a teacher.

According to Calderhead and Shorrock (1997), learning to teach is learning to present oneself as a teacher, learning how to plan curriculum or how to work with one's colleagues and how to cope with one's own anxieties. Through their reflections, student teachers indicated that they felt good when they were able to achieve the lesson objectives (Appendix 2 and Appendix 8) and when there was good communication between the teacher and the students (Appendix 4). This supports the idea on the need to be able 'to plan the curriculum' and 'to cope with own anxieties' mentioned. When student teachers achieved their lesson objectives and are able to overcome their anxieties as English teacher, their meaning as a teacher is justified. Question given for the students to answer in their reflections have enabled them to perceive their teaching with deeper understanding and it has enabled them to analyse where difficulties arose, to consider the future directions of where their teaching might take. (Calderhead and Shorrock, 1997). It is important for student teachers to be able to reflect, act upon and revise their own teaching and learning plans in the classroom. The ability to take actions based on theoretical foundations and knowledge will give these student teachers the confidence to teach English language even though it is their elective subject. Reflective writing practised during practicum has assisted the student teachers to analyse, discuss, evaluate and change their own practice by heightening their own awareness of their workplace (Calderhead and Shorrock, 1997, p. 16). The process undertaken in raising their own awareness is by allowing the student teachers to first reflect on their teaching practice, and then to "guide them towards knowledge or awareness or towards a conscious or analytical understanding of what they already 'know' (McGrath, 1997, p. 165) actually helps the students to develop their understanding of their own practices. This study has given light to how student teachers during practicum anxities could be overcomed by raising their awareness of what they do in the classroom. The use of video clips has given the student teachers a medium to view themselves and to act upon their own strengths and weaknesses. It is important for supervisors to guide the student teacher's knowledge towards understanding of their own practices.

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EXAMINING MOTIVATION AND LEARNING STRATEGIES: PERSPECTIVES OF ADULT LEARNERS

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Abstract

Many realize that there is a need for continuous learning to be inculcated among the public and therefore, lifelong learning has become one issue that plays an important role in the development of a country. As a result, this increases the number of adult higher education intakes in universities all over the world as higher education is not only reserved for the younger individuals but it has also been made accessible to mature individuals, whom are generally considered as adult learners. In the education of adults, motivation and learning strategies are important because these two factors contribute to their academic performance and their success in academic matters. As there lies diversity between the younger and older adult students in many higher learning institutions, this study attempts to confirm if the findings of older adult learners outperform younger adult learners and to examine the motivation and learning strategies used by two cohorts of adult learners from the same generation who were enrolled in M.Ed TESL Programme in UiTM Shah Alam. In addition, the study also attempts to investigate the influence of motivation and learning style on the learners' academic achievement. The findings of this study can be useful in providing a better understanding on the impact of motivation and learning strategies on the learners. This is because it can help them identify, understand and enhance their learning instructions and strategies which will contribute to their academic success. The study uses the non-experimental design which does not involve the manipulation of the independent variables. The findings of this study reveal that motivation and learning strategies among the respondents are generally high and returning students are more motivated in pursuing their Masters' Degree compared to fresh graduates.

Keywords: motivation, learning strategies, adult learners

1 INTRODUCTION

In the attempt to define the term adult education, some countries relate the education of adult to liberal education (Jarvis, 2002). Relating to this, Kasworm (1993) states that:

> …formal education has become a beginning base for continuous learning of advanced knowledge and specialization. And rather than a higher education/tertiary system solely for an elite youth, adult higher education has come to represent the necessity of adult access and instruction within the academic knowledge.
>
> (p. 411)

What can be interpreted from this claim of Kasworm (1993) is that higher education is not only reserved for the younger individuals but it has also been made accessible to mature individuals, whom are generally considered as adult learners. According to Jarvis (2002), currently much emphasis is being put on learning as our society is developing itself into being a learning society. Therefore, the need to foster continuous learning among the society can be considered to be very demanding. In the context of adult education, Merriam and Caffarella (1999) (as cited in Cercone, 2008, p. 139) claim that "Biological changes take place as individuals age, and … that memory decreases with age". Moreover, Clark (1999) (as cited in Cercone, 2008) also claims that it is important for these learners to utilize certain learning strategies to enhance their learning experience. Not only that, the learning strategies adopted by these learners can also contribute to their academic performance and their success in academic matters. As have been stated by McAllister (1998) (as cited in Ghani et al., 2004), learners' learning strategies and their ability to manage time affect their academic accomplishments. Research has found that there is a variation among young and older adult learners in the engagement of learning tasks and motivation (Illeris, 2003). Some can be explained by individual differences in prior knowledge or academic ability, while some can be explained by the study skills they bring to the situation and the motivation they have for the academic tasks they are asked to complete. They also differ in the degree of experience and life commitments. According to Brawer, (1996); Feldman, (1993); Leppel, (2002); Sadler, Cohen, & Kockesen, (1997); Somers et al. (1999); Wlodkowski et al. (2001), recent studies have indicated that age has an impact on perseverance (as cited in Wiggam, 2004). This could mean that the level of achievement of students of different ages can vary. In the context of adult education, Kasworm and Pike (1994, p.694) claim that "When examining similar groupings of younger and older students, researchers consistently found that older learners performed at least as well, if not better, than younger students."

For that reason, this study aims to identify the level of motivation and learning strategies used by the two cohorts of adult learners. It also attempts to explore if there is a significant relationship between the students' motivation and their academic achievement. It hopes to discover if there is a significant relationship between the participants' learning strategies and their academic performance. Thus, the following research questions are formulated to meet the objectives of this study:

a. What is the level of motivation among the two cohorts of adult learners?
b. What are the learning strategies used by the two cohorts of adult learners?
c. Is there any significant relationship between the learners' motivation and academic achievement?
d. Is there any significant relationship between the learners' learning strategies and academic achievement?

2 RELATED LITERATURE

2.1 Describing Adult Learners

A typical characteristic of an adult learner is one who is considered to be socially mature due to the experience he has gained in life (Jarvis, 2002). Therefore, a distinguish characteristic that sets adult learners apart from younger learners is in the aspect of the experience whether of life experience or in terms of working experience the adult learners have gained. According to Roger (1996) (as cited in Irani et al., 2003, p. 165), although they may differ by the individual and culture, far-sightedness, willpower, established and accepted values, one of the most common characteristics posed by adult learners are "…security, experience and autonomy…". Due to that, it can be deduced that adult learners are unique learners because the characteristics they pose requires them to be approached differently from children or young learners. As have been claimed by Knowles (1984b, 1989); Lieb (1991); Thoms (2001); and Wlodkowski (1993), adult are individuals who "…have special needs as learners" (as cited in Tan, 2005, p. 72). As adult learners need special needs, Wlodkowski (1993) (as cited in Tan, 2005, p. 72) believes that adult learners are individuals who "…prefer to be autonomous, goal and relevancy-oriented because they need to know that the learning will lead them to something better such as increased competence for licensing, promotion, job change or compliance with organizational directives". Adult learners are different from children or younger learners because they are experienced individuals. Due to this, it is important to note that an adult as a learner holds many responsibilities apart from the responsibility as a student. As have been claimed by Tan (2005), unlike children and teenagers, adult learners have many responsibilities, some of which are related to time, money and problems of childcare.

2.2 Motivation And Adult Learners

The presence of motivation among learners is highly crucial because motivation pushes the learners to strive and perform their best in achieving what they intend to achieve. As have been stated by Mouton and Blake (1984) (as cited in Green and Kelson, 2006, p. 66), "Unless learners are adequately motivated, they will not perform effectively, nor will they find learning rewarding or satisfying". Therefore, it can be deduced that motivation functions as a stimulus that drives individuals into doing their best to achieve the ultimate results of their actions or goals. Moreover, Altman & Arambasich (1982) and Uba (1997) believe that learners who are highly motivated tend to be more committed to their work and responsibilities as they have set high expectations in achieving their tasks (as cited in (Ghani et al., 2004). Knowles, Holton III, and Swanson (1998) (cited in Hubbard, 2003, p. 23) state "… that adult learners are more interested in learning that furnishes them with problem solving skills in their personal and professional lives or presents positive results in internal payoffs". Apart from that, they also believe that when adult learners know that they are learning new materials, and that the learning will help them with a problem or issue that is important in their life, they are most likely to be motivated. It is clear that adults will have even more motivation to learn when what they are learning is beneficial for them to apply in their work. This clearly means that what adults learn in class has got to have some relevance to them in a sense that is profitable for them to use in their working situations. Therefore, it is very important for educators and instructors of adult learners to be able to recognize what motivates and demotivates these learners. As have been claimed by Andrews, Houstan and Bryant (1981) (as cited in Green and Kelson, 2006), the person who teaches adults should understand what motivates his or her students.

2.3 Adult Learners and Learning Strategies

Aside from the role of motivation, learning strategies adopted by learners are also essentially important to ensure that learners achieve their intended academic success. As has been stated by McAllister (1998) (as cited in Ghani et al., 2004), learners' learning habits, learning strategies and their ability to manage time affect their academic accomplishments. As each individual is different and unique in his own way, it is important to note that adult learners are also unique and special individuals. As stated by Cercone (2008, p. 150) "Adult learners are diverse and have their own histories to consider." In recent times, researchers have been very concerned about how learning strategies adopted by learners can greatly have an impact on their academic performance (Sadighi and Zarafshan, 2006). According to Rubin (1975) (as cited in Sadighi and Zarafshan, 2006), learners who are informed and aware of their own learning strategies are better learners than those who are unaware of the different kinds of learning strategies available. According to Oxford and Crookall (1989) and Ehrman and Oxford (1990), there are six different types of learning strategies commonly used (as cited in Sadighi and Zarafshan, 2006). However, this study only focuses on four of the learning strategies that are memory strategies, cognitive strategies, metacognitive strategies and social strategies.

3 METHODOLOGY

Descriptive-correlation design was employed to identify the factors associated with the relationship between learning strategies and motivation; and students' academic achievement (correlation).

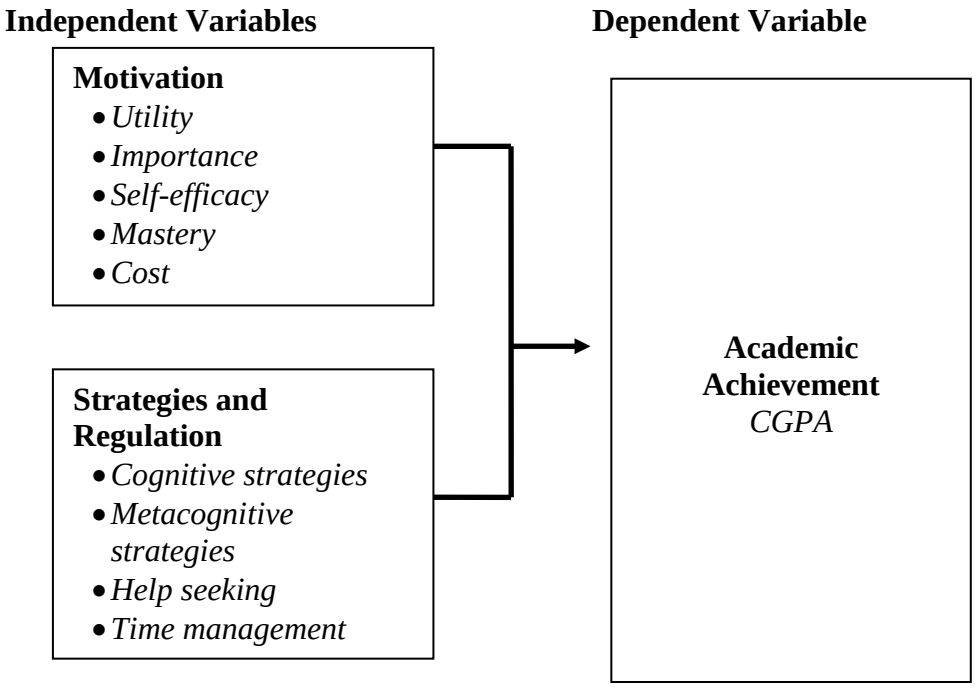

Figure 3.1: Research Design Framework

The researchers used non-probability sampling and purposive sampling in collecting data for this study. The subjects were randomly chosen to answer a questionnaire which was the sole instrument used for the purpose of data collection.

The questionnaire used in this study consisted of 3 Sections. Section A was on demographic information, Section B examined the learners' motivation while Section C examined their learning strategies. Section A (Demographic Background) required participants to provide background information such as gender, age, semester, CGPA, occupation and working experience by ticking in the appropriate box. Both Sections A and B of the questionnaire were adapted from the self-report inventory on *Self-Regulated Learning and Student's Engagement and Performance* by Wolters et al. (2005). Section B attempted to measure the respondents' level of motivation which consisted of 6 categories which were *Utility, Importance, Mastery Orientation, Self-Efficacy for Learning, Cost and Choice-Related Attitude*.

Table 3.1: Categories of Motivation

Categories in Section B (MOTIVATION)	**Items**
Utility *Student views getting a Masters as useful for future*	What I learn while studying for my Masters is valuable because it will help me in the future. Some of the information I learn while getting my Masters will help me in my daily life. Having my Masters will be useful for me later in life.
Importance *Student views learning as important*	It is important for me to be good at learning new things. Having a Masters will make me feel better about who I am. What I learn while getting my Masters will make me a better person.
Mastery Orientation *Student focuses on learning goals when doing academic work*	One of my goals for each lesson is to learn as much as I can. One of my goals for each lesson is to master a lot of new skills or information. It's important to me that I really understand the material I am learning for my Masters.
Self-Efficacy for Learning *Student is confident in their ability to learn*	I'm certain I can master the skills and information I need to get my Masters. I'm certain I can figure out how to do the most difficult work to earn my Masters. I can do almost all the work to earn my Masters if I don't give up.
Cost *Student views pursuing Masters as having high cost*	I will need to invest a lot of my time to earn my Masters. I will have to give up a lot to do well in my studies. I will need to give up other activities I enjoy to study for my Masters.
Choice-Related Attitude (Regret) *Student attitudes about studying for their Masters or pursuing other educational opportunities*	I won't do any more work for my Masters unless I have to. Looking back, I wish I had not decided to try and do my Masters. I would recommend getting a Masters to others in my position.

Respondents were required to respond to the items which employed a 7-point Likert scale in which they had to rate their responses ranging from 1 which indicated *Strongly Disagree* to 7 which indicated *Strongly Agree*. There were 18 items in Section B and it employed a self-report measure. The responses gathered from Section B provided the level of the respondents' motivation.

Section C on the other hand attempted to examine the respondents' learning strategies. This section also utilized a self-report measure where the participants responded to 22 items by selecting the most appropriate response from the same 7-point Likert scale. Responses gathered from this section provided information on the learning strategies used by the respondents. Below is the breakdown for Section C.

Table 3.2: Categories of Learning Strategies

Categories in Section C (STRATEGIES & REGULATION)	**Items**
Cognitive Strategies *Student uses rehearsal and elaboration strategies*	I spend time memorizing key facts, definitions, or equations. I review my notes and course materials over and over. I make up my own examples to help me understand important ideas and information. I try to make all the different ideas fit together and make sense. I try to relate what I'm learning to what I already know.
Metacognitive Strategies *Student uses planning, monitoring and regulation strategies*	I always spend time thinking about the best way to do an assignment before I get started on it. I stop once in a while and go over what I have been studying. I often change how I do my assignments to fit with what my teacher wants or expects. Before I begin to study, I think about what I want to get done. I double check my work to make sure I am doing it right.
Time Management *Student has a time management system*	I have specific times set aside during the week to get my studying done. I use a planner, schedule or calendar to organize my time I often set goals or make lists for what I need to get done each day.
Help Seeking *Student seeks help while completing academic work*	If I don't understand something in a lesson I ask the lecture for help. If I don't understand something in my lesson I get help from a friend or family member. Others would think I was dumb if I asked for help with my Masters work.
Procrastination *Student procrastinates while completing academic work*	I promise myself I will do some studying, than put it off anyway. I frequently put off getting started on my assignments. I often make excuses for not starting to do my assignments.

Instructor Support *Students felt supported by instructor of course*	It is easy to maintain a sense of close contact with my lecturer. It feels like I am completely on my own to learn the material for my Masters. I feel like my lecturer takes a personal interest in my progress.

4 FINDINGS & DISCUSSION

Majority of the respondents were female consisting 92% while only 8% were male. Out of the 25 respondents involved, 44% were in Semester 2 while another 28% were in Semesters 3 and 4 respectively. The results also revealed that the percentages of the *Fresh Graduates* (56%) and the *Returning Students* (44%) were almost equally distributed. In addition, it was found that majority of the respondents (78.3%) were working in the education line and only 1% were working in the Training & Development, Corporate and Publishing sectors respectively. A small percentage of 8.7% of the respondents were found to be unemployed.

Table 4.1: Distribution and Percentage of Respondents based on Gender, Semester, Age and Occupation (n=25)

Variable	Frequency	Percentage (%)
Gender		
Male	2	8
Female	23	92
Semester		
Semester 2	11	44
Semester 3	7	28
Semester 4	7	28
Age		
25 and below (*Fresh Graduates*)	16	64
26 and above (*Returning Students*)	9	36
Occupation		
Education	18	78.3
Training & Development	1	4.3
Corporate Publishing	1	4.3
Unemployed	1	4.3
	2	8.7

4.1 Learners' Motivation In Pursuing Masters Degree

Table 4.2: T-Test Result of Motivation (n=25)

Scale	Group	N	Mean	*SD*	t-Value	Sig.
Learners' Motivation Level	Fresh Graduates	16	5.70	.64220	-1.638	.956
	Returning Students	9	6.13	.60277		

The results indicated that Returning Students had a higher level of motivation (Mean= 6.13) compared to Fresh Graduates (Mean= 5.70). However, the results showed that there was no significant difference (t= -1.638, p= .956) in the level of motivation between Fresh Graduates and Returning Students.

In further examining the respondents' motivation, the Table 4.3 shows the analysis results of the respondents' motivation through the examination of five components that make up motivation as a whole. The components are *Utility, Importance, Self-Efficacy, Mastery* and *Cost*.

Table 4.3: T-Test Result of Components of Motivation (n=25)

Scale (Components of Motivation)	Group	N	Mean	*SD*	t-Value	Sig.
Utility						
Student views getting a Masters as useful for future	Fresh Graduates	16	6.25	.67220	.113	.283
	Returning Students	9	6.29	1.39885		
Importance						
Student views learning as important	Fresh Graduates	16	5.88	.80623	.148	.758
	Returning Students	9	5.93	.86245		
Self-Efficacy						
Student is confident in their ability to learn	Fresh Graduates	16	5.58	.78410	1.19	.959
	Returning Students	9	5.96	.73493		
Mastery Orientation Student focuses on learning goals when doing academic work	Fresh Graduates	16	5.54	1.01013	1.90	.328
	Returning Students	9	6.26	.66202		
Cost						
Student views pursuing Masters as having high cost	Fresh Graduates	16	5.27	1.37285	1.93	.095
	Returning Students	9	6.22	.70711		

The finding showed that Returning Students felt having a Master's Degree as slightly more useful (Mean= 6.29) for the future compared to their younger counterparts (Mean= 6.25). In addition to that, Returning Students also reportedly viewed learning as more important (Mean= 5.93) compared to the Fresh Graduates (Mean= 5.88). Returning Students were also found to be more confident (Mean= 5.96) in their ability to learn compared to the Fresh Graduates (Mean= 5.58). Besides that, Fresh Graduates were found to be less focused (Mean= 5.54) on their learning goals when doing academic work compared to their counterparts (Mean= 6.26). Lastly, in examining the cost of pursuing Masters' Degree, Returning Students felt that they had to sacrifice more (Mean= 6.22) in pursuing their Masters compared to the Fresh Graduates (Mean= 5.27). All the differences in the components of motivation between these two groups of adult learners however were found to be not statistically significant. The overall findings suggested that both the Returning Students and Fresh Graduates had a high level in all the motivation components with the Returning Students had a higher mean in every component.

Table 4.4: T-Test Result of Instructor Support and Choice-Related Attitude (n=25)

Scale	Group	N	Mean	*SD*	t-Value	Sig.
Instructor Support						
Student felt supported by instructors of the course	Fresh Graduates	16	4.27	.87955	.610	.447
	Returning Students	9	4.04	.99225		
Choice-Related Attitude						
Student attitudes about studying for their Masters or pursuing other educational opportunities	Fresh Graduates	16	5.46	.97278	.276	.252
	Returning Students	9	5.33	1.26930		

Fresh Graduates claimed to feel more supported (Mean= 4.27) by the course instructors compared to the Returning Students (Mean= 4.04). On the other hand, both groups of learners claimed to have a high level of positive attitude towards studying for their Masters with the Fresh Graduates reportedly having a higher score (Mean= 5.46) as opposed to the Returning Students (Mean= 5.33). Overall, this finding suggested that Fresh Graduates felt more supported by their instructors and had higher positive attitudes about studying for their Masters as compared to the Returning Students.

4.2 Learners' Use Of Strategies & Regulation in Pursuing Masters' Degree

Table 4.5: T-Test Result of Use of Strategies & Regulation (n=25)

Scale	Group	N	Mean	*SD*	t-Value	Sig.
Learners' use of strategies & regulation	Fresh Graduates	16	4.57	.73873	-.644	.920
	Returning Students	9	4.78	.83454		

Both groups of the adult learners scored moderately in their use of learning strategies and regulation. Returning students scored slightly higher (Mean= 4.78) than the Fresh Graduates (Mean= 4.57). However the results showed that there was no significant difference (t= -.644, p= .920) in the use of strategies and regulation between Fresh Graduates and Returning Students.

Table 6: T-Test Result of Components of Learning Strategies & Regulation (n=25)

Scale (Components of Learning Strategies)	Group	N	Mean	*SD*	t-Value	Sig.
Cognitive Strategies						
Student uses rehearsal and elaboration strategies	Fresh Graduates	16	4.70	.66933	-.190	.183
	Returning Students	9	4.78	1.39084		
Metacognitive Strategies						
Student uses planning, monitoring and regulation strategies	Fresh Graduates	16	5.08	1.11206	-2.209	.036
	Returning Students	9	5.82	.57831		
Help Seeking						
Student seeks help while completing academic work	Fresh Graduates	16	4.78	1.03078	-.555	.554
	Returning Students	9	5.04	1.34830		
Time Management						
Student has a time management system	Fresh Graduates	16	4.42	1.39576	-.861	.257
	Returning Students	9	4.89	1.15470		
Procrastination						
Student procrastinates while completing academic work	Fresh Graduates	16	3.89	1.36473	1.095	.067
	Fresh Graduates	9	3.37	.56383		

Table 4.6 presents the T-test Results of the components of learning strategies and regulation between Returning Students and Fresh Graduates. Returning students reportedly used slightly higher (Mean= 4.78) cognitive strategies compared to the Fresh Graduates. The use of metacognitive strategies was also proven to be more prominent among the Returning students with the Mean of 5.82 compared to the Fresh Graduates with the Mean of 5.08. Examination of whether or not the learners sought help when doing their academic work revealed that Fresh Graduates sought less help (Mean= 4.78) than the Returning Students (Mean= 5.04). In addition to that, it was also found that both groups of learners claimed to only have moderate time management with the Returning Students reported to be better (Mean= 4.89) than their younger counterparts (Mean= 4.42). Lastly, the respondents reported to have moderate

procrastination habit with the Fresh Graduates admittedly tended to procrastinate more (Mean= 3.89) than the older group of learners (Mean= 3.37). What can be drawn from these findings is that Returning Students were better in their use of cognitive and metacognitive strategies, sought more help in doing academic studies, had better time management, and procrastinated less compared to the Fresh Graduates. All of these differences between the two groups were however not statistically significant except for the use of metacognitive strategies (t= -2.209, p=. 036).

4.3 Relationship between Motivation and Academic Achievement

Table 7: Correlation between Motivation and Academic Achievement (n = 25)

	Current CGPA Results	**Learners' Motivation Level**
Current CGPA Results	1	-.078
		.718
	24	24
Learners' Motivation Level	-.078	1
	.718	
	24	25

Examination on the relationship between motivation and the respondents' academic achievement revealed that there was a negative and very weak relationship (r= -.078, p= .718) between the two variables. This suggested that the higher academic achievement was, the lower the level of motivation among the respondents. The r^2 value of .006 indicated that only 0.6% of the variance in academic achievement could be predicted from the learners' motivation.

4.4 Relationship between Learning Strategies & Regulation And Academic Achievement

Table 8: Correlation between Learning Strategies & Regulation and Academic Achievement (n = 25)

	Current CGPA Results	**Learners' Use of Strategies & Regulation**
Current CGPA Results	1	.212
		.321
	24	24
Learners' Use of Strategies & Regulation	.212	1
	.321	
	24	25

Examination on the relationship between learning strategies and regulation and the respondents' academic achievement on the other hand revealed that there was a positive and weak relationship (r= .212, p= .321) between the two variables. The r^2 value of .044 indicated that only 4% of the variance in academic achievement could be predicted from the use of strategies and regulation.

The findings indicated that Returning Students had a slightly higher level of motivation (M= 6.13) compared to Fresh Graduates (M= 5.70); however, the difference in the level of motivation between these two cohorts of adult learners from the same generation was not significant. This finding was similar to other researches that had been conducted in examining learners' motivation (Knowles, 1990) (as cited in Hubbard, 2003, p. 31) which found that "adults were motivated to learn as they experienced needs and interests that learning will satisfy." In examining the level of motivation in the five components that made up motivation as a whole, Returning Students reported to have a higher level of motivation in all of the motivation components. However, it was also indicated that for one which was the cost of pursuing Masters' Degree, Returning Students felt that they had to sacrifice more compared to the Fresh Graduates. The findings demonstrated that Returning Students attached an importance to the Masters' Degree as they had more experience in work-related field and thus, foresaw it as much more important to improvise themselves. The findings of the study also revealed that Fresh Graduates felt more supported by their instructors and had higher positive attitudes about studying for their Masters as compared to the Returning Students.

The findings also revealed that both groups of the adult learners scored moderately in their use of learning strategies and regulation whereby Returning Students scored slightly higher than the Fresh Graduates. However, the results showed that there was no significant difference. In examining the components of learning strategies used, metacognitive strategies were proven to be more prominent among the Returning Students and also to the Fresh Graduates compared to other learning strategies and regulation. What could be drawn from the findings was that Returning Students were better in their use of cognitive and metacognitive strategies, sought more help in doing academic studies, had better time management and procrastinated less compared to the Fresh Graduates. All of these differences between the two groups were however not statistically significant except for the use of metacognitive strategies (t= -2.209, p=. 036).

The results indicated that only 0.6% of the variance in academic achievement could be predicted from the learners' motivation. Therefore, it can be concluded that learners' motivation was a poor predictor towards students' learning achievement. This finding contradicted the findings from other research that found motivation was significantly associated with students' academic achievement (Hubbard, 2003). However, it is worth to note here that the small sample size involved may influence the results of this study.

The study also attempted to explore the relationship between learners' learning strategies and the respondents' academic achievement. The finding indicated that only 4% of the variance in academic achievement could be predicted from the use of strategies and regulation. The results of this case study did not support the findings from other research that found that learners' learning strategies were significantly associated with students' academic achievement (Ghani et al., 2004). This shows that learners' learning startegies was a poor predictor of their academic performance. However, it is worth to note here that the small sample size involved may influence the result of this study.

Based on the findings of the study, it can be concluded that learning strategies and motivation were found to be very poor predictors towards students' learning achievement. However, it can be observed that learners' learning style was a better predictor (4%) compared to motivation (0.6%) towards students' learning achievement.

5 IMPLICATIONS AND RECOMMENDATIONS

This study has discovered that Returning Students were more motivated in pursuing their Masters' Degree compared to Fresh Graduates. It can be implied that working experience can be one of the factors that contributed towards the adult learners' motivation in learning. The findings of this study also revealed that motivation and learning strategies among the respondents were generally high. This can be related to their goals in pursuing a Masters' Degree, in which one of it could be job-related factor and self-improvement. This collaborated with previous research findings by other researchers in which older adult learners were also motivated.

This study also revealed that although Fresh Graduates were expected to have less responsibilities with their personal life and work, surprisingly they admittedly tended to procrastinate more than the older group of learners. Similarly, Kasworm and Pike, (1994) also stated that older students tended to be more motivated and active in their learning context. Based on these, it is clear that older adult learners are more competent in handling study-related tasks.

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EXPLORING PRE-SERVICE STUDENT TEACHERS' PERCEPTIONS ON REFLECTIVE PRACTICE

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Abstract

Reflective practice had been viewed to be the key element for developing effective teachers. Reflections act as a tool to bridge between teaching knowledge and teaching practice. This study draws on the perceptions of pre-service student teachers' on the practice of writing reflections in the Bachelor of Teaching (Hons.) TESL programme. The first objective is to explore perceptions among the student teachers' on whether or not writing reflections would help them to develop understanding in teaching knowledge. Secondly, is to evaluate the goals of the Institute of Teacher Education Malaysia (ITEM) such as 'developing knowledgeable, competent and expert teachers through reflective practice' whether or not these goals had been fulfilled. The study had been carried out over a period of six weeks during which three student teachers had been interviewed using semi-structured interview schedule. Student teachers were also asked to write an overall reflection by focusing on what they had learned during the course for which they had attended. The reflections were analysed based on emerging themes. Findings from this study had indicated that writing reflections seemed to be helpful to student teachers' understanding in teaching knowledge.

Keywords: reflective practice, writing reflections, teaching knowledge

1 INTRODUCTION

Institut Pendidikan Guru Malaysia (IPGM) or Institute of Teacher Education Malaysia (ITEM) is a higher institution specialised in training pre-service student teachers in line with the vision of the Ministry of Education Malaysia which is to develop primary school teachers at degree level. The programmes offered at ITEM are designed to provide knowledge, experience and skills that would enable teachers to perform teaching task professionally. The aim of the Bachelor of Teaching programme or *Program Ijazah Sarjana Muda Perguruan* (PISMP) is to produce teachers who are well trained, dynamic, competent and professional, based on the National Education Philosophy and Teacher Education Philosophy (Institut Pendidikan Guru Malaysia, 2012).

Currently, ITEM is implementing a revised teacher education curriculum that focuses on 'project-based learning' and 'problem-based learning' (Institut Pendidikan Guru Malaysia, 2012). Problem-based learning (PBL) shifts the traditional teaching of lecture-based to a constructivist perspective in learning. Here, the teacher takes the role as facilitator in guiding and challenging the learning process instead of 'teaching' the knowledge. From pedagogical point of view, feedback and reflection on the learning process are among important components of learning. Student is considered to be an active agent who should engage learning activities in

social knowledge construction. PBL in teacher education is set to guide student teachers to connect theories and practice which is thus seen to contribute to the process of creating meaningful personality and building personal interpretations, based on experiences and interactions.

In addition, Project-based learning (PJL) promotes the idea of 'learning by doing' as suggested by Dewey (1933). It integrates 'knowing and doing' (Markham, 2011) where student teachers do not only acquire knowledge and elements of the core curriculum but also apply what they knew to solve authentic problems and produce significant results. PJL re-enforce the practice of writing reflections because learning is activated through experience.

The above two teaching and learning strategies have brought about changes in how teacher educators developed their student teachers at the Malaysian teacher training institutes. They promote opportunities for reflective practice. For that, a reflective practice had been viewed to be among the main component for developing effective teachers. On the other hand, teachers who practise writing reflections are 'constantly changing, both in terms of their understanding of the factors which shape classroom learning, right from the lesson plans and learning activities to real classroom teaching' (Kiely, 2013). The awareness inculcated among teachers during training should bring about changes in practice. Subsequently, these 'thinking teachers' will become effective teachers who should be able to carry out many functions at different levels as desired in the revised teacher training curriculum.

1.1 Statement of Problem

Currently, teacher education institutes in Malaysia are implementing the new teacher education curriculum which had been revised to develop teachers who are 'knowledgeable, competent and an expert in their field of the teaching profession' (Institut Pendidikan Guru Malaysia, 2012). The desire to develop such attributes among teachers could be achieved through the inclusion of reflective practice using PBL and PJL strategies. After 6 semesters of providing opportunities to pre-service student teachers for reflective practice in and outside the training classroom, there is no clear evidence which suggests that the reflections had helped the students to establish a connection between theory and practice. However, based on the quality and the level of reflections that the student teachers wrote, they amount an investigation before a conclusion could be reached that student teachers are merely writing their teaching reflections for the sake of assessment purposes or to fulfil one of the requirements of teaching practice.

Moreover, some of the reflections that the student teachers wrote were mainly reports of their learning process which marginally showed the added value gained from the practice of writing reflections. Thus, it could be hypothesised that the intention set by ITEM at developing competent and effective teachers through reflective practice is rather vague.

1.2 Purpose of the Study

The first objective is to explore perceptions among Semester 6 Bachelor of Teaching TESL student teachers' on whether or not writing reflections would help them to develop understanding in teaching knowledge. Secondly, is to evaluate the goals of the Institute of

Teacher Education Malaysia (ITEM) such as 'developing knowledgeable, competent and expert teachers through reflective practice' whether or not these goals had been fulfilled.

1.3 Research Questions

This study is based on the following research questions:

RQ1 : How do student teachers perceive writing reflections in the Bachelor of Teaching TESL programme?
RQ2 : Has reflective practice been successful in developing student teachers' teaching knowledge?
RQ3 : Has the practice of writing reflections in the Bachelor of Teaching TESL programme been successful in developing student teachers in accordance with the ITEM's goals (to develop teachers who are knowledgeable, competent and expert in the field of teaching)?

2 LITERATURE REVIEW

2.1 Reflection and Reflective Practice

Shulman (1987) and Cruickshank (1985) view reflection as an important element in learning to teach. Reflection when used as a tool for linking practice to theory, it contributes significantly to the student teachers' understanding of the process of teaching. Dewey (1933) considers reflection as a special form of problem-solving and thinking to resolve an issue; an active reasoning process. Student teachers who are involved in writing reflections develop knowledge of the self and new understandings of teaching. They construct understanding based on their experience.

Darling-Hammond (1995) in Hoban (2000) believes that one of the main goals of a teacher education programme should be to produce graduates who have a deep understanding of teaching and learning and can use this insight in their future classroom practices. To achieve this, pre-service student teachers need to understand and realise the change and development that happen during classroom teaching and learning which can be achieved through reflective practice.

Wright (2010) mentioned that the practices of 'reflection' and the notion of a teacher learning to become a 'reflective practitioner' have become established elements of second language teacher education programmes worldwide as part of the process of lifelong professional development. By introducing reflective practice to the pre-service student teachers, it can help them gain knowledge, understanding and raise awareness of meaningful and effective classroom practices.
Reflections and the practice of writing reflections are essential for teachers in Malaysia since the new teacher education curriculum is shifting learning from trainer-centred to autonomous learning. This increased focus on self as inquirer has resulted in greater importance being placed on preparing pre-service student teachers to become reflective practitioners (Ussher, 2001 in Ussher & Chalmers, 2011).

There is limited learning without reflection (Schön, 1983). Opportunities for reflection will enable teachers to write and talk about observations, thinking, reading and practice, as greater learning value occurs when teachers interrogate events particularly through dialogue (Ghaye & Ghaye, 2001; Maloney & Campbell-Evans, 2002 in Ussher & Chalmers, 2011). In order to interrogate events and practices over time and with others effectively, it is essential to have a written record of both the actual event and own thinking. Journal writing or learning log is an appropriate tool to achieve this goal.

3 RESEARCH METHODOLOGY

This exploratory study took 6 weeks during which interviews were conducted involving 3 student teachers who were undergoing Semester 6 Bachelor Degree TESL programme. The interviews were conducted using semi-structured questions (Appendix A). Replies from student teachers were recorded, transcribed and analysed to fulfil the objectives of this study.

In addition, 19 student teachers who took TSL3111: Developing and Using Resources for the ESL Primary Classroom were asked to write an overall reflection at the end of the course. The reflections focused on what they had learned from the course. However, only 6 student teachers submitted their reflections which this study had analysed according to emerging themes.

4 FINDINGS

4.1 The Interviews

Seven interview questions were constructed to guide the study in exploring pre-service student teachers' experiences in writing reflections. Throughout the interview sessions, all semi structured questions except for Question 2 (shown in Appendix A) had been rephrased and the term 'teaching knowledge' had been clarified to the respondents. On several occasions, further clarification on issues stated by the student teachers were explored but questions were kept close to the pre-designed questions.

Based on responses from interviewees, three main themes were explored. They are: i) awareness in teaching, ii) effective reflective practice, and iii) guidance and feedback.

4.2 Awareness in Teaching

Firstly, all student teachers agreed that writing reflections is helpful and practical. The reflections had successfully led to realising one's own weaknesses and strengths in teaching.

RESPONDENT 1:
I think it is good because err by writing our own reflection we can see our... strengths and weaknesses err in one thing for example in teaching err we reflect back what we have done during the class and we can improve our err for the next class.

For example for today's class, I make mistakes in pronunciation, for example, so for the next class I have to improve the pronunciation… err for example by taking in, by using the online

dictionary or the dictionary that had been installed in our laptop for example.. so that we won't make the same mistake in class.

RESPONDENT 2:
Writing reflection urm is err quite useful especially during my practicum and for my assignments because err it helps me reflect on what I did throughout the process because maybe I didn't realise that err learn this or I have err how to say it gone through certain stages for doing it but after I gone through the reflection I can identify what I have learnt and or stages or every lesson that I did.

Err yes, err especially during practicum. When I read my reflection I am able to see what went on in my lessons so next lesson I have to improve on an aspect so definitely it helps.

RESPONDENT 3:
Yes. I do not aware about my mistakes during lesson, …after doing reflection I only then err I can see err where the mistakes where maybe the or maybe lesson where have been disturbed during lesson so after doing reflection I am aware of my progress in lesson so err improve it in the next lesson.

4.3 Effective Reflective Practice

The student teachers felt that there are two situations where writing reflections could be considered effective during teaching practice or practicum and when doing reflections for assignments.

RESPONDENT 1:
err I think during the practicum compared to others because err for example err for example the portfolio umm it is so general to reflect but for practicum err err its err focused for each day so we make same reflection everyday compare to the portfolio for example for the last semester err *baru kita buat* urm the reflection so...focus for the practicum, it focus more *la*...

RESPONDENT 2:
Umm I say coursework or project work assignment because I will relate what I learn from the course the most than during practicum because in school because certain theory cannot be applied so I can't relate it or it did not come into my mind when I need to but for coursework or project work we will still be working on the same theory for reading it so many times already so I will be able to relate it. So it's most effective for my learning...course.

RESPONDENT 3:
err the most effective I think is during practicum after for every err after every lesson because or of course err after for example during observation err the lecturers or the teachers err will give their reports and their response about us so based on their response we can become more aware where the mistakes are where our lessons are disrupted err when maybe we have err oversee something in the class so using reflection by lecturers using reports by teachers we can add something to our knowledge by doing reflection.

4.4 Guidance and Feedback

Student teachers believed that in order to write good reflections, lecturers should give proper guidance and feedback.

RESPONDENT 1:
(nod) and more by having some feedback from the lecturers help me to write my reflection better because err err for example Madam shows me the...the thing that I did not notice...

RESPONDENT 2:
Yes because urm if we are not required to write reflections that we would be looking into our own mistakes or weaknesses because I think we still need to be taught or we need certain requirement to reflect on our teaching and everything we need.

RESPONDENT 3:
Umm for every reflection I wrote during practicum my supervisor always check our reflection and comment on what to add. She is focused more on what about our emotional state, I mean what do I feel about the lesson instead of what you can see and what you think...what about your feelings. She thinks that feelings is one important aspect of reflection from that comments I started to focus on my feelings as well because of course every teacher would feel frustrated that or maybe some lessons or class so that is some of the ways to...even improve my reflection and for assignments if I get to see the assignment again and re-read it so it is one of the ways to improve my reflections.

4.5 Reflections

Three main issues were identified in the reflections. Firstly, student teachers perceived that they had benefitted from the course in terms of knowledge and skills.

"Through this subject I have learned on how to adapt, exploit and design teaching materials for a classroom."

"For me, this course really helps me to choose appropriate materials for my pupils and taught me how to design my own teaching materials besides checking the materials whether the materials are suitable for the pupils or not."

"For my part, as 'a selector', 'an adaptor' and 'evaluator', I become more confident as might have become more critical about the textbooks used, an developed an awareness of the need to use the textbooks or any materials more creatively."

"There are many new things that I've learned through this course, for example making a checklist on how to select the appropriate course book for our targeted learners, the important factors in selecting materials, and how to evaluate a material."

Secondly, from the reflections, the student teachers seemed to claim that they were able to apply what they have learned from the course during teaching practice.

"For example, I made a checklist for them to ask around the class and find people who has the listed hobbies. Actually, the checklist was designed to ask question about pupils' families, but I re-designed it to be favourite hobbies that suited my pupils' interests."

"For instance, I adapted a video of a song to suit my lesson and my students' level."

Thirdly, the student teachers expressed their views about the course, provided feedbacks and shortcomings in the course.

"For me, this course really helps me to choose appropriate materials for my pupils and taught me on how to design my own teaching materials besides checking the materials whether the materials are suitable for the pupils or not."

"On the other side, I think one of the shortcomings of this course was that we are actually learning some of the content that we had learnt."

"I like this course because it helps me to think critically in selecting, evaluating and adapting materials for my lesson. It is especially important for planning lessons, because in future, I might face very different groups of pupils constantly, every year."

5 DISCUSSIONS

The value of reflection stemmed from its role in aiding professionals, something that had been emphasized so they could progress in their practices (Schön, 1983). Also, the emphasis on the added values in developing a deep understanding of complex issues were based on rational thoughts and in analyzing available evidence (Dewey, 1933). Numerous approaches had been used to promote reflection in education. Reflection although seemed important, often failed to show its value since there are few evidences reflecting their efficiency and success.

The study views that reflection could play an important role in developing the pre-service student teachers to understand their tasks and look for new ways in learning to teach. Through reflections the study posits that it would allow student teachers to explore new teaching techniques and be more confident in applying them. Moreover, it is a good way for student teachers to improve oneself while discovering new possibilities of teaching.

The study seeks to explore some of the student teachers' perceptions of writing reflections in the Bachelor of Teaching programme. The findings showed that most of the student teachers felt that writing reflections in the programme is useful. Through reflections they became aware of their capabilities in the classrooms and which part of teaching they need to improve. In the reflections, the student teachers described how they had discovered new knowledge. This evidence reveals that reflections could become useful tools to self-discovery in the teaching programme. On the question of whether or not the reflective practice has been successful in developing student teachers' teaching knowledge, the response showed they were not clear with the phrase 'teaching knowledge'. The study refers 'teaching knowledge' to the knowledge of teaching. These include: the skills, methods, approaches, techniques or activities that are used to teach English to learners.

In the reflections, student teachers were able to describe how they had been able to use skills which they had acquired in the course and apply them during teaching practice. They had also provided with examples and even evaluated their own practices by expressing the level of satisfaction and suggestions to improve their teaching skills. This suggests that the practice of writing reflections should help to develop knowledge of teaching.

In determining whether or not the practice of writing reflection has been successful in developing student teachers who are 'knowledgeable, competent and an expert in the field of teaching', there are evidences which had shown that the student teachers had acquired the teaching knowledge during the course. This makes them 'knowledgeable'. They were also able to make connections between theories and practice and apply what they learned in the course during teaching practice. Student teachers could be considered 'competent' since they had shown the ability and skill to develop resources and materials to teach English. On whether or not they could be called the 'expert', the study tends to believe that the student teachers need more time to accumulate more experience, and to improve their teaching skills.

One positive point that the study would like to highlight is that all respondents seemed to have shown great interests in producing better reflections when they were told to seek for proper guidance and gain feedback on the quality of their reflections. They also expressed that writing reflections is difficult. Boud and Walker (1998) stated that using insufficient activities, without guidance there won't be beneficial results of reflection. Teacher educators themselves have to have the skills and knowledge about writing reflection so they could guide student teachers to write better reflections. At the moment, some lecturers do provide inputs for writing quality reflections, but many felt that the job should be handled by the practicum unit. The unit has distributed with sample reflections but sample alone is not enough. Clear framework is essential in providing better reflection practice which should be supplied to all student teachers.

6 CONCLUSION

Integrating and implementing reflective practice into the pre-service teacher education curriculum has not been an easy task. The focus of most teacher education programmes is mainly on the 'lecturer to student' flow of knowledge. However, this approach has to be changed to 'transformation approach' (Kiely, 2013) which gives emphasis on exploring experience while learning to teach. By inserting reflective practice or the practice of writing reflections into the pre-service teacher education courses, it would strengthen the existing teacher education curriculum. This curriculum design is to develop teachers who are independent and responsible for their own learning.

Korthagen (1993) drew attention to the lack of empirical evidence that writing reflection is effective. The student teachers in the Bachelor of Teaching programme however believed that writing reflections is helpful and had led to 'self-awareness' and 'self-improvement' (Moon, 2008). The student teachers realised that many aspects of teaching could be improved through the self-dialogue nature of writing reflections. The practice of writing reflections could therefore be used to develop student teachers, who after been equipped with the knowledge, would be able to apply the knowledge they acquired in different classroom situations.

It is concluded that reflective practice is the key element for transforming traditional teacher training into explorative teacher learning. Furthermore, student teachers' reflections contain rich information about their teaching experience during the process of learning to become an 'expert and professional teacher'. The student teachers experiences provide valuable material resources for designing, planning and developing a future and better teacher training programme.

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APPENDIX A

Interview Questions

1. What is your perceptions about writing reflections?
2. How has writing reflections helped you to develop your teaching knowledge?
3. Do you find any difficulties in writing reflections? What are they?
4. As a student teacher, do you think writing reflection is necessary?
5. You write reflections during teaching practice/practicum, school-based experience (SBE), in your learning log/portfolio, coursework/project work assignments; which one of these is the most effective in developing your teaching knowledge? Why?
6. Were you given any form of guidance or helps prior to writing your reflections? How did the lecturer help you?
7. What would you suggest to the lecturers to help you write better reflections?

KAEDAH PENGAJARAN KEMAHIRAN LISAN BAHASA ARAB DAN FAKTOR DEMOGRAFI

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Abstrak

Dalam proses pengajaran dan pembelajaran bahasa Arab sebagai bahasa ketiga, pelbagai kaedah pengajaran digunakan bagi memastikan pelajar dapat menguasai kemahiran berbahasa yang diperlukan antaranya ialah kemahiran lisan. Namun begitu kaedah pengajaran sahaja bukanlah penentu kepada kemahiran lisan pelajar. Faktor demografi juga boleh menyumbang kepada kemahiran lisan pelajar. Kajian ini bertujuan untuk mengenalpasti kaedah dan perbezaan demografi pelajar yang boleh membantu meningkatkan pencapaian pelajar dalam menguasai kemahiran lisan bahasa Arab. Kajian ini menggunakan soal selidik yang diedarkan kepada pelajar Sarjana Muda di UiTM Terengganu yang sedang mengambil subjek bahasa Arab sebagai bahasa ketiga. Sebanyak 257 orang pelajar telah memberi maklumbalas untuk kajian ini. Dapatan kajian menunjukkan terdapat kaedah pengajaran menyumbang kemahiran lisan bahasa Arab pelajar manakala faktor demografi pula adalah sebaliknya. Oleh itu kajian ini mencadangkan beberapa penambahbaikan kepada kaedah pengajaran yang boleh digunakan dalam mengajar bahasa Arab sebagai bahasa ketiga di UiTM.

Kata kunci**:** lisan, demografi, bahasa Arab, pengajaran

1 PENGENALAN

Pembelajaran bahasa Arab sebagai bahasa ketiga di Universiti Teknologi MARA (UiTM), khususnya di kampus Dungun diikuti oleh pelajar Fakulti Pengurusan Perniagaan, Fakulti Sains Komputer dan Matematik dan Fakulti Pengurusan Hotel dan Pelancongan. Kebanyakan mereka mempunyai latar belakang yang berbeza. Maka pelbagai kaedah pengajaran yang bersesuaian perlu diaplikasikan oleh pensyarah bagi memastikan pelajar dapat mengikuti pembelajaran bahasa dengan baik dan dapat menguasai kemahiran berbahasa seperti kemahiran lisan dengan lebih cekap.

2 KAEDAH PENGAJARAN KEMAHIRAN LISAN

Kajian ini mempunyai definisi tersendiri terhadap kaedah pengajaran bahasa Arab untuk kemahiran lisan. Pihak penyelidik mengemukakan lima kaedah pengajaran yang berkaitan seperti berikut, iaitu:

2.1 Sebutan

Sebutan yang dimaksudkan ialah sebutan setiap huruf dan perkataan bahasa Arab mestilah dikuasai oleh pelajar dengan sebaik-baiknya. Hal ini penting untuk memastikan makna perkataan yang disebut itu tidak menyimpang daripada niat yang dimaksudkan oleh penutur. Oleh itu pengajar bahasa Arab wajar membimbing pelajar menyebut bahasa Arab dengan betul supaya mereka boleh menuturkan perkataan yang dipelajari.

Bagi mendapatkan kesan yang baik dalam pengajaran sebutan, pengajar harus melatih pelajar menguasai kemahiran mendengar (Mohammad Seman & Mohd Zuhir 2006: 91). Membina kemahiran mendengar penting kerana pelajar yang mempunyai kemahiran mendengar yang baik sudah pasti dapat menyebut perkataan yang dipelajari dengan betul seperti yang didengarinya.

2.2 Perbualan

Perbualan yang ringkas merupakan peringkat asas untuk mengusai kemahiran lisan. Perbualan ringkas boleh ditakrifkan sebagai penggunaan sapaan dalam bahasa tertentu untuk bertanya khabar, menyapa, bertanyakan nama, ucap selamat dan sebagainya.

Bagi tujuan ini, disarankan agar pengajar atau pelajar sesama sendiri berbual dalam bahasa Arab (Mohammad Seman & Mohd Zuhir 2006: 100). Selain itu pengajar bahasa juga boleh memberi ransangan agar pelajar berminat dan berusaha untuk bertutur dalam bahasa Arab seperti memilih tajuk sendiri, menggunakan gambar dan lakonan.

2.3 Topik

Topik yang dimaksudkan ialah kandungan dalam silibus yang melibatkan suasana atau konteks perbualan yang dijadikan bahan pengajaran. Menurut Shalabi (1980: 21) kebanyakan topik-topik yang digunakan untuk pengajaran bahasa Arab kepada bukan penutur Arab mestilah mengambilkira tahap umur dan latar belakang pelajar.

Menurut (Mohammad Seman & Mohd Zuhir 2006: 100) topik perbualan yang akan dipraktikkan oleh pelajar mestilah sesuai dengan tahap pelajar itu sendiri. Tahap di sini boleh difahami sebagai tahap kursus yang diambil dan tempoh pembelajaran yang telah dilalui oleh pelajar.
Bagi memudahkan pemilihan topik yang sesuai dengan pelajar, Maimun (2009: 32) menyarankan agar pengajar memilih gambar atau objek yang biasa dengan persekitaran pelajar, sekiranya pelajar itu berada pada tahap awal pembelajaran bahasa Arab.

2.4 Pengulangan

Kaedah seterusnya ialah pengulangan. Pengulangan ini meliputi ucapan-ucapan yang ringkas dan dialog mudah yang membolehkan pelajar meniru dan mengulangi bacaan pengajar (Maimun 2009: 32). Dalam kaedah ini, pelajar juga boleh melakukan latihan secara individu khususnya berbantukan teknologi seperti komputer, telefon pintar dan tablet.

Menurut Goh dan Azman (2010: 57) pelajar bahasa asing perlu mempunyai kreativiti dan usaha yang gigih supaya dapat menguasai bahasa asing dengan lebih berkesan. Oleh itu kaedah pengulangan dengan berbantukan teknologi boleh mengurangkan perasaan jemu pelajar untuk membuat ulangkaji dan terlibat dalam aktiviti pembeleajran bahasa mereka.

2.5 Psikologi

Pendekatan psikologi bermaksud pengajar bahasa perlu mengambil kira kegelisahan pelajar yang mempelajari bahasa Arab (Khaled 2003:50), khususnya apabila tiba kepada kemahiran lisan. Oleh itu pengajar bahasa perlu membentuk motivasi dan mengenal pasti jenis motivasi yang sesuai dengan pelajar.

Terdapat dua jenis motivasi dalam menguasai bahasa, iaitu integratif dan instrumental (Arsyad 2004: 32). Motivasi integratif bermaksud pelajar mempelajari bahasa untuk tujuan mendapatkan kemahiran bahasa dan boleh berhubung dan bergaul dengan penutur jati bahasa berkenaan. Dalam hal ini, biasanya motivasi ini lebih bersifat tulus dan peribadi dan ia sukar untuk luntur.
Manakala motivasi instrumental pula ialah keinginan untuk memiliki kecekapan bahasa kerana faedah atau manfaat. Contoh supaya dapat markah yang tinggi dalam ujian, mudah mendapatkan kerja dan keuntungan yang lain. Motivasi jenis ini mempunyai kemungkinan cepat hilang dan menghalang pelajar untuk bersungguh mempelajari bahasa asing. Oleh itu, pengajar bahasa perlu mengambil pendekatan yang positif dan berkesan untuk menyuburkan semangat dan minat untuk mempelajari bahasa Arab.

3 DEMOGRAFI

Dalam kajian ini faktor demografi yang menjadi perhatian adalah tiga sahaja, iaitu jantina pengalaman dan kediaman. Perbezaan jantina mungkin mempunyai pengaruh terhadap penerimaan kaedah pengajaran di dalam kelas. Selain itu pelajar lelaki mungkin mempunyai perbezaan dengan pelajar perempuan khususnya terhadap pencapaian mereka dalam kemahiran lisan. Pengalaman pelajar, iaitu pernah mempelajari bahasa Arab mungkin berbeza atau sebaliknya dari segi pencapaian mereka dalam kemahiran lisan dengan pelajar yang tiada pengalaman sebelumnya. Seterusnya pihak penyelidik juga ingin mengetahui adakah terdapat perbezaan sikap antara pelajar yang tinggal dalam kolej dengan tinggal di rumah sewa terhadap kaedah pengajaran yang digunakan dalam kelas bahasa Arab.

4 PENYATAAN MASALAH

Kemahiran lisan merupakan salah satu daripada empat kemahiran bahasa yang perlu dikuasai oleh pelajar. Menurut Mustaffa (2007) penguasaan kemahiran lisan mencakupi beberapa aspek, iaitu kebolehan menyebut dan membunyikan huruf Arab dengan jelas dan betul, kebolehan untuk membezakan vokal panjang dan pendek, kebolehan untuk berkomunikasi dalam tempoh masa tertentu dan kebolehan menyatakan buah fikiran dalam bahasa sasaran.

Di UiTM pengajian bahasa Arab di peringkat ijazah diajar selama tiga semester dan pelajar perlu mengikuti kursus bahasa Arab bermula daripada bahasa Arab I (BAB401), bahasa Arab II (BAB451) dan bahasa Arab III (BAB501). Menjadi objektif pembelajaran kursus bahasa Arab

pelajar dapat menguasai empat kemahiran berbahasa termasuk kemahiran lisan. Banyak latihan untuk menguatkan kemahiran lisan pelajar dimuatkan dalam buku teks di samping aktiviti-aktiviti bahasa dan penilaian yang dijalankan sepanjang pembelajaran kursus bahasa Arab.

Pelajar dijangkakan telah dapat menguasai kemahiran lisan dalam bahasa Arab selepas mempelajari bahasa tersebut selama tiga semester berturut-turut. Namun demikian berdasarkan keputusan ujian lisan (individu, berkumpulan dan lakonan video) masih banyak antara pelajar-pelajar yang mengambil kursus bahasa Arab di UiTM tidak dapat menyebut perkataan dan ungkapan asas dalam bahasa Arab dengan baik. Salah satu faktor yang dilihat menyumbang kepada permasalahan ini ialah pemilihan kaedah pengajaran di dalam kelas dan juga latar belakang demografi pelajar.

5 OBJEKTIF KAJIAN

Objektif utama kajian ini terbahagi kepada dua, iaitu untuk:

1) Meneliti kaedah pengajaran bahasa Arab yang paling kerap digunakan oleh pengajar bahasa Arab
2) Mengenal pasti adakah terdapat perbezaan demografi pelajar terhadap penerimaan kaedah pengajaran kemahiran lisan

6 METODOLOGI KAJIAN

Reka bentuk kajian ini adalah berdasarkan kepada pendekatan kuantitatif. Oleh itu beberapa perkara yang dilakukan untuk memenuhi keperluan kajian ini, iaitu:

6.1 Instrumen Kajian

Bagi mendapatkan data kajian, satu set soal selidik telah dibina berdasarkan kepada konstruk-konstruk yang dikutip daripada sorotan literatur. Pada peringkat awal, ujian rintis dilakukan kepada setiap item soal selidik ini untuk mendapatkan kesahan dan kebolehpercayaan.

6.2 Persampelan

Sampel kajian ini melibatkan populasi pelajar bahasa Arab pada tahap dua dan tiga. Jumlah keseluruhan mereka adalah 300 orang namun sebanyak 257 sahaja yang dapat dijadikan sampel kajian setelah soal selidik dikembalikan dan lengkap untuk kajian ini.

6.3 Analisis

Dua teknik analisis digunakan untuk menjawab objektif kajian, iaitu analisis kekerapan dan ujian t bagi setiap faktor demografi. Perisian SPSS 21 digunakan untuk membantu analisis kajian mendapatkan angka statistik yang diperlukan oleh penyelidik.

7 DAPATAN KAJIAN

Kajian ini melibatkan latar belakang demografi responden yang melibatkan jantina, aliran pengajian di sekolah, pengalaman bahasa Arab dan tempat tinggal semasa.

Jadual 7.1: Demografi Responden

Bil	Perkara	Bilangan	Peratus
1.	**Jantina**		
	Lelaki	72	28.0
	Perempuan	185	72.0
2.	**Aliran Pengajian**		
	Sastera	39	15.2
	Agama	37	14.4
	Sains	145	56.4
	Ekonomi	16	6.2
	lain-lain	20	7.8
3.	**Pernah Belajar Bahasa Arab**		
	Ya	165	64.2
	Tidak	92	35.8
4.	**Tempat Tinggal Semasa**		
	Dalam Kampus	19	7.4
	Luar Kampus	238	92.6

Jadual di atas menunjukkan tujuh puluh peratus daripada responden yang menjawab soal selidik ini adalah pelajar perempuan melebihi responden lelaki, iaitu hampir tiga puluh peratus. Hal ini berikutan jumlah pelajar lelaki di dalam kelas tidak ramai jika dibandingkan dengan jumlah pelajar perempuan di dalam sesebuah kelas. Kebanyakan daripada responden kajian mengikuti aliran sains di peringkat sekolah dengan 56 peratus diikuti oleh aliran sastera sebanyak 15 peratus, aliran agama 14 peratus, aliran ekonomi enam peratus dan lain-lain aliran sebanyak tujuh peratus. Walaupun peratus tertinggi responden adalah daripada aliran sains berbanding aliran-aliran pengajian yang lain, data menunjukkan bahawa 64 peratus daripada mereka pernah

mempelajari bahasa Arab di peringkat sekolah. Hal ini menunjukkan bahawa lebih separuh daripada responden telah mempunyai sedikit sebanyak pengetahuan asas dalam bahasa Arab yang boleh membantu mereka dalam mempelajari bahasa tersebut di UiTM. Jadual ini juga mencatatkan hampir 93 peratus daripada responden kajian tinggal di luar kampus dan hanya tujuh peratus daripada mereka yang tinggal di dalam kampus.

7.1 Objektif Pertama: Kaedah pengajaran bahasa Arab yang paling kerap digunakan oleh pengajar bahasa Arab

Kaedah pengajaran bahasa Arab di UiTM berdasarkan pemerhatian pelajar dijelaskan dalam jadual 7.2 di bawah:

Jadual 7.2: Kaedah pengajaran bahasa Arab mengikut persepsi Pelajar

	n	**Minimum**	**Maksimum**	**Mean**	**Sisih Piawai**
Sebutan	*257*	*2.36*	*8.00*	*3.8883*	*.54791*
Topik	257	2.00	5.00	3.6615	.53402
Psikologi	257	2.00	5.00	3.6137	.56902
Pengulangan	257	2.00	5.00	3.5657	.55541
Perbualan	257	1.81	5.00	3.4446	.51811
N	257				

Jadual di atas menunjukkan bahawa kaedah sebutan mempunyai mean tertinggi, iaitu 3.8883 dan bererti cara ini yang kerap digunakan oleh pensyarah bahasa Arab. Manakala kaedah perbualan langsung (pelajar-pensyarah) menunjukkan mean terendah, iaitu hanya 3.4446 sahaja. Hal ini mungkin didorong oleh beberapa factor, sama ada daripada pihak pelajar mahu pun pensyarah seperti sikap pasif pelajar di dalam kelas, bilangan pelajar yang terlalu ramai dan pensyarah sendiri jarang mengaplikasikan kaedah ini di dalam kelas. Selain itu responden bersetuju dengan penggunaan topik pembelajaran yang dipelajari di dalam kelas membantu meningkatkan kemahiran lisan mereka dan kaedah ini mencatatkan bacaan mean 3.6615. Manakala kaedah psikologi mencatatkan mean 3.617 dan bererti ransangan dan galakan di dalam kelas oleh pensyarah dan persekitaran pembelajaran perlu untuk meningkatkan penguasaan pelajar dalam kemahiran lisan bahasa Arab. Kaedah pengulangan juga sering diaplikasikan di dalam dan di luar kelas dan mencatatkan bacaan mean 3.5657. Keseluruhannya ialah, semua kaedah pengajaran yang disebut di atas digunakan oleh pensyarah bahasa Arab di UiTM. Hal ini sudah tentu sesuai dengan objektif pengajaran dan pembelajaran bahasa Arab yang dikhususkan kepada kemahiran berkomunikasi.

7.2 Objektif Kedua: Perbezaan demografi terhadap penerimaan kaedah pengajaran kemahiran lisan

Bagi menjawab objektif kedua kajian ini, pihak penyelidik telah melakukan ujian t terhadap data kajian yang melibatkan jantina dan pengalaman pembelajaran. Manakala ujian *Mann Whitney* dijalankan terhadap demografi tempat tinggal. Perbincangan dapatan kajian adalah seperti berikut:

Jadual 7.3: Sebutan

No	**Perkara**		**N**	**Min**	**Sisih Piawai**	**Nilai P**
1	Jantina	Lelaki Perempuan	72 185	3.8135 3.9174	.51432 .55908	.158
		Jumlah	257			
2	Pernah Belajar	Ya Tidak	165 92	3.9688 3.7438	.57112 .47311	.001
		Jumlah	257			
	Perkara		**N**	**Min Rank**	**Rank Keseluruhan**	**Nilai P**
3	Tempat Tinggal	Hostel Luar Hostel	19 238	128.53 129.04	2442.00 30711.00	.977
		Jumlah	257			

Jadual 7.3 di atas menunjukkan bahawa penerimaan kaedah sebutan terdapat perbezaan antara responden yang pernah mempelajari bahasa Arab sebelum ini (.001). Responden yang telah mempelajari bahasa Arab lebih cenderung untuk menerima kaedah ini di dalam kelas berbanding dengan pelajar yang belum pernah mempelajarinya. Manakala faktor jantina (.158) dan tempat tinggal (.977) tiada menunjukkan sebarang perbezaan.

Jadual 7.4: Topik

No	**Perkara**		**N**	**Min**	**Sisih piawai**	**Nilai P**
1	Jantina	Lelaki Perempuan	72 185	3.5201 3.7165	.51540 .53235	0.008
		Jumlah	257			
2	Pernah Belajar	Ya Tidak	165 92	3.7077 3.5785	.52907 .53567	0.063
		Jumlah	257			
	Perkara		**N**	**Min Rank**	**Rank Keseluruhan**	**Nilai P**
3	Tempat Tinggal	Hostel Luar Hostel	19 238	133.08 128.67	2528.50 30624.50	0.803
		Jumlah	257			

Jadual 7.4 di atas menunjukkan bahawa penerimaan kaedah topik adalah signifikan (0.008), iaitu wujudnya perbezaan antara responden lelaki dengan responden perempuan. Responden perempuan lebih cenderung untuk menerima kaedah ini di dalam kelas berbanding dengan pelajar lelaki. Manakala faktor pernah belajar (.063) dan tempat tinggal (.803) tiada menunjukkan sebarang perbezaan.

Jadual 7.5: Pengulangan

No	**Perkara**		**N**	**Min**	**Sisih piawai**	**Nilai P**
1	Jantina	Lelaki Perempuan	72 185	3.4757 3.6007	.57211 .54634	0.105
		Jumlah				
2	Pernah Belajar	Ya Tidak	165 92	3.6152 3.4769	.54643 .56328	0.056
		Jumlah	257			
	Perkara		**N**	**Min Rank**	**Rank Keseluruhan**	**Nilai P**
3	Tempat Tinggal	Hostel Luar Hostel	19 238	132.37 128.73	2515.00 30638.00	0.837
		Jumlah	257			

Jadual 7.5 di atas menunjukkan bahawa penerimaan kaedah pengulangan adalah tidak signifikan bagi faktor jantina (0.105), faktor pernah belajar (.056) dan tempat tinggal (.837), iaitu tiada menunjukkan sebarang perbezaan.

Jadual 7.6: Psikologi

No	**Perkara**		**N**	**Min**	**Sisih piawai**	**Nilai P**
1	Jantina	Lelaki Perempuan	72 185	3.5873 3.6239	.57522 .56783	0.644
		Jumlah				
2	Pernah Belajar	Ya Tidak	165 92	3.6450 3.5575	.54412 .61017	0.238
		Jumlah	257			
	Perkara		**N**	**Min Rank**	**Rank Keseluruhan**	**Nilai P**
3	Tempat Tinggal	Hostel Luar Hostel	19 238	119.08 129.79	2262.50 30890.50	0.564
		Jumlah	257			

Jadual 7.6 di atas menunjukkan bahawa penerimaan kaedah pengulangan adalah tidak signifikan bagi faktor jantina (0.644), faktor pernah belajar (.238) dan tempat tinggal (.564), iaitu tiada menunjukkan sebarang perbezaan.

Jadual 7.7: Perbualan

No	Perkara		N	Min	Sisih piawai	Nilai P
1	Jantina	Lelaki	72	3.3516	.53871	.082
		Perempuan	185	3.4808	.50675	
		Jumlah	257			
2	Pernah Belajar	Ya	165	3.5046	.50156	.014
		Tidak	92	3.3370	.53251	
		Jumlah	257			
	Perkara		**N**	**Min Rank**	**Rank Keseluruhan**	**Nilai P**
3	Tempat Tinggal	Hostel	19	132.05	2509.00	.852
		Luar Hostel	238	128.76	30644.00	
		Jumlah	257			

Jadual 7.7 di atas menunjukkan bahawa penerimaan kaedah perbualan adalah signifikan (.014) bagi responden yang pernah mempelajari bahasa Arab sebelum ini, iaitu terdapat perbezaan. Responden yang telah mempelajari bahasa Arab lebih cenderung untuk menerima kaedah ini di dalam kelas berbanding dengan pelajar yang belum pernah mempelajarinya. Manakala faktor jantina (.082) dan tempat tinggal (.852) tiada menunjukkan sebarang perbezaan.

8 RUMUSAN DAN CADANGAN

Berdasarkan perbincangan dan dapatan kajian, dapatlah dirumuskan bahawa kaedah pengajaran yang digunakan oleh pensyarah bahasa Arab UiTM adalah pelbagai. Hal ini amatlah wajar kerana pelajar mempunyai latar belakang yang berbeza. Di samping itu kaedah yang berlainan juga dapat menjadikan suasana pembelajaran dalam kuliah sentiasa menyeronokkan.
Kaedah sebutan adalah paling banyak digunakan oleh pensyarah. Hal ini sesuai dengan objektif utama pengajaran bahasa Arab di UiTM, iaitu kemahiran komunikasi lisan bahasa Arab. Manakala kaedah perbualan pula paling jarang dilaksanakan dalam kuliah bahasa Arab. Dapatan kajian ini juga menunjukkan tiga kaedah pengajaran yang mempunyai perbezaan yang signifikan dalam kalangan responden, iaitu sebutan, topik dan perbualan. Responden yang pernah belajar bahasa Arab menunjukkan perbezaan yang ketara dari segi penerimaan kaedah sebutan dan perbualan dalam kuliah. Hal ini mungkin disebabkan oleh keyakinan mereka terhadap pengetahuan yang mereka miliki dan mendorong mereka untuk mengamalkannya dalam kelas. Manakala kaedah topik pula menunjukkan perbezaan yang ketara antara pelajar lelaki dengan pelajar perempuan. Pelajar perempuan lebih menerima kaedah topik yang telah disediakan untuk pembelajaran dalam kelas. Hal ini bererti pelajar lelaki mempunyai minat yang berlainan, atau mungkin topik yang digunakan tidak sesuai dengan minat mereka.

Berdasarkan kajian ini, pihak pengkaji mencadangkan agar kaedah pengajaran dipelbagaikan dan disesuaikan dengan faktor demografi pelajar agar pembelajaran bahasa Arab dapat ditingkatkan dari masa ke masa. Kaedah sebutan dan perbualan amat sesuai dengan pelajar yang telah mempunyai pengalaman bahasa Arab. Oleh itu, kaedah ini wajar diamalkan kepada mereka supaya mereka dapat mengasah kemahiran lisan mereka. Manakala kaedah topik juga wajar

dinilai kembali dari masa ke masa agar modul pembelajaran bahasa Arab di UiTM dapat menyediakan topik yang sesuai dengan minat pelajar.

PENGHARGAAN

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GAYA PEMBELAJARAN BAHASA MANDARIN: KAJIAN KES

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Abstrak

Bahasa ketiga menjadi displin ilmu dan kemahiran tambah diri kepada semua pelajar untuk bersaing dalam arus pendidikan yang mencabar. Justeru, kertas kerja ini dihasilkan berdasarkan rahsia kejayaan dan strategi belajar bahasa ketiga oleh Nurul Hazwani Bt. Zulkifli, pelajar Akademi Pengajian Bahasa, UiTM Shah Alam yang berjaya mendapat keputusan cemerlang untuk subjek bahasa Mandarin. Analisis data dibuat berdasarkan kategori gaya pembelajaran oleh Dunn, Dunn dan Price (1978) iaitu kategori persekitaran, emosi, sosial, fizikal dan psikologi. Diikuti kemahiran belajar yang melibatkan kemahiran membaca, mengurus masa, menulis nota, mendengar, membuat rujukan dan kemahiran menghadapi peperiksaan. Dapatan kajian kes ini menunjukkan faktor diri pelajar sendiri dan bimbingan pensyarah diperlukan untuk memastikan kejayaan dalam menguasai bahasa ketiga yang memerlukan penguasaan peringkat mendengar, menulis, dan menyebut dapat dicapai. Malah, penguasaan bahasa ketiga boleh dikuasai oleh semua individu dan tidak boleh dijadikan alasan perbezaan bahasa ibunda, budaya dan perbezaan agama untuk menolak kepentingan bahasa ketiga untuk berjaya pada hari ini.

Kata Kunci: Gaya Pembelajaran Bahasa, kajian kes, bahasa ketiga, bahasa ibunda.

1. PENGENALAN

Pembelajaran tidak hanya berkaitan dengan penambahan pengetahuan dan mengingat semula maklumat yang dipelajari tetapi merupakan aktiviti menguasai konsep dan memahami maklumat pengetahuan dan seterusnya dapat mengaplikasinya ke dalam kehidupan (Hargreaves, 1996).

Perdana Menteri Malaysia, Datuk Seri Najib Razak menggalakkan rakyat menguasai bahasa ketiga selain bahasa Melayu dan Inggeris, ia mempunyai tujuan sama. Dengan penguasaan

bahasa asing yang bukan bahasa ibunda atau bahasa Inggeris, seseorang kakitangan kerajaan dan swasta, mahupun pelajar sudah tentu mampu memperoleh pencapaian lebih jauh berbanding orang lain. Penguasaan lebih daripada satu bahasa itu meningkatkan keyakinan diri dan menjadikan mereka orang yang berpotensi untuk mencapai kejayaan lebih besar. Selain bahasa Melayu dan Inggeris, antara bahasa dunia yang boleh dipelajari termasuk bahasa Mandarin, Arab, Perancis, Jepun atau Jerman. Bahasa ketiga merupakan antara subjek yang perlu diambil oleh setiap pelajar di IPT khususnya di Universiti Teknologi MARA (UiTM). Antara bahasa ketiga yang ditawarkan bagi pelajar Akademi Pengajian Bahasa ialah bahasa Mandarin, Perancis, German dan juga bahasa Arab.

2. OBJEKTIF

Kertas kerja ini dihasilkan dengan objektif; i) mengenal pasti strategi belajar bahasa Mandarin oleh pelajar Melayu dan ii) Membincangkan strategi belajar bahasa Mandarin berdasarkan model gaya pembelajaran yang diperkenalkan oleh Dunn, Dunn dan Price (1978).

3. METODOLOGI

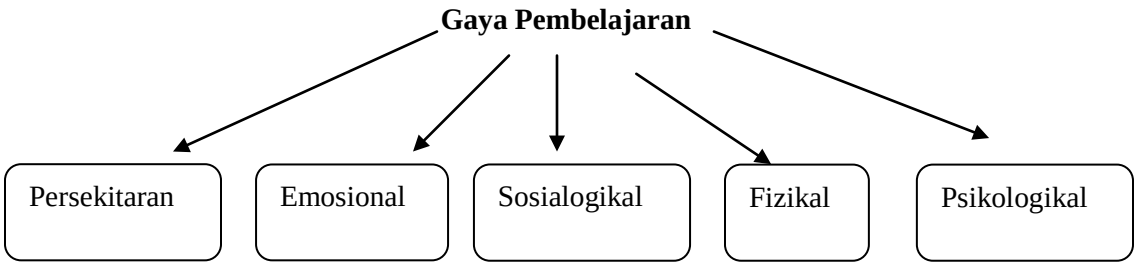
Kertas kerja ini dihasilkan berdasarkan kajian kes yang melibatkan penjelasan gaya pembelajaran dan pengalaman seorang pelajar yang mempelajari bahasa Mandarin di Akademi Pengajian Bahasa, UiTM Shah Alam. Penjelasan data kajian ini dilakukan secara deskriptif dan penghuraian terhadap gaya pembelajaran bahasa Mandarin berdasarkan model gaya pembelajaran yang diperkenalkan oleh Dunn, Dunn dan Price (1978). Pengkaji melakukan kaedah temu bual bersemuka dengan menyediakan sebanyak lima soalan kepada informan dan jawapan yang diperolehi dianalisis secara kualitatif.

4. INFORMAN KAJIAN

Nama pelajar ialah Nurul Hazwani binti Zulkifli yang merupakan pelajar Akademi Pengajian Bahasa bagi program Ijazah Sarjana Muda (Bahasa Melayu untuk Komunikasi Professioonal) di Universiti Teknologi MARA (UiTM) Shah Alam. Sebelum menyambung pelajaran ke peringkat ijazah, pelajar merupakan pelajar asasi undang-undang di Kampus UiTM Merbok, Kedah. Atas dasar minat, pelajar telah memilih bahasa mandarin sebagai subjek untuk bahasa ketiga yang untuk dipelajari oleh pelajar. Hasilnya, berjaya mendapatkan grade A+ bagi bahasa Mandarin tahap 1 dan juga kekal mendapatkan A bagi Mandarin untuk tahap 2 dan juga pada tahap 3 walaupun baru pertama kali mempelajarinya.

5. GAYA PEMBELAJARAN OLEH DUNN DAN DUNN (1978)

Menurut model gaya pembelajaran yang diperkenalkan oleh Dunn, Dunn dan Price (1978), terdapat lima kategori utama rangsangan yang boleh mempengaruhi gaya pembelajaran seseorang pelajar. Lima kategori tersebut, persekitaran, emosional, sosiologikal, fizikal dan psikologikal.



Model gaya pembelajaran oleh Dunn, Dunn dan Price (1978)

Persekitaran merujuk kepada faktor cahaya, bunyi, suhu dan rekabentuk bilik. Reaksi pelajar kepada rangsangan ini ditentukan oleh faktor biologi. Oleh itu, ia tidak dapat mengubah pendengaran, penglihatan, suhu dan sensitiviti badan. Kategori emosi pula merangkumi aspek perancangan berstruktur, ketekunan, motivasi dan kebertanggungjawaban. Elemen ini mempengaruhi pelajar melalui pengalaman di rumah, sekolah, taman permainan, perjalanan dan sebagainya

Seterusnya, sosial merujuk kepada faktor pasangan, rakan sebaya, sendiri dan kumpulan. Faktor ini mempengaruhi corak pembelajaran pelajar itu sendiri dan membantu mereka belajar daripada maklumat yang diperolehi dari pengalaman tersebut. Diikuti, kategori Fizikal merangkumi kekuatan persepsi, mobiliti, pengambilan dan masa seharian. Elemen fizikal pelajar adalah biologikal secara semulajadi dan berhubung dengan bagaimana seseorang individu itu belajar melalui pancaindera iaitu auditori, visual, taktil dan kinestatik.

Kategori terakhir, psikologi merujuk kepada faktor seperti sifat global atau analitik, impulsif atau reflektif dan kedominan otak kanan atau kiri. Perbezaan dalam fungsi otak menyumbang kepada perbezaan gaya pembelajaran dalam individu yang berlainan. Pembelajaran yang baik dapat dicapai apabila individu melalui pendekatan pembelajaran yang berbeza mengikut tahap kesukaran.

Kesemua kategori ini menjadi elemen penting dan boleh dipraktikkan untuk menguasai bahasa ketiga dalam kalangan pelajar yang memerlukan strategi pembelajaran yang berkesan. Gaya pembelajaran oleh Dunn dan Dunn (1978) ini juga turut dijadikan kerangka teori dalam kajian yang bertajuk Kepelbagaian Gaya Pembelajaran dan Kemahiran Belajar Pelajar Universiti di Fakulti Pendidikan, Universiti Teknologi Malaysia (UTM) Johor oleh Baharin Abu, Othman Md Johan, Syed Mohd Shafeq Mansor & Haliza Jaafar (2007).

Kajian ini mengkaji kepelbagaian gaya pembelajaran dan kemahiran belajar pelajar university yang melibatkan seramai 310 orang responden yang terdiri daripada 82 orang lelaki dan 228 orang perempuan pelajar tahun 2 hingga akhir program Ijazah Sarjana Muda dari pelbagai

pengkhususan di Fakulti Pendidikan, Universiti Teknologi Malaysia. Kajian ini berbentuk deskriptif dan menggunakan instrumen soal selidik dengan skala empat mata bagi mengukur lima kategori gaya pembelajaran dan enamaspek kemahiran belajar. Lima kategori gaya pem belajaran oleh Dunn dan Dunn adalah kategori Persekitaran,

Emosional, Sosiologikal, Fizikal dan Psikologikal dan kemahiran belajar. Enam aspek kemahiran belajar adalah Kemahiran Membaca, Kemahiran Menguruskan Masa, Kemahiran Menulis Nota, Kemahiran Mendengar, Kemahiran Membuat Rujukan dan Kemahiran Menghadapi Peperiksaan. Dapatan kajian menunjukkan kepelbagaian gaya pembelajaran dan tahapkemahiran belajar memberi kesan yang berbeza terhadap tabiat dan kesungguhan pembelajaran akademik pelajar.

6. STRATEGI BELAJAR BAHASA MANDARIN OLEH PELAJAR MELAYU

Minat terhadap bahasa Mandarin ini hadir disebabkan oleh keinginan pelajar untuk mempelajari bahasa ibunda bagi salah satu kaum majoriti di Malaysia iaitu kaum Cina. Hal ini kerana, pelajar berpendapat bahawa dengan mempelajari bahasa Mandarin ini, dapat dijadikan sebagai satu platform untuk menambahkan kemahiran linguistik bagi bahasa asing.

Oleh itu, atas faktor minat ini, pelajar menjadikannya sebagai satu motivasi untuk skor dalam semua aspek yang pelu dipelajari bagi menguasai bahasa mandarin yang diajar dalam ruang lingkup pembelajaran yang telah ditetapkan. Selain itu, faktor minat ini juga merupakan pendorong untuk pelajar berlajar dengan tekun dan berusaha dengan lebih gigih untuk menguasai bahasa mandarin ini.

7. PERBINCANGAN STRATEGI BELAJAR BAHASA MANDARIN BERDASARKAN MODEL GAYA PEMBELAJARAN YANG DIPERKENALKAN OLEH DUNN, DUNN DAN PRICE (1978)

Terdapat lima kategori utama rangsangan yang mempengaruhi gaya pembelajaran yang dipraktikkan oleh informan sepanjang mempelajari bahasa Mandarin. Lima kategori ini berpadanan dengan model gaya pembelajaran yang diperkenalkan oleh Dunn, Dunn dan Price (1978).

7.1 Faktor Persekitaran

Sepanjang pembelajaran bahasa Mandarin ini, informan memberitahu bahawa pensyarah tidak menggalakkan jumlah pelajar yang ramai bagi satu-satu kelas untuk mempelajari bahasa ini. Hal ini kerana, jumlah pelajar melebihi 25 orang walaupun saiz bilik kuliah boleh menampung lebih daripada jumlah tersebut kerana pensyarah dapat memberikan lebih perhatian dalam memberikan pengajaran bagi bahasa Mandarin ini. Ternyata, faktor jumlah pelajar ini juga memainkan

peranan yang penting bagi diri pelajar sendiri untuk mempelajari bahasa Mandarin kerana jumlah bilangan yang kecil ini membantu pensyarah untuk mengawal dan melihat tindak balas pelajar.

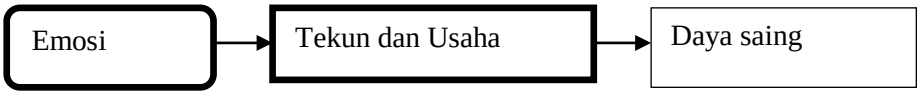
Contohnya, sewaktu pembelajaran berlangsung, pensyarah dapat mengawal pelajar daripada membuat bising dan seterusnya dapat meningkatkan fokus pelajar untuk mendengar sebutan-sebutan bahasa Mandarin dan juga penulisan di papan hitam sepanjang pengajaran yang diajar oleh pensyarah yang terlibat.

Kelas bahasa Mandarin menjadi antara kelas bahasa kegemaran yang hendak dipelajari oleh pelajar Akademi Pengajian Bahasa (APB) dan menyebabkan pensyarahnya membuat dua kelas Mandarin sepanjang semester.

Amalan rangsangan persekitaran ini jelas menunjukkan bahawa reka bentuk bilik seperti ruang mempengaruhi rekasi pelajar untuk menguasai bahasa ketiga yang difokuskan oleh model gaya pembelajaran Dunn, Dunn dan Price (1978).

7.2 Faktor Emosi

Dalam mempelajari dan menguasai bahasa Mandarin yang diajar dalam ruang lingkup pembelajaran ini**,** minat sememangnya merupakan antara faktor utama untuk pelajar menguasai bahasa Mandarin ini. Hal ini kerana, untuk mempelajari sesuatu yang baharu ini, banyak usaha dan masa yang perlu diluangkan supaya dapat mengingati perkataan-perkataan dalam bahasa Mandarin ini. Oleh itu, minat sangat mempengaruhi pelajar untuk kekal fokus terhadap perkara yang diajar oleh pensyarah sewaktu di dalam kelas dan juga untuk belajar di luar pembelajaran kelas.



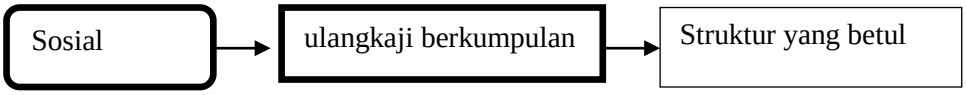
Selain itu, dengan minat ini juga timbul ketekunan dan juga usaha untuk mengingati perkataan-perkataan yang perlu dihafal dan juga diketahui untuk pembelajaran bahasa mandarin ini. Oleh itu, pelajar juga turut membuat nota dan juga latihan sebagai satu usaha untuk menguasai pembelajaran bahasa mandarin ini.

Sifat daya saing yang ditanamkan dalam diri pelajar juga merupakan antara faktor yang mendorong pelajar untuk berlajar bersungguh-sungguh dalam subjek ini. Hal ini kerana, dalam proses pembelajaran Mandarin ini, pensyarah akan banyak bertanyakan soalan dan pelajar sememangnya ingin memberikan jawapan yang betul terhadap soal jawab yang dilakukan oleh pensyarah ini. Oleh itu, dengan daya saing yang wujud dalam diri pelajar ini membuatkan pelajar lebih tekun dalam membuat latihan dan juga ulangkaji.

Rangsangan minat menjadi strategi pembelajaran kepada informan untuk menguasai bahasa Mandarin dengan lancar dan konsisten. Elemen yang diperkenalkan oleh Dunn, Dunn dan Price (1978) ini turut menjadi amalan kepada informan untuk menguasai bahasa ketiga di UiTM.

7.3 Faktor Sosial

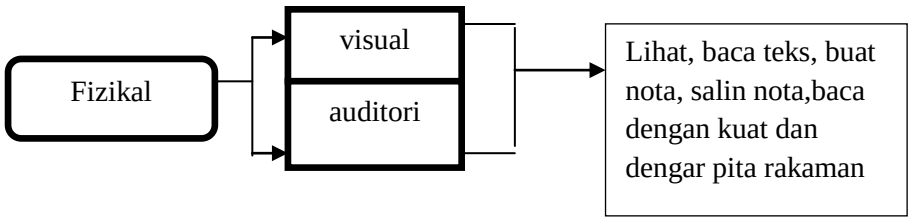
Proses pembelajaran dalam bahasa Mandarin ini mempunyai banyak perkataan yang perlu dingati, sesi ulangkaji bersama rakan-rakan turut dilakukan oleh pelajar untuk mengasahkan lagi ingatan pelajar terhadap maksud perkataan-perkataan Mandarin dan juga membina struktur ayat yang betul dalam bahasa Mandarin.



Oleh itu, sekiranya terdapat sesi ulang kaji, pelajar dan rakan akan saling cuba menguji antara satu sama lain. Sekiranya ada yang tersalah, pelajar dan rakan akan betulkan antara satu sama lain. Melalui proses interaksi ini, sebenarnya turut membantu pelajar mengingati dan juga menguasai pembelajaran bahasa Mandarin ini.

7.4 Faktor Fizikal

Dalam pembelajaran bahasa Mandarin ini, informan diuji dari aspek *speaking* (soal jawab soalan), mendengar dan menulis serta mengenal pasti karakter Mandarin (hanya pada Mandarin tahap tiga). Oleh itu, untuk menguasai aspek-aspek ini informan selalu melihat dan membaca buku teks Mandarin yang disediakan oleh pensyarah. Melalui pembacaan daripada buku teks ini, informan membuat nota dan juga latihan untuk mengingati perkataan-perkatan yang ada dalam bahasa Mandarin. Dengan cara ini, informan dapat menguasai bahasa Mandarin ini dan memahami maksud perkataan (meaning of words) dan melalui pengetahuan perkataan ini juga, pelajar boleh membina ayat dalam bahasa Mandarin. Terdapat dua langkah yang dilakukan iaitu visual dan auditori.



Visual

Sewaktu di dalam kelas juga, informan menyalin nota yang ditulis di papan hitam oleh pensyarah serta turut menulis maklumat tambahan yang dinyatakan oleh pensyarah yang tidak ditulis di papan hitam. Hal ini membantu informan untuk menguasai bahasa Mandarin ini.

Auditori

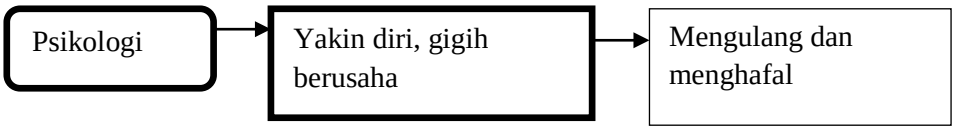
Selain itu, dalam teknik menghafal, informan selalunya membaca dengan kuat dan juga menggerak bibir supaya lebih mudah mengingati perkataan-perkataan yang dihafal. Melalui pembacaan yang kuat ini juga, sebenarnya dapat membantu informan untuk menguasai sebutan perkataan yang betul dalam bahasa Mandarin.

Informan turut mendengar pita rakaman yang telah disediakan untuk pelajar sebagai persediaan untuk menjawab ujian dalam bahasa Mandarin. Rakaman ini sangat penting didengari oleh diri informan kerana untuk membiasakan diri dengan sebutan perkataan yang betul dan seterusnya jelas dengan format soalan yang diuji untuk pelajar.

Berdasarkan Model Gaya Pembelajaran yang diperkenalkan oleh Dunn, Dunn dan Price (1978) jelas menunjukkan rangsangan atau faktor fizikal turut mempengaruhi penguasaan bahasa ketiga termasuklah dalam mempelajari bahasa Mandarin oleh informan.

7.5 Faktor Psikologi

Bagi diri informan, keyakinan diri dan semangat untuk berjaya menguasai bahasa Mandarin akan menjadikan diri lebih gigih berusaha untuk menguasai bahasa Mandarin di UiTM Shah Alam ini. Justeru, pelajar lebih menekankan kepada teknik mengulang dan juga menghafal.



Hal ini kerana dengan menghafal sememangya akan membantu pelajar untuk menguasai bahasa Mandarin ini dan dengan mengulang pula membantu pelajar untuk terus mengingati perkataan ini. Latihan juga adalah sangat penting untuk diri informan kerana melalui latihan dapat menguji sebanyak mungkin perkataan yang diingati oleh informan dalam usaha menguasai bahasa Mandarin ini.

Rangsangan psikologi ini turut menjadi formula kejayaan kepada informan untuk menguasai bahasa Mandarin dengan penuh minat. Elemen yang diperkenalkan oleh Dunn, Dunn dan Price (1978) ini menunjukkan gabungan usaha informan dan galakan serta kreativiti pensyarah menjadikan bahasa ketiga mudah dikuasai.

8. KESIMPULAN

Gaya Pembelajaran Bahasa Mandarin: Kajian Kes berdasarkan informan di Akademi Pengajian Bahasa, UiTM Shah Alam menunjukkan kategori persekitaran, emosi, sosial, fizikal dan psikologi yang menjadi rangsangan pembelajaran dalam Model Gaya Pembelajaran oleh

Dunn, Dunn dan Price (1978) menjadi kejayaannya untuk menguasai bahasa Mandarin. Diikuti kemahiran belajar yang melibatkan kemahiran membaca, mengurus masa, menulis nota, mendengar, membuat rujukan dan kemahiran menghadapi peperiksaan. Dapatan kajian kes ini menunjukkan faktor diri pelajar sendiri dan bimbingan pensyarah diperlukan untuk memastikan kejayaan dalam menguasai bahasa ketiga yang memerlukan penguasaan peringkat mendengar, menulis, dan menyebut dapat dicapai. Sesungguhnya, mempelajari dan menguasai bahasa asing amat digalakkan di negara ini hatta di dunia sekalipun kerana rakyatnya hidup berbilang kaum, bangsa dan agama. Mempelajarinya pula bukan sekadar untuk suka-suka. Jika ada kesungguhan mendalami kepentingan bahasa asing itu, seseorang itu mampu mengecap kehidupan lebih baik kelak

Kemahiran untuk berbahasa Inggeris, Arab, Mandarin mahupun bahasa dunia yang lain bagaimanapun tidak harus menyebabkan kita alpa dengan bahasa Melayu atau memandang remeh terhadap bahasa Melayu. Ia seharusnya menjadi nilai tambah kepada kita, bukan sebaliknya. Kita berharap generasi muda di negara ini akan menyahut cabaran ini dan meningkatkan kemahiran mereka dalam bahasa ketiga seperti Mandarin dan Arab seperti disarankan oleh Perdana Menteri.

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KAJIAN AKUSTIK HURUF VOKAL BAHASA JERMAN OLEH PENUTUR MELAYU

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Abstrak

Pengajaran dan pembelajaran (P&P) bahasa Jerman sebagai bahasa ketiga atau bahasa asing (B3/BA) kepada para pelajar Melayu kini kian bertambah penting. Pusat pengajian tinggi (IPTA) telah bertambah banyak yang menawarkan kursus bahasa Jerman kepada para pelajar mereka. Beberapa sekolah menengah kerajaan terpilih pula, khususnya sekolah-sekolah berasrama penuh, terus memperkukuhkan program P&P B3/BA mereka masing-masing setelah ianya diperkenalkan sejak sekian lama. Berbagai pendekatan baru dalam P&P B3/BA pula terus dilaksanakan bagi memastikan ianya tambah berkesan lagi. Pola sebutan bahasa Melayu (B1), bahasa Inggeris (B2) dan bahasa Jerman (B3/BA) oleh subjek kajian (pelajar Melayu UiTM) telah dirakam namun yang dianalisis dengan menggunakan Sistem Praat (Versi 5.3.47) untuk kajian kali ini hanyalah pola sebutan B1 dan B3/BA sahaja. Semua enam fonem vokal monoftong B1 dan lima belas B3 diberi lebih penekanan dalam kajian ini. Hasil kajian akustik ini kelak diharap akan dapat menyumbang sedikit sebanyak kepada usaha memperkayakan lagi P&P bahasa Jerman sebagai B3/BA di Malaysia. Adalah diharapkan agar para perancang dan penyedia bahan-bahan P&P B3/BA khususnya bahasa Jerman akan mendapat faedah dari dapatan ini kelak. Diharapkan juga agar para pengajar dan pelajar bahasa Jerman di Malaysia khususnya akan dapat manfaat dari kajian ini khasnya dalam usaha mereka untuk menyemarakkan lagi P&P bahasa Jerman di Malaysia khususnya di kalangan para pelajar Melayu.

1 PENGENALAN

Kajian ini adalah berkaitan dengan pengaruh sebutan huruf-huruf vokal bahasa Melayu sebagai bahasa pertama (B1) terhadap huruf-huruf vokal bahasa Jerman sebagai bahasa asing (BA). Bagaimana Bahasa Melayu, sebagai bahasa ibunda mempengaruhi sebutan huruf vokal seseorang ketika menguasai BA khususnya Bahasa Jerman? Seperti yang telah diketahui umum, bahasa Melayu berasal dari rumpun bahasa Autronesia, manakala bahasa Jerman tergolong di dalam satu rumpun bahasa yang lain iaitu Indo-eropah dari keluarga Bahasa Germanik (*Germanic Language*). Jika dilihat dari sudut keakraban, sudah tentu bahasa Jerman merupakan bahasa yang dianggap sangat jauh perbezaannya dengan bahasa Melayu. Menurut dasar pendidikan di Malaysia, bahasa Melayu merupakan bahasa pengantar di sekolah-sekolah kebangsaan di seluruh Malaysia. Ini menyebabkan semua murid mesti lulus mata pelajaran bahasa Melayu dalam semua peperiksaan kebangsaan (*National Examinations*). Bahasa Jerman yang dikaji pula adalah bahasa Jerman *standard* yang digunakan dalam sistem pendidikan di Negara Jerman (*Bundesrepublik Deutschland*).

Di Malaysia, kita digalakkan untuk mempelajari bahasa asing sebagai pemangkin kepada pengetahuan sedia ada. Penguasaan bahasa asing sekiranya dilakukan dengan bersungguh-sungguh, secara tidak langsung akan dapat membantu perkembangan seseorang dari sudut intelektual dan ekonomi. Oleh itu sejak beberapa tahun yang lepas kebanyakan sekolah menengah terutamanya sekolah berasrama penuh dan universiti tempatan turut menerapkan

pendidikan bahasa asing dalam sistem pendidikan masing-masing, lantaran dari keperluannya yang semakin meningkat dari masa ke masa.

Ketika para pelajar cuba untuk menguasai BA inilah, pertembungan dan perselisihan antara sistem bunyi bahasa berlaku. Menurut Robert Lado (1964), ketika mempelajari bahasa selain dari bahasa pertama, sistem bunyi yang terdapat di dalam bahasa pertama akan secara tidak langsung dipindahkan ke dalam sebutan bahasa kedua atau bahasa asing yang dipelajari. Contohnya ketika seseorang yang B1 nya adalah Bahasa Melayu namun bertutur di dalam Bahasa Jerman dan menyebut perkataan *ihn* (*dia*), sebutannya bertukar menjadi *in* (*dalam*). Bunyi huruf vokal /i/ yang pendek bukanlah menjadi suatu kesalahan di dalam sebutan Bahasa Melayu kerana seperti yang kita sedia maklum, Bahasa Melayu tidak mempunyai sistem bunyi huruf vokal /i/ yang panjang. Namun di dalam Bahasa Jerman, bunyi huruf vokal /i/ yang pendek dan panjang membawa maksud yang berbeza seperti bunyi vokal /i/ panjang *ihn* (*dia*) dan bunyi vokal /i/ pendek *in* (*dalam*) seperti di atas.

Menurut Law (1964) pula, terdapat sesetengah individu yang mempelajari bahasa hanya untuk membaca, tanpa perlu menekankan aspek sebutan. Walau apa pun sebabnya, harus juga diingat, bahawa aspek pendengaran itu memainkan peranan yang sangat penting dalam menguasai sebutan sesuatu bahasa. Bunyi sebutan yang tidak tepat, kadangkala boleh menimbulkan rasa kurang senang bagi segelintir pihak, terutamanya bagi penutur asal bahasa tersebut. Perubahan makna perkataan kerana bunyinya juga turut menjadi perkara yang seharusnya dielakkan oleh para pelajar. Selain dari perubahan makna perkataan yang tidak sepatutnya berlaku, kesalahan sebutan juga boleh menjurus kepada salah faham dalam proses komunikasi. Maklumat yang ingin disampaikan oleh penutur boleh diterima secara negatif oleh pendengar, akibat dari sebutan perkataan yang tidak tepat (*Johnson, S., 1998*). Keadaan ini secara tidak langsung akan mengakibatkan rasa kurang selesa bagi kedua-dua pihak (penutur & pendengar).

Kajian ini hanya tertumpu kepada para pelajar yang mempelajari bahasa Jerman komunikasi tahap III di UiTM, Shah Alam. Ini kerana, kebanyakan pelajar terbabit telah mempelajari bahasa Jerman lebih dari tempoh satu tahun dan telah banyak kosa kata yang mereka pelajari di dalam tempoh terbabit (± 900 perkataan). Namun begitu, penumpuan kepada para pelajar bahasa Jerman komunikasi tahap III ini hanyalah pada perkataan-perkataan bahasa Jerman yang mengandungi huruf-huruf vokal *monophthong*. Keadaan ini secara tidak langsung akan memudahkan pengkaji untuk menilai sejauh mana sebutan huruf vokal bahasa Melayu mempengaruhi sebutan huruf vokal di dalam bahasa Jerman para pelajar. Hampir kesemua 15 perkataan yang dipilih untuk kajian ini telah diambil dari kajian yang dilakukan oleh Ladefoged (2007) dan Mayr & Escudero (2010).

2 KAJIAN KEPUSTAKAAN

Melalui bahagian ini, kita akan melihat penerangan-penerangan yang berkaitan dengan pengajaran dan pembelajaran BA oleh para pengkaji. Selain itu kita juga akan didedahkan dengan pandangan dari para pengkaji terbabit tentang halangan dan kepentingan pembelajaran bahasa asing serta definisi-definisi yang berkaitan dengan bunyi vokal bagi kedua-dua bahasa; Jerman dan Melayu.

Apabila seseorang mempelajari sesuatu bahasa selain dari bahasa ibundanya, timbul persoalan tentang sejauh mana tahap ketepatan bunyi sebutan BA yang dipelajarinya. Menurut Littlewood di dalam bukunya yang berjudul *Foreign and Second Language*

Learning, (*1984*), B1 yang dikuasai oleh seseorang sememangnya sedikit sebanyak menjadi gangguan terhadap penguasaan BA nya. Menurut beliau juga, B1 mempunyai struktur-struktur tertentu yang secara tidak langsung dan tanpa disedari akan mempengaruhi bahasa baharu yang dipelajari. Kenyataan ini disokong oleh beberapa kajian yang dilakukan oleh Flege (1995), Piske et al. (2001), Guion et al. (2000) serta Aoyama et al.(2004) yang menekankan bahawa sekiranya para pelajar bahasa kedua menilai bunyi vokal dan konsonan bahasa tersebut adalah sama dengan B1 nya, maka bunyi perkataan-perkataan bahasa kedua tersebut akan menyamai bunyi perkataan dari B1 mereka dan sebaliknya.

Dari sudut linguistik pula, apabila disebut tentang sebutan, ianya menjurus kepada bidang fonetik. Menurut Abdullah Hassan (2005), dengan mendiskripsi bagaimana sesuatu bunyi bahasa dihasilkan, seseorang dapat memahami bagaimana bunyi bahasa tersebut disebut dan ia lebih mudah difahami oleh para pelajar yang mempelajari bahasa.

Umumnya, tanpa mendengar dan mengetahui bagaimana sesuatu huruf itu disebut, adalah agak sukar bagi para pelajar BA untuk mengenalpasti dan membezakan bunyi sesuatu perkataan dengan yang lain. Kenyataan di atas turut disokong oleh Saito di dalam mini kajiannya yang bertajuk *The Influence of Explicit Phonetic Instruction on Pronunciation in EFL Setting: The Case of English Vowels and Japanese Learners of English*, di dalam *Journal of Linguistic, 2007* yang menyatakan bahawa penekanan terhadap pembelajaran fonetik di dalam mempelajari bahasa, merupakan antara faktor yang membolehkan seseorang pelajar menguasai sesuatu sebutan bahasa dengan lebih berkesan.

Bagi kajian ini pula, ia tertumpu kepada pengaruh beberapa bunyi huruf vokal yang dihasilkan oleh para pelajar berbangsa Melayu yang mempelajari Bahasa Jerman sebagai BA. Seperti yang kita sedia maklum, di dalam sebutan sesuatu perkataan, bunyi huruf vokal memainkan peranan yang penting. Kesalahan pada sebutannya menyebabkan perubahan bunyi yang ketara di samping perubahan makna yang turut boleh berlaku. Pernyataan ini selaras seperti yang dinyatakan oleh Otto Von Essen (1979) tentang huruf vokal yang merupakan bunyi bersuara (*Öffnungslaute*) dan membawa bersama-samanya perbezaan bunyi sebutan, kuantiti sebutan, maksud juga tahap sebutan, ton tinggi atau rendah sesuatu perkataan.

> *Vokale sind Öffnungslaute,.. und sofern sie prosodische Wortmerkmale zu tragen haben (Akzent, Quantität, bedeutungs- oder ausdrucksbestimmende Tonhöhe).... (Essen, 1979)*

Secara asasnya, menurut Abdullah Hassan, Bahasa Melayu mempunyai enam fonem yang terbahagi kepada tiga bahagian iaitu vokal depan /i/, /e/ /a/, tengah /ə/ dan belakang /u/ & /o/. Keenam-enam fonem ini adalah berasaskan lima huruf vokal seperti yang kita telah sedia maklum (a, e, i, o & u). Secara asasnya, fonem vokal monoftong bahasa Jerman terbahagi kepada 16, iaitu /iː/, /ɪ/, /yː/, /ʏ/, /uː/, /ʊ/, /eː/, /ə/, /øː/, /oː/, /ɛː/, /ɛ/, /œ/, /ɔ/, /a/ dan /ɑː/. Kajian ini mengambil kira kesemua fonem vokal bahasa Melayu dan 15 fonem vokal bahasa Jerman kecuali *schwa*. Kesimpulannya, untuk mengenal pasti pengaruh yang wujud, kita perlu terlebih dahulu mengetahui faktor-faktor penyebab yang mempengaruhi penguasaan sesuatu bahasa. Kebanyakan kajian yang dilakukan oleh Flege et al. 1999 - 2000 menyatakan bahawa persamaan bunyi akan menyukarkan para pelajar untuk menyebut sesuatu perkataan bahasa asing dengan betul dan tepat akibat dari pengaruh bahasa ibundanya. Namun begitu, terdapat juga faktor penyebab lain yang mungkin turut menyukarkan penguasaan sebutan dan kemahiran menguasai BA seperti tahap umur para pelajar, gender, pengajaran secara formal

yang kerap dan konsisten seperti kelas fonetik BA, motivasi, kemampuan semulajadi dan kekerapan penggunaan bahasa asing itu sendiri (Piske, MacKay, & Flege, 2001).

3 KEPENTINGAN KAJIAN

Kajian ini dilaksanakan bagi memantapkan lagi tahap pengetahuan pengkaji dan pembaca tentang kepentingan penguasaan sebutan di dalam pembelajaran bahasa, khususnya bahasa asing (BA) agar ianya dapat menjadi wadah ilmu yang berguna di dalam proses P&P bahasa. Selain itu, kesedaran tentang kepentingan sebutan itu sahaja adalah tidak mencukupi sekiranya tidak diketahui juga tentang kesulitan dan jurang-jurang sebutan yang terdapat bagi sesuatu bahasa yang dikaji serta persamaan yang wujud. Oleh itu, kajian ini diharap dapat membuka peluang kepada kajian yang lebih besar dan mantap tentang pengaruh bunyi sebutan B1 terhadap penguasaan sebutan BA, khasnya bahasa Jerman. Diharap juga dengan kajian ini, para pembaca akan menjadi lebih peka terhadap faktor sebutan yang tepat dan sentiasa sedar akan pembawaan makna oleh setiap sebutan yang dilafazkan.

4 PERNYATAAN MASALAH

Menurut buku *German Pronunciation: Phonetics Text and Reader* oleh Walter Kuhlmann (1976), terdapat beberapa peraturan bagi bunyi sebutan huruf vokal panjang dan pendek bahasa Jerman. Antaranya adalah bunyi huruf vokal pendek dilakukan dengan bukaan mulut yang lebar manakala bunyi huruf vokal yang panjang dilakukan dengan hanya sedikit bukaan mulut. Bunyi huruf vokal yang panjang berlaku apabila huruf vokal diikuti dengan huruf /h/ seperti dalam perkataan *Zahn,* /e/ untuk perkataan *Liebe* dan gandaan huruf vokal itu sendiri, contohnya perkataan *Boot*. Selain itu, bunyi huruf vokal juga menjadi panjang apabila ia berada di penghujung suku kata yang ditekan seperti dalam perkataan *Va-ter*.
Bunyi vokal pendek pula kebiasaannya berlaku apabila huruf-huruf vokal terbabit diikuti dengan gandaan huruf konsonan contohnya *bitte*, sebelum huruf /ck/ seperti dalam perkataan *Backe* dan sebelum huruf /tz/ untuk perkataan *Metzgerei*.

Perbezaan sebutan huruf vokal panjang dan pendek dalam perkataan *St<u>a</u>dt* dan *St<u>aa</u>t*, kelainan bunyi huruf-huruf *Umlaut* seperti dalam perkataan *spät* di mana bunyi *Umlaut* [ä] itu disebut seperti huruf [a] dalam perkataan *<u>a</u>pple*, serta perbezaan bunyi sebutan diftong antara perkataan *H<u>au</u>s* [au] dan *H<u>äu</u>ser* [oi] adalah antara contoh perkataan yang selalu disebut dengan tidak tepat oleh para pelajar. Secara asasnya para pelajar dilatih untuk menyebut huruf-huruf terbabit, namun apabila ia diaplikasikan pada waktu yang lain, atau di dalam perkataan yang lain, kesalahan sebutan itu tetap berlaku.

Selain itu, pembelajaran BA yang singkat di Universiti Teknologi Mara (UiTM) umpamanya (meliputi 2 jam kontak x 14 minggu x 3 semester = 84 jam kontak), menyebabkan terjejasnya penguasaan BA para pelajar. Tambahan pula dengan suasana persekitaran yang tidak kondusif, para pelajar hanya mempunyai masa selama kira-kira 1 jam empat puluh lima minit sahaja seminggu untuk mempraktikkan sebutan yang telah dipelajari. Dari sudut tenaga pengajar pula, para pelajar hanya didedahkan kepada para pengajar bukan natif Bahasa Jerman. Oleh yang demikian, ia secara tidak langsung turut mempengaruhi sebutan para pelajar.

Kesimpulannya, jurang bahasa yang wujud di antara kedua-dua bahasa; Jerman dan Melayu mungkin menjadi penyebab utama yang menyukarkan penguasaan bahasa Jerman oleh para pelajar. Ini kerana pengalaman menggunakan bahasa Jerman di Malaysia adalah sangat

terhad. Menurut Flege (1995) melalui Speech Learning Model (SLM), semakin jauh perbezaan bunyi bahasa kedua yang dipelajari, maka semakin mudah pelajar untuk menguasainya. Namun begitu, di dalam kajian berikutnya oleh Flege & Guion et al. (2000), di dapati bahawa tahap penguasaan sesuatu sebutan yang berbeza dengan B1 akan boleh dikuasai hanya setelah pelajar B2 tersebut mempunyai pengalaman yang lama dalam menggunakan bahasa tersebut.

5 OBJEKTIF KAJIAN

Objektif kajian ini adalah untuk :

a. Mengenal pasti bunyi vokal monoftong bahasa Jerman dan bahasa Melayu yang dihasilkan oleh para pelajar Melayu.
b. Mengenal pasti ciri fonetik monoftong bahasa Jerman dan bahasa Melayu oleh pelajar Melayu berdasarkan analisis akustik.
c. Membandingkan pola fonetik monoftong bahasa Jerman dan bahasa Melayu.

6 METODOLOGI KAJIAN

6.1 Peserta Kajian

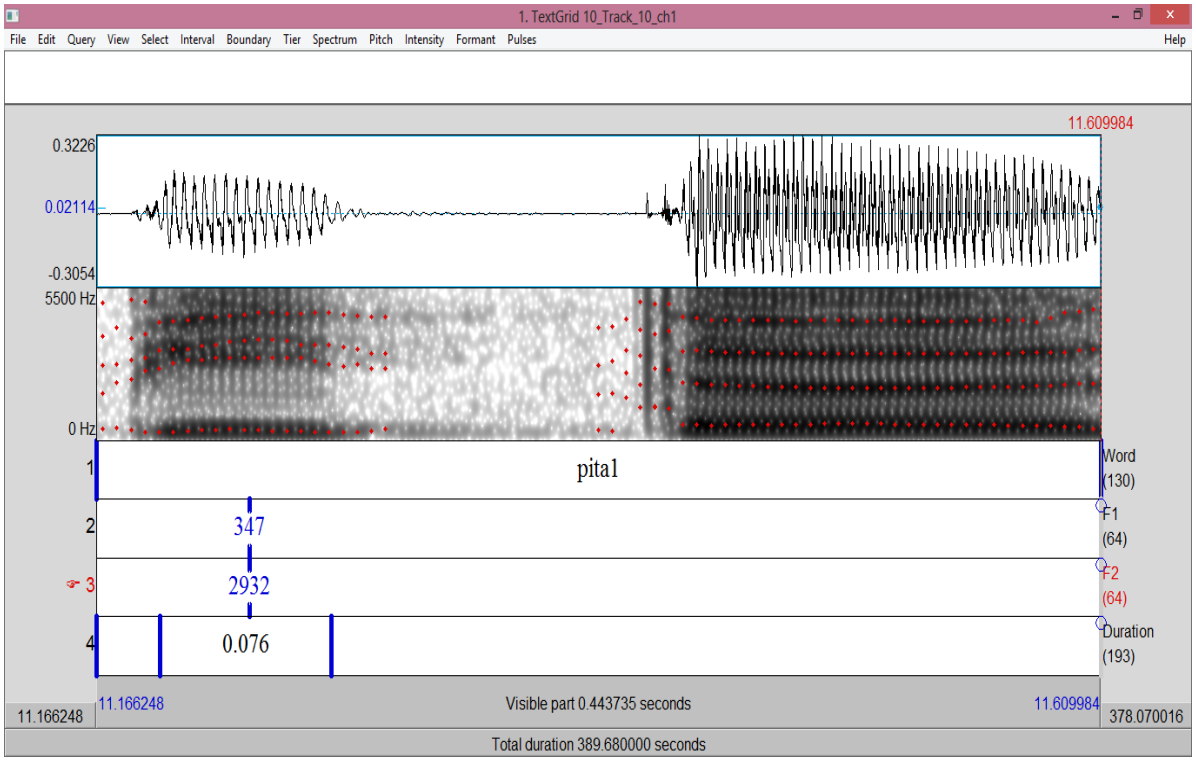
Kajian ini disertai oleh 10 orang pelajar perempuan bahasa Jerman Tahap III (BGM501) dari dua buah fakulti terpilih iaitu Fakulti Kejuruteraan Kimia dan Fakulti Seni Bina dan Perancangan Ukur. Para peserta kajian hanya tertumpu kepada para pelajar berbangsa Melayu dari Universiti Teknologi Mara, Shah Alam yang berusia antara 19 hingga 22 tahun.

6.2 Kaedah Kajian

Rakaman sebutan kajian ini telah dilakukan dalam studio kedap bunyi (*sound* proof) menggunakan perisian Sony Sound Force bagi meminimumkan gangguan bunyi asing. Data ini kemudiannya didigitalkan (*digitized*) pada kadar 44.1 kHz dengan resolusi 16-bit (*digitized at sampling rate of 44.1 kHz with 16-bit resolution*).

Data yang telah dirakam, dianalisis menggunakan Praat Version 5.3.47 (Boersma dan Weenink, 2013). Vokal sasaran diasingkan dan diukur berdasarkan pemeriksaan visual, gelombang bunyi dan spektrogram. Forman pertama (F1) dan kedua (F2) diukur. F1 dan F2 dianggap sebagai isyarat paling penting untuk persepsi vokal: F1 untuk ketinggian vokal dan F2 untuk dimensi depan / belakang (Fry, 1979; Kent dan Read, 2002; Watt dan Tillotson, 2001). F1 dan F2 diukur dengan *linear predictive coding* (LPC) mengunakan perisian Praat. Ukuran diambil di pertengahan vokal di mana vokal adalah pada tahap yang paling stabil (Adank et al. 2004; Hawkins dan Midgley 2005; Ladefoged 2003; Watt dan Tillotson 2001). Purata F1 dan F2 untuk setaip monoftong ditukar kepada Skala Bark untuk membolehkan vokal diplotkan pada carta vokal F1-F2 (Zwicker dan Terhardt 1980). Contoh *screenshot* boleh dilihat dalam Rajah 1 di bawah.

Rajah 1: *Screenshot* bagi perkataan ‘pita’



6.3 Data Kajian

Semua monoftong dirakam dalam konteks ayat (Sila sebut ..... semula) / (*Ich habe ..... gesagt*) / (*Please say .... again*):

a. Bahasa Jerman: 15 monoftong tidak termasuk schwa, kerana schwa tidak wujud dalam suku kata yang ditekan.
b. Bahasa Melayu: 6 monoftong.
c. Bahasa Inggeris: 11 monoftong tidak termasuk schwa, kerana schwa tidak wujud dalam suku kata yang ditekan.

Monoftong tersebut dimasukkan ke dalam perkataan (*consonant/vowel/consonant*) *C/V/C*, di mana monoftong itu didahului oleh /b/, /k/, /p/ dan diikuti oleh konsonan plosif atau frikatif seperti dalam perkataan ‘pita’ di mana bunyi [p/ɪ/t] mengikut susunan *C/V/C* seperti yang telah diterangkan di atas. Bunyi sengauan dan sisian dielakkan kerana ianya akan mempengaruhi vokal tersebut. Sila rujuk Lampiran 1 untuk senarai perkataan yang dianalisis.

Peserta kajian diminta mengulang setiap perkataan sebanyak dua kali. Dengan ini setiap peserta akan menyebut 32 token vokal dalam ketiga bahasa tersebut, menjadikan 64 token untuk dianalisis.

7 ANALISA KAJIAN

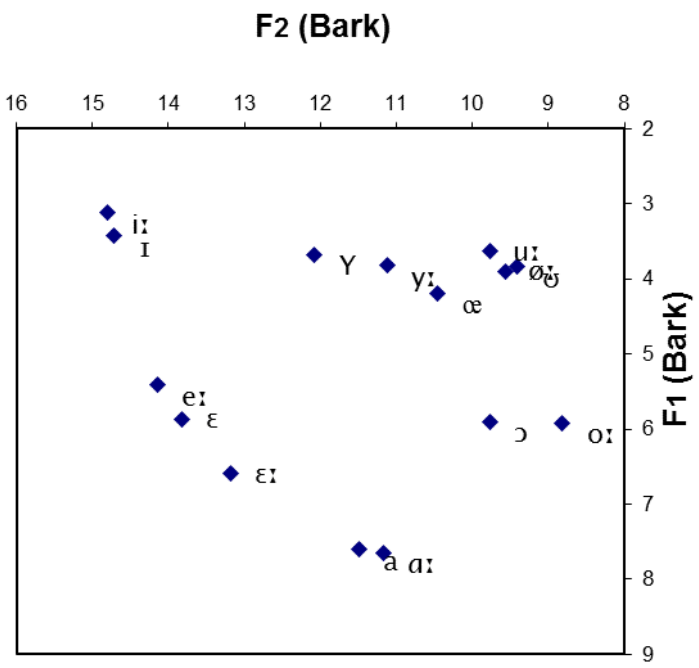
Hasil dari data kajian, didapati bahawa peserta kajian menghasilkan 15 bunyi monoftong bahasa Jerman dan 6 monoftong bahasa Melayu seperti dalam rajah 2 dan 4 di bawah.

	Perkataan	F1 (Hz)	F2 (Hz)	F1 (Bark)	F2 (Bark)
ɪ	bitten	321	2626	3.12	14.81
iː	bieten	355	2586	3.43	14.72
Y	Bütt*	381	1710	3.68	12.07
yː	büht*	397	1483	3.82	11.12
eː	beten	579	2354	5.41	14.14
œ	Böttingen	438	1344	4.19	10.46
a	Batt*	864	1566	7.60	11.49
ɑː	baden	871	1492	7.65	11.16
ɔ	Bottich	638	1212	5.90	9.77
oː	bot	641	1048	5.92	8.81
ʊ	Butt	399	1149	3.84	9.41
uː	buhten	377	1212	3.63	9.77
øː	Böden	406	1175	3.90	9.56
ɛ	Bett	635	2235	5.87	13.81
ɛː	bäten	726	2024	6.59	13.18

Rajah 2:Kadar F1 dan F2 Bahasa Jerman secara purata.

Menerusi Rajah 2 dapat dilihat nilai purata bagi kesemua 15 fonem Bahasa Jerman yang telah dihasilkan oleh peserta kajian. Tidak semua perkataan yang disebut oleh peserta kajian adalah perkataan yang mereka pelajari di dalam kelas. Oleh itu, pengkaji telah memberi tempoh masa sekitar 10 hingga 15 minit bagi para peserta untuk berlatih menyebut kesemua 15 perkataan tersebut. Bagi mana-mana perkataan yang bertanda bintang, ia merupakan perkataan yang tidak mempunyai maksud, namun konvensi ejaannya adalah selaras dengan perkataan yang wujud di dalam Bahasa Jerman (Mayr & Escudero, 2010).

Senarai F1 di dalam rajah di atas, merupakan nilai purata bagi kesemua sebutan fonem yang telah dihasilkan oleh peserta kajian. Nilai yang terhasil dari F1 tersebut, menggambarkan ketinggian bunyi fonem yang terhasil. Bagi F2 pula, ia merupakan kedudukan lidah ketika menghasilkan bunyi fonem terbabit. Sebagai contoh dalam perkataan *bieten* dan perkataan *bitten*. Kedua-dua perkataan ini berbeza pada kepanjangan fonemnya. Bagi perkataan *bieten*, fonem /iː/ dinilai pada kadar ketinggian 355 Hz (F1) dan kedudukan lidah pula berada pada nilai 2586 Hz (F2). Berbeza dengan perkataan *bitten*, fonem /ɪ/ terhasil pada nilai ketinggian 321 Hz (F1) manakala kedudukan lidah pula berada pada nilai 2626 Hz (F2). Kedudukan taburan fonem-fonem tersebut boleh dilihat dengan lebih jelas melalui taburan plot seperti dalam skala Bark di bawah.



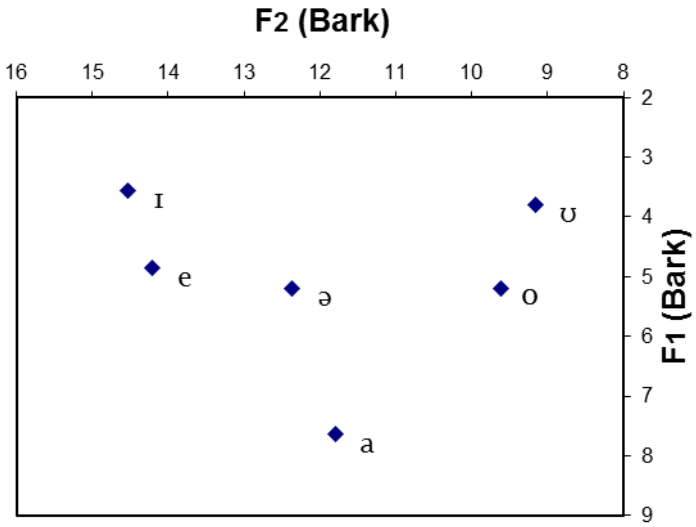
Rajah 3: Taburan plot fonem Bahasa Jerman

Jika dilihat kepada taburan plot yang terhasil, didapati bahawa kedudukan fonem-fonem seperti /uː/, /ʊ/ dan /øː/ adalah sangat hampir. Malahan kedudukan fonem /ʊ/ dan /øː/ didapati bertindih. Keadaan ini berlaku apabila fonem yang dihasilkan oleh peserta kajian, sangat rapat nilainya. Jika dilihat dari kedua-dua fonem /ʊ/ dan /ø/ tersebut, nilai F1 bagi kedua - duanya adalah 3.84 dan 3.90 dalam skala Bark, manakala nilai F2 pula adalah pada 9.41 dan 9.56 dalam skala Bark. Perbezaan nilai yang kecil di antara kedua-dua fonem tersebut, telah menyebabkan ia bertindih di dalam Rajah 3. Pertindihan ini tidak sepatutnya berlaku jika mengikut kedudukan sebenar fonem-fonem tersebut dalam Bahasa Jerman. Ini kerana, fonem /ʊ/ merupakan fonem yang tinggi dan kedudukan lidah adalah di belakang. Manakala fonem /øː/ pula merupakan fonem separa tinggi dan kedudukan lidah adalah di bahagian depan. Keadaan ini telah menimbulkan persoalan kepada pengkaji, iaitu sama ada kedudukan fonem-fonem tersebut terjadi akibat daripada pengaruh Bahasa Melayu (B1) atau dari bahasa lain yang telah dipelajari oleh peserta kajian.

	Perkataan	F1 (Hz)	F2 (Hz)	F1 (Bark)	F2 (Bark)
ɪ	pita	368	2508	3.55	14.53
e	petak	514	2379	4.86	14.20
a	pati	870	1640	7.64	11.80
o	kota	554	1184	5.20	9.61
u	kutu	393	1104	3.79	9.15
ə	peta	553	1786	5.19	12.36

Rajah 4:Kadar F1 dan F2 Bahasa Melayu secara purata.

Berdasarkan Rajah 4 di atas, didapati bahawa terdapat enam fonem B1 yang telah dihasilkan oleh peserta kajian. Menurut data kajian juga, tidak terdapatnya fonem panjang yang terhasil dan ini selaras dengan sifat fonem vokal Bahasa Melayu yang sememangnya tidak mempunyai fonem vokal panjang. Bagi taburan plot pula, ia boleh dilihat dengan jelas dalam rajah di bawah.



Rajah 5: Taburan plot fonem Bahasa Melayu

Melalui Rajah 5 didapati bahawa jarak kedudukan bagi kesemua fonem B1 adalah sangat ketara. Bagi fonem /ʊ/ dalam skala Bark, F1 nya adalah pada kadar 3.79 dan kedudukan F2 pula adalah pada kadar 9.15. Keadaan ini membuktikan bahawa kedudukan F1 dan F2 fonem /ʊ/ B1 adalah hampir dengan kedudukan fonem /ʊ/ B3 (F1 – 3.84 & F2 – 9.41) namun ia agak jauh berbeza dengan kedudukan fonem /ʊ/ B3 (F1 – 3.90 & F2 – 9.56) yang telah dihasilkan oleh peserta kajian. Nilai F1 dan F2 bagi fonem /ʊ/ B3 yang agak jauh berbeza dengan fonem /ʊ/ B1, menjelaskan keadaan dimana peserta kajian telah menghasilkan satu bunyi fonem baru kerana bunyi fonem /ʊ/ ini tidak terdapat di dalam B1 , malah turut tidak terdapat di dalam Bahasa Inggeris (B2) yang telah mereka pelajari.

Dari analisis data, bolehlah dikatakan bahawa terdapat hanya empat fonem vokal B1 yang hampir menyamai fonem vokal B3, iaitu /ɪ/, /e/, /a/ dan /ʊ/. Kedudukan F1 fonem /ɪ/ B1 pada skala Bark adalah pada 3.55 dan F2 pada 14.53. Kedudukan bagi fonem yang sama dalam B3 adalah pada kadar (F1) 3.12 dan (F2) 14.81. Sungguhpun kedudukan bagi kedua-dua fonem /ɪ/ B1 dan /ɪ/ B3 didapati tidak bertindih, namun perbezaan kecil pada nilai kedudukan F1 dan F2 nya membuktikan bahawa kedua-dua fonem tersebut adalah hampir serupa. Rajah 6 di bawah menunjukkan senarai nilai F1 dan F2 bagi fonem-fonem/ɪ/, /e/, /a/ dan /ʊ/ dengan lebih jelas.

Bahasa	B1	B3	B1	B3
Fonem vokal	F1- Ketinggian vokal (Bark)		F2- Kedudukan lidah (Bark)	
/ɪ/	3.55	3.43	14.53	14.72
/ʊ/	3.79	3.84	9.15	9.41
/e/ - /e:/	4.86	5.41	14.20	14.14
/a/	7.64	7.60	11.80	11.49

Rajah 6: Fonem - Fonem yang Hampir Serupa

Berdasarkan Rajah 6, boleh dilihat bahawa perbezaan nilai F1 dan F2 bagi keempat-empat fonem /ɪ/, /e/, /a/ dan /ʊ/ adalah tidak begitu ketara. Fonem pendek /e/ B1 tidak terdapat dalam B3. Namun fonem yang paling hampir dengannya adalah fonem vokal panjang /e/. Dari analisis ini, bolehlah dikatakan bahawa peserta kajian tidak begitu membezakan kadar

panjang dan pendek fonem vokal /e/ dan//ɐyang disebut. Ini kerana penghasilan bunyi fonem /e/ B1 adalah pada (F1) 4.86 dan F2 pada 14.20 manakala bagi fonem /e/ B3 pula, kadar F1 nya adalah pada 5.41 dan F2 nya pula pada 14.14. Kadar perbezaan yang kecil ini juga adalah dari pengaruh B1 kerana sifat fonem vokalnya yang tidak mempunyai nilai panjang dan pendek.

Bagi memperkukuhkan lagi dapatan kajian, data dari penutur natif B3 bagi keempat-empat fonem /ɪ/, /e/, /a/ dan /ʊ/ turut diambil. Nilai F1 dan F2 nya boleh dilihat seperti dalam Rajah 7 di bawah. (Heid, Wesenick, & Draxler)

Bahasa	B1	B3	B3(Natif)	B1	B3	B3(Natif)
Fonem vokal	F1- Ketinggian vokal (Bark)			F2- Kedudukan lidah (Bark)		
/ɪ/	3.55	3.43	3.56	14.53	14.72	12.92
/ʊ/	3.79	3.84	3.96	9.15	9.41	9.09
/e/ - /eː/	4.86	5.41	3.69	14.20	14.14	13.34
/a/	7.64	7.60	6.18	11.80	11.49	10.55

Rajah 7: Perbandingan dengan Penutur Natif Bahasa Jerman

Dari Rajah 7 di atas, perbezaan yang paling ketara adalah pada sebutan fonem /a/ oleh penutur natif B3 dan peserta kajian yang merupakan penutur natif bahasa Melayu. Nilai F1 dan F2 bagi fonem /a/ yang dihasilkan oleh penutur natif adalah (F1) 6.18 dan (F2) 10.55, berbanding fonem /a/ B3 yang dihasilkan oleh peserta kajian iaitu (F1) 7.60 dan (F2) 11.49. Nilai F1 dan F2 bagi fonem /a/ B3 tersebut didapati lebih menghampiri fonem /a/ B1 dan ia membuktikan fonem tersebut telah dipengaruhi oleh B1. Bagi sebutan fonem-fonem /ɪ/, /ʊ/ dan /e/ juga, persamaan dilihat lebih menyamai sebutan fonem B1 berbanding sebutan B3 yang dihasilkan oleh penutur natif. Oleh yang demikian, bolehlah dirumuskan bahawa terdapatnya pengaruh B1 di dalam sebutan B3 para peserta kajian. Ini kerana terdapat jarak perbezaan yang agak besar di antara sebutan B3 peserta kajian dengan sebutan fonem-fonem yang dihasilkan oleh penutur natif bahasa Jerman seperti butirannya dalam rajah di atas.

8 KESIMPULAN

Sebagai kesimpulan, kami berharap agar sedikit sebanyak hasil kajian akustik ini kelak akan dapat menyumbang kepada usaha memperkayakan lagi P&P bahasa Jerman sebagai B3/BA di Malaysia. Semoga kajian ini akan membuka minat pengkaji-pengkaji lain untuk meneruskan kajian lain yang lebih mendalam lagi dalam aspek ini. Adalah diharapkan juga agar para perancang dan penyedia bahan-bahan P&P B3/BA di Malaysia khususnya bahasa Jerman akan mendapat faedah dari dapatan ini kelak. Semoga para pengajar dan pelajar bahasa Jerman di Malaysia turut akan mendapat manfaat dari kajian ini terutamanya dalam usaha mereka untuk menyemarakkan lagi P&P mereka.

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LAMPIRAN 1

Senarai Perkataan Yang Dianalisis

Fonem vokal bahasa Jerman	Fonem vokal bahasa Melayu	Fonem vokal bahasa Inggeris
/ɪ/ - bitten = *meminta*	/i/ - pita	/iː/ - bead = *manik*
/iː/ - bieten = *menawar*	/e/ - petak	/ɪ/ - bid = *menawar*
/ʏ/ - Bütt*	/ə/ - peta	/ɛ/ - bed = *katil*
/yː/ - büht*	/a/ - pati	/æ/ - bad = *jahat / buruk*
/ʊ/ - Butt = *sejenis ikan laut*	/u/ - kutu	/ʌ/ - bud = *putik*
/uː/ - buhten = *mengejek / mencemuh*	/o/ - kota	/ɑː/- bard = *penyair*
/eː/ - beten = *berdoa*		/ɜː/ - bird = *burung*
/øː/ - Böden = *lantai (majmuk)*		/ɒ/ - bod(y) = *tubuh badan*
/oː/ - Bot = *saya /dia menawarkan*		/ɔː/- bawd = *penjodoh*
/ɛː/ - bäten = *meminta (kala lampau)*		/ʊ/ - budd(ist) = *penganut agama Buddha*
/ɛ/ - Bett = *katil*		/uː/ - booed = *mengejek / mencemuh*
/œ/ - Böttingen = *nama tempat*		
/ɔ/- Bottich = *tab mandi*		
/a/ - Batt*		
/ɑː/ - baden = *mandi*		

* Bukan perkataan dalam bahasa Jerman tetapi susunan ejaannya mengikut konvensi ejaan bahasa Jerman.

KESAN PENGGUNAAN STRATEGI PEMETAAN SEMANTIK DALAM PENGAJARAN DAN PEMBELAJARAN KOSA KATA BAHASA MANDARIN

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Abstrak

Berikutan daripada perkembangan ekonomi Negara China yang pesat di rantau Asia, nilai ekonomi Bahasa Mandarin semakin meningkat. Penduduk di seluruh dunia mulai menyedari kepentingan mempelajari bahasa Mandarin agar dapat berurusan dengan peniaga dan usahawab daru Negara China. Bhaasa Mandarin diajar sebagai bahasa ketiga di Universiti Teknilogi MARA. Tujuan pengajaran bahasa Mandarin ialah supaya pelajar-pelajar dapat berkomunikasi secara lancar dengan dunia luar. Persoalannya, sejauh manakah tahap penguasaan pelajar dalam bahasa Mandarin selepas mempelajari bahasa ini selama 3 semester? Analisis kepututsan bahasa Mandarin pada akhir setiap semester memperlihatkan pencapaian pelajar dalam aspek penulisan dan komunikasi lisan adalah kurang memuaskan. Kajian ini menggunakan kaedah kuasi eksperimen di mana 76 orang pelajar di bahagikan kepada 2 kumpulan iaitu kumpulan eksperimen dan kumpulan kawalan berdasarkan keputusan mereka dalam ujian pra. Selepas itu, kumpulan eksperimen akan diajar dengan strategi pemetaan semantik manakala kumpulan kawalan diajar dengan kaedah traditional. Setelah tempoh rawatan tamat, pencapaian kosa kata kedua-dua kumpulan akan diuji melalui ujian pasca. Sekira kepututsan kajian menunjukkan terd kapat perbezaan yang signifikan antara kumpulan eksperimen dan kumpulan kawalan, ini bermakna strategi pemetaan semantik merupakan satu strategi pengajaran dan pembelajaran yang berkesan kepada pelajar-pelajar Melayu kerana strategi ini dapat meningkatkan pencapaian kosa kata mereka. Disamping itu pensyarah-pensyarah bahasa Mandarin dapat mengaplikasikan strategi dalam pengajaran mereka pada masa kelak.

Keywords: Strategi Pemetaan Semantik, Pengajaran dan Pembelajaran

1 PENGENALAN

Baru-baru ini dapat diperhatikan sebilangan besar rakyat daripada pelbagai negara di dunia berebut-rebut untuk mempelajari Bahasa Mandarin sebagai bahasa asing. Negara-negara tersebut termasuklah negara Thai, Indonesia, Korea, Jepun, Australia, Amerika dan sebagainya. Ini disebabkan Bahasa Mandarin memainkan peranan yang semakin penting dalam aspek komunikasi sama ada dalam negara ataupun peringkat antarabangsa.

Penyelidikan ini akan mengkaji adakah penggunaan strategi pemetaan semantik (*Semantic Mapping*) membantu penutur bukan jati menguasai lebih banyak kosa kata dalam pembelajaran Bahasa Mandarin sebagai bahasa ketiga.

1.1 Latar Belakang Kajian

1.1.1 Pembelajaran Bahasa Mandarin Sebagai Bahasa Ketiga

Menurut Zhao Jinming (2005), dipetik daripada Zhang Hesheng (2006:1-2), pengajaran bahasa Mandarin sebagai bahasa asing di Negara China bermula sejak bulan Julai, tahun 1950. Pada bulan Disember 1950, bilangan pelajar asing yang mempelajari bahasa Mandarin hanya seramai 33 orang. Pada tahun 1964, bilangan ini meningkat kepada 229 orang. Bilangan pelajar bertambah secara mendadak kepada 3312 orang pada tahun 1965. Keadaan ini berkaitan dengan kedudukan Negara China semakin penting di peringkat dunia. Pada tahun 1987, bilangan pelajar yang mempelajari bahasa Mandarin adalah sebanyak 2044 orang, angka ini kurang daripada angka yang dicatatkan pada tahun 1965. Bermula dari abad 21 tahun 90 an, pelajar yang datang ke Negara China untuk melanjutkan pelajaran bertambah setiap tahun. Sehingga tahun 2003, jumlah pelajar tersebut telah meningkat kepada 85 ribu orang. Berdasarkan pengiraan statistik secara kasar, bilangan pelajar yang mempelajari bahasa Mandarin di seluruh dunia pada masa kini telah mencecah 30 juta orang. Di Malaysia, sejak kebelakangan ini, bilangan ibu bapa kaum bukan Cina yang menghantar anak-anak mereka ke Sekolah Rendah Jenis Kebangsaan Cina semakin meningkat. Menurut Mok (2008:2-3), berdasarkan statistik yang diumumkan oleh Kementerian Pelajaran Malaysia, pada bulan Disember 2001, sebanyak 60, 000 orang pelajar bukan Cina menuntut di Sekolah Rendah Jenis Kebangsaan Cina. Bilangan pelajar bukan Cina yang menuntut di Sekolah Rendah Jenis Kebangsaan Cina kian meningkat hingga ke hari ini. Pada peringkat pengajian tinggi pula, antara kesemua institusi pengajian tinggi yang menawarkan kursus bahasa Mandarin kepada penutur bukan asli di Malaysia, ialah Universiti Teknologi MARA (UiTM). UiTM merupakan institusi pengajian tinggi yang mempunyai paling ramai pelajar bumiputra yang mempelajari bahasa Mandarin.

1.2 Pernyataan Masalah

Bahasa Mandarin diajar sebagai bahasa ketiga di Universiti Teknologi MARA, Shah Alam dan kampus-kampus cawangan di seluruh negara. Bilangan pelajar bumiputra yang mengambil bahasa Mandarin adalah antara 3000 hingga 3500 orang setiap semester di kampus induk Shah Alam. Pelajar-pelajar yang berdaftar untuk kursus bahasa Mandarin dikehendaki mempelajari bahasa Mandarin selama 3 semester. Matlamat akhir pengajaran bahasa Mandarin ialah supaya pelajar-pelajar dapat berkomunikasi secara lancar dengan dunia luar. Persoalannya, sejauh manakah tahap penguasaan pelajar dalam bahasa Mandarin selepas mempelajari bahasa ini selama 3 semester? Analisis keputusan peperiksaan bahasa Mandarin pada akhir setiap semester memperlihatkan pencapaian pelajar dalam komunikasi lisan adalah tidak memuaskan. Sebagai contoh, sekiranya pelajar bercakap *'wǒ hái méiyou jiéhūn le'* (saya masih belum berkahwin sudah) sudah tentu pendengar tidak faham apakah maksud yang ingin disampaikan, ayat tersebut sepatutnya berbunyi: *'wǒ hái méiyou jiéhūn'* (saya masih belum berkahwin). Contoh yang lain ialah seperti *'wǒ bù qián'* (saya tidak wang) seharusnya disebut *'wǒ méi you qián'* (saya tidak ada wang) dan sebagainya. Kesilapan yang dilakukan dalam aspek kosa kata boleh menyebabkan pendengar tidak faham atau membuat interpretasi yang berbeza sama sekali dengan maksud asal penutur. Dalam pengajaran bahasa Mandarin sebagai bahasa ketiga,

pengajaran kosa kata sering diabaikan, pengajar lebih tertumpu kepada pengajaran tatabahasa yang dianggap lebih sukar.

1.3 Kepentingan Kajian

Kajian ini bertujuan untuk meningkatkan penguasaan kosa kata Bahasa Mandarin di kalangan pelajar-pelajar Melayu melalui penggunaan strategi pemetaan semantik. Kajian ini amat penting kerana pelajar menghadapi kesukaran dalam pembelajaran bahasa Mandarin disebabkan mereka tidak dapat menguasai kosa kata bahasa Mandarin.

Kajian ini diharap akan memberi manfaat kepada para pengajar dan pelajar yang mempelajari Bahasa Mandarin sebagai bahasa ketiga di seluruh negara. Hasil kajian ini akan memberi informasi yang berguna kepada para pengajar bahasa Mandarin berkenaan manfaat yang boleh didapati daripada penggunaan strategi pemetaan semantik dalam pengajaran kosa kata bahasa Mandarin. Di samping itu, para pelajar yang mengambil kursus bahasa Mandarin sebagai bahasa ketiga akan turut mendapat manfaat daripada dapatan kajian ini di mana mereka boleh menggunakan strategi pemetaan semantik untuk meningkatkan penguasaan kosa kata Bahasa Mandarin.

1.4 Objektif Kajian

1. Mengkaji adakah kumpulan eksperimen yang menerima rawatan strategi pemetaan semantik mendapat skor min yang lebih tinggi daripada kumpulan kawalan yang tidak menerima rawatan strategi pemetaan semantik dalam ujian pasca.

2. Mengkaji adakah terdapat perbezaan yang signifikan di antara pencapaian skor min kumpulan eksperimen yang menerima rawatan strategi pemetaan semantik (SPS) dengan pencapaian skor min kumpulan kawalan yang tidak menerima rawatan strategi pemetaan semantik (SPS) dalam ujian pasca.

1.5 Soalan-Soalan Kajian

Kajian ini dijalankan untuk mencari jawapan kepada 2 soalan kajian seperti yang disenaraikan di bawah:-

1. Adakah kumpulan eksperimen yang menerima rawatan strategi pemetaan semantik (SPS) mendapat skor min yang lebih tinggi daripada kumpulan kawalan yang tidak menerima rawatan strategi pemetaan semantik (SPS) dalam ujian pasca?

2. Adakah terdapat perbezaan yang signifikan di antara pencapaian skor min kumpulan eksperimen yang menerima rawatan strategi pemetaan semantik (SPS) dengan pencapaian skor min kumpulan kawalan yang tidak menerima rawatan strategi pemetaan semantik (SPS) dalam ujian pasca?

1.6 Hipotesis Kajian

Hipotesis nul dan hipotesis alternatif yang berkaitan dengan tajuk kajian ini adalah seperti berikut:-

1. Hipotesis nul: Tidak terdapat perbezaan yang signifikan di antara pencapaian skor min kumpulan eksperimen yang menerima rawatan SPS dengan pencapaian skor min kumpulan kawalan yang tidak menerima rawatan SPS dalam ujian pasca.

2. Hipotesis alternatif: Terdapat perbezaan yang signifikan di antara pencapaian skor min kumpulan eksperimen yang menerima rawatan SPS dengan pencapaian skor min kumpulan kawalan yang tidak menerima rawatan SPS dalam ujian pasca.

2 KAJIAN LITERATUR

Dalam bab ini, pengkaji akan membincangkan kerangka teori kajian ini, menghuraikaan kajian-kajian oleh penyelidik terdahulu berkenaan penggunaan strategi pemetaan semantik dalam pengajaran dan pembelajaran kosa kata dan mengenalpasti jurang penyelidikan yang wujud dalam kajian-kajian yang terdahulu.

2.1 Teori Skema

Piaget mentakrifkan skema sebagai perwakilan mental manusia berkenaan dunia. Kanak-kanak cuba menggabungkan (*incorporating*) atau mengubah informasi untuk membuat penyesuaian dengan skema yang telah wujud melalui proses asimilasi. Selain daripada itu, kanak-kanak juga mengubahsuaikan skema yang sedia ada untuk menyesuaikan diri dengan informasi baru melalui proses akomodasi. Ini bermakna perkembangan kanak-kanak bukan satu proses menyalin dan menampal (*copy and paste*) semata-mata; sebaliknya penciptaan pengetahuan berlaku melalui satu tindakbalas kompleks antara pengetahuan yang sedia ada dengan informasi baru yang dikumpul melalui interaksi dengan dunia luar (dipetik daripada Kassin, 2006: 387).Jones et al. (1987), dipetik daripada O'Malley dan Chamot (1990:187-188), pernah menerangkan hubungan antara pembelajaran dan pengetahuan lepas seperti dalam petikan berikut:-

> *In learning, new information is linked to prior knowledge. Prior knowledge is stored in memory in the form of knowledge frameworks or schemata, and new information is understood and stored by calling up the appropriate schema and integrating the new information with it. Knowing how and when to access prior knowledge is a characteristic of effective learners...differences between older and younger students and between more and less proficient learners are due in large part to differences in prior knowledge and learning strategy use.*

Daripada petikan di atas, Jones et al. berpendapat bahawa pembelajaran adalah berkait rapat dengan pengetahuan lepas. Pengetahuan baru dapat difahami jika pembelajar dapat menghubungkaitkan pengetahuan baru tersebut dengan skema yang bersesuaian. Satu ciri penting pembelajar yang efektif ialah dia tahu bagaimana dan bila perlu menggunakan

pengetahuan lepas. Di samping itu, perbezaan antara pembelajar yang lebih tua dan pembelajar yang lebih muda serta perbezaan antara pembelajar yang lebih mahir dan kurang mahir adalah disebabkan oleh perbezaan dalam pengetahuan lepas dan perbezaan dalam strategi pembelajaran yang digunakan.

Pendek kata, teori skema mengatakan semua pengetahuan yang dipelajari oleh seorang akan disusun dan disimpan dalam bentuk jaringan, segala informasi akan dikumpulkan di bawah kategori tertentu. Apabila pembelajar berhadapan dengan informasi baru, dia harus mengaitkan informasi baru dengan pengetahuan lama yang sedia ada dalam ingatan, barulah informasi baru tersebut dapat difahami.

2.3 Teori Jaringan Semantik

Quillian (1967), dipetik daripada Anderson (2005:155), mengatakan manusia menyimpan informasi berkenaan pelbagai kategori seperti burung kenari, binatang, ikan dan sebagainya dalam struktur jaringan. Dalam jaringan tersebut, kategori disusun secara hierarki dan dihubungkan melalui nodus pertalian (*linking nodes*). Ciri-ciri berkenaan kategori tertentu dihubungkaitkan bersama. Ciri- ciri yang benar untuk kategori yang berada pada tahap tinggi adalah benar juga untuk kategori yang berada pada tahap rendah. Misalnya kategori binatang yang berada pada tahap yang lebih tinggi mempunyai ciri bernafas, maka kategori burung dan kategori burung kenari yang berada pada tahap yang lebih rendah juga mempunyai ciri bernafas.

2.4 Strategi Pemetaan Semantik (SPS)

Jaswirkaur (2005:83) mengatakan teknik pemetaan semantik adalah teknik pengajaran kosa kata yang efektif kerana ia lebih berpusatkan pelajar dan memerlukan penyertaan dan penglibatan aktif pelajar.Guo Liangying (2008:48) mencadangkan penggunaan peta minda dalam pengajaran kosa kata bahasa Inggeris sebagai bahasa asing seperti dalam petikan berikut:-

> *Mind map can help the participants build the inner associations between words. When they learn a word, they manage to associate it with related words. In this way, words in their brain can be activated, and these activated words are organized with the mind map to facilitate participants' memorization, for it is well known that people can impressively memorize picture more easily and enduringly…words begin to appear in their brain in a picture way and much frequent retrieval would certainly result in that receptive words can be easily transformed into productive ones.*

Daripada petikan di atas, peta minda dapat menolong pelajar mengasosiasikan perkataan yang dipelajari dengan perkataan lain yang berkaitan. Dengan cara ini, perkataan yang disimpan dalam otak dapat diaktifkan dan pelajar lebih mudah mengingat perkataan tersebut. Ini disebabkan biasanya manusia lebih mudah mengingat perkataan yang dipersembahkan melalui gambarajah. Selain daripada itu, penggunaan peta minda akan menyebabkan perkataan muncul dalam bentuk gambarajah di dalam otak dan usaha mendapat kembali perkataan yang kerap akan

mentransformasikan kosa kata reseptif kepada kosa kata produktif yang amat penting untuk tujuan komunikasi sama ada dalam bentuk penulisan atau pertuturan.

2.5 Teori Pembelajaran Koperatif

Li Yanping (2005:21) mendefinisikan pembelajaran koperatif sebagai satu bentuk strategi pengajaran yang berpusatkan pelajar di mana pelajar dibahagikan kepada kumpulan kecil, mereka belajar berdasarkan objektif pembelajaran yang sama. Mereka saling membantu untuk meningkatkan kesan pembelajaran.

Manakala Crandall (1999:226-227) berpendapat bahawa pembelajaran koperatif bukan sekadar aktiviti kumpulan kecil, penerangan beliau adalah lebih terperinci seperti berikut:-

> *Cooperative learning is more than just small group activity. In a well-structured cooperative task, there is a genuine information gap, requiring learners to both listen to and contribute to the development of an oral, written or other product which represents the group's efforts, knowledge and perspectives.*

Daripada petikan di atas, Crandall membezakan pembelajaran koperatif daripada aktiviti kumpulan kecil yang lain. Dalam tugas koperatif yang dirancang dengan teliti, akan wujud jurang informasi yang memerlukan setiap ahli dalam kumpulan mendengar dan menyumbangkan idea sama ada dalam bentuk lisan atau penulisan demi mencapai matlamat kumpulan. Produk akhir pembelajaran koperatif merupakan usaha setiap ahli dalam kumpulan, ia juga mewakili pengetahuan dan perspektif kumpulan berkenaan.

2.6 Kajian-Kajian Tentang Penggunaan Strategi Pemetaan Semantik (Sps) Oleh Penyelidik Terdahulu

Setakat ini, kajian-kajian berkenaan penggunaan strategi pemetaan semantik (SPS) dalam pengajaran dan pembelajaran kosa kata bahasa Mandarin sebagai bahasa ketiga di kalangan pelajar dewasa Melayu secara khususnya belum ditemui. Walau bagaimanapun, beberapa kajian yang berhubung dengan penggunaan SPS dalam pengajaran dan pembelajaran kosa kata telah dijalankan oleh Zahirah (1991), Shao Xiaoxia (2006), Guo Liangying (2008), Norhayuza (2006) dan Jaswirkaur (2005).

Zahirah (1991) mengkaji kesan penggunaan teknik pemetaan semantik dan teknik memberi makna perkataan dalam pengajaran kosa kata bahasa Malaysia kepada pelajar tingkatan satu di Sekolah Menengah Gombak Setia, Selangor. Seramai 120 orang pelajar dipilih menjadi sampel kajian ini, mereka dibahagikan kepada 4 kumpulan dan setiap kumpulan terdiri daripada 30 orang pelajar. Daripada 4 kumpulan tersebut, dua kumpulan terdiri daripada pelajar berpencapaian tinggi dan dua kumpulan lagi terdiri daripada pelajar berpencapaian rendah. Pelajar yang mendapat gred A dan B dalam ujian kemasukan tingkatan satu dikategorikan sebagai pelajar berpencapaian tinggi manakala pelajar yang mendapat gred C dan D dalam ujian yang sama dikategorikan sebagai pelajar berpencapaian rendah. Satu kumpulan pelajar berpencapaian tinggi dan rendah diajar dengan teknik pemetaan semantik manakala satu lagi

kumpulan pelajar berpencapaian tinggi dan rendah diajar dengan teknik memberi makna perkataan.

Dalam kajian ini, sebanyak 4 tajuk telah diajar kepada keempat-empat kumpulan tersebut. Kaedah pengumpulan data merangkumi kaedah eksperimen, pemerhatian dan soal selidik. Dapatan kajian menunjukkan teknik pemetaan semantik lebih berkesan daripada teknik memberi makna perkataan sama ada kepada pelajar berpencapaian tinggi atau rendah dari aspek penguasaan kosa kata dan perkembangan idea.

Guo Liangying (2008) membandingkan antara pengajaran kosa kata berpandukan peta minda (*mind map*) dan tesaurus visual dengan pemerolehan kosa kata secara sampingan (*incidental*) melalui pembacaan di kalangan pelajar Yantze Normal University, Chongqing, China, yang mempelajari bahasa Inggeris sebagai bahasa asing. Seramai 90 orang pelajar terlibat dalam kajian ini. Mereka dibahagikan kepada kumpulan eksperimen dan kumpulan kawalan dengan 45 orang dalam setiap kumpulan. Pengkaji menggunakan kaedah eksperimen untuk menguji adakah pengajaran kosa kata berpandukan peta minda dan tesaurus visual lebih berkesan daripada pemerolehan kosa kata secara sampingan melalui pembacaan.

Kumpulan eksperimen diberi pengajaran kosa kata berpandukan peta minda dan tesaurus visual manakala kumpulan kawalan didedahkan dengan pendekatan pemerolehan kosa kata secara sampingan melalui pembacaan. Pelajar dalam kumpulan eksperimen diminta melakarkan peta minda melalui perisian *Mindmapper* 4.0. Sebaliknya, pelajar dalam kumpulan kawalan diberikan dua petikan bacaan setiap minggu dan mereka dikehendaki membuat latihan berdasarkan petikan tersebut untuk mengembangkan (*enlarge*) kosa kata mereka. Tempoh eksperimen adalah selama satu semester.

Keputusan eksperimen menunjukkan pembelajaran kosa kata melalui peta minda dan tesaurus visual menghasilkan kesan positif yang lebih signifikan ke atas perkembangan (*enlarging*) kosa kata pelajar jika dibandingkan dengan pemerolehan kosa kata secara sampingan melalui pembacaan. Selain daripada itu, dapatan kajian juga menunjukkan pembelajaran kosa kata melalui peta minda dan tesaurus visual menghasilkan kesan yang positif dalam meningkatkan kemahiran bahasa pelajar jika dibandingkan dengan pemerolehan kosa kata secara sampingan melalui pembacaan. Pengkaji membuat kesimpulan bahawa pembinaan peta minda dapat menolong pelajar mendapat pemahaman yang lebih jelas berkenaan isi kandungan setiap perenggan dalam teks bacaan.

Norhayuza (2006) telah mengkaji penggunaan strategi pemetaan semantik (SPS) dalam pengajaran kosa kata bahasa Arab di kalangan pelajar Universiti Teknologi MARA (UiTM), Shah Alam. Kajian ini bertujuan mengetahui adakah penggunaan SPS dapat membantu pelajar mengingat makna perkataan bahasa Arab yang telah dipelajari. Seramai 16 orang pensyarah bahasa Arab dan 60 orang pelajar yang mengambil kursus bahasa Arab Tahap Dua di UiTM dijadikan sampel kajian. Pengkaji menggunakan kaedah eksperimen di mana 60 orang pelajar tersebut dibahagikan kepada 2 kumpulan iaitu 30 orang pelajar dalam kumpulan kawalan dan 30 orang pelajar dalam kumpulan eksperimen. Data kajian ini diperolehi melalui beberapa kaedah iaitu kaedah ekperimen, análisis kandungan, tinjauan dan pemerhatian. Instrumen yang

digunakan direkabentuk oleh pengkaji sendiri yang terdiri daripada ujian pra dan ujian pasca, borang temubual untuk pelajar dan borang soal selidik untuk pensyarah.

Hasil kajian menunjukkan kesan positif SPS dalam membantu pelajar mengingat kosa kata bahasa Arab. Ujian t pula menunjukkan terdapat perbezaan yang signifikan di antara skor min kumpulan eksperimen yang menggunakan SPS dengan kumpulan kawalan yang tidak menerima rawatan SPS. Pengkaji membuat kesimpulan bahawa SPS dapat membantu pelajar mengingat makna perkataan bahasa Arab yang telah dipelajari. Data temubual dengan pelajar mendapati pelajar bersikap positif terhadap penggunaan SPS dalam pengajaran kosa kata.

3 METODOLOGI KAJIAN

Kajian ini menggunakan kaedah kuasi eksperimen dan analisis kandungan. Pengkaji menggunakan kaedah kuasi eksperimen untuk menguji keberkesanan penggunaan strategi pemetaan semantik (SPS) melalui pembelajaran koperatif ke atas pencapaian bahasa Mandarin pelajar.

3.1 Reka Bentuk Kajian

3.1.1 Kaedah Kuasi Eksperimen

Menurut McBurney dan White (2004:330), kaedah eksperimen merupakan cara yang sangat berkuasa (powerful ways) untuk menjawab soalan-soalan kajian. Dalam kaedah eksperimen yang sebenar (true experiment), penyelidik dapat mengawal sepenuhnya semua aspek eksperimen iaitu aspek siapa, apa, bila, di mana dan bagaimana eksperimen dijalankan. Sebaliknya, dalam kaedah kuasi eksperimen, penyelidik tidak dapat mengawal semua aspek eksperimen misalnya penyelidik tidak dapat menjalankan pemilihan sampel secara rawak, penyelidik hanya dapat memilih sampel daripada kumpulan yang telah wujud. Dengan perkataan lain, kaedah kuasi eksperimen adalah menyerupai kaedah eksperimen yang sebenar tetapi tidak dapat memenuhi sekurang-kurangnya satu ciri kaedah eksperimen yang sebenar.

Kajian ini menggunakan kaedah kuasi eksperimen disebabkan pemilihan sampel secara rawak akan menimbulkan masalah pertindihan waktu kuliah kepada pelajar yang terlibat dalam kajian. Pengkaji terpaksa memilih sampel kajian daripada kumpulan pelajar yang sedia ada dalam fakulti. Seramai 76 orang pelajar yang mengambil Kursus Bahasa Mandarin Tahap 2 di Fakulti Pengurusan Pejabat mengambil bahagian dalam kajian ini. Mereka dibahagikan kepada 2 kumpulan iaitu kumpulan kawalan dan kumpulan eksperimen berdasarkan gred mereka dalam peperiksaan semester lepas. Setiap kumpulan terdiri daripada 38 orang pelajar. Langkah ini bertujuan untuk memastikan 2 kumpulan pelajar tersebut berada pada tahap penguasaan bahasa Mandarin yang sama sebelum rawatan SPS diberikan kepada kumpulan eksperimen.

Kumpulan kawalan adalah kumpulan yang tidak menerima rawatan SPS dan hanya menerima strategi pengajaran tradisional seperti diterangkan dalam bahagian 3.6. Manakala kumpulan eksperimen pula merupakan kumpulan yang menerima rawatan SPS selama 6 minggu. Jadual 3.1

adalah gambaran reka bentuk kuasi eksperimen kajian ini berdasarkan kerangka yang disarankan oleh Creswell (2008:314) seperti berikut:-

Jadual 3.1: Reka Bentuk Ujian Pasca Sahaja

Masa

Pilih Kumpulan Kawalan	Tanpa Rawatan	Ujian Pasca
Pilih Kumpulan Eksperimen	Ada Rawatan	Ujian Pasca

3.1.2 Pensampelan

Sampel kajian ini terdiri daripada 76 orang pelajar Melayu yang mengambil kursus Bahasa Mandarin Tahap Dua pada semester Mac 2012 hingga Jun 2012 dari Fakulti Pengurusan Pejabat, Kampus Puncak Alam, Universiti Teknologi MARA.

76 orang pelajar tersebut dibahagikan kepada 2 kumpulan iaitu kumpulan kawalan dan kumpulan eksperimen. Setiap kumpulan terdiri daripada 38 orang pelajar. Mereka dibahagikan kepada kumpulan ekperimen dan kumpulan kawalan berdasarkan gred keputusan Bahasa Mandarin Tahap Satu yang diperolehi dalam peperiksaan semester lepas iaitu semester September 2011 hingga Disember 2011 seperti yang ditunjukkan dalam Jadual 3.2.

Jadual 3.2: Pemilihan Pelajar Berdasarkan Gred Dalam Peperiksaan Semester Lepas

Gred	**Kumpulan Eksperimen**	**Kumpulan Kawalan**
A	2	2
B	9	9
C	13	13
D	8	8
E	6	6
Jumlah	38	38

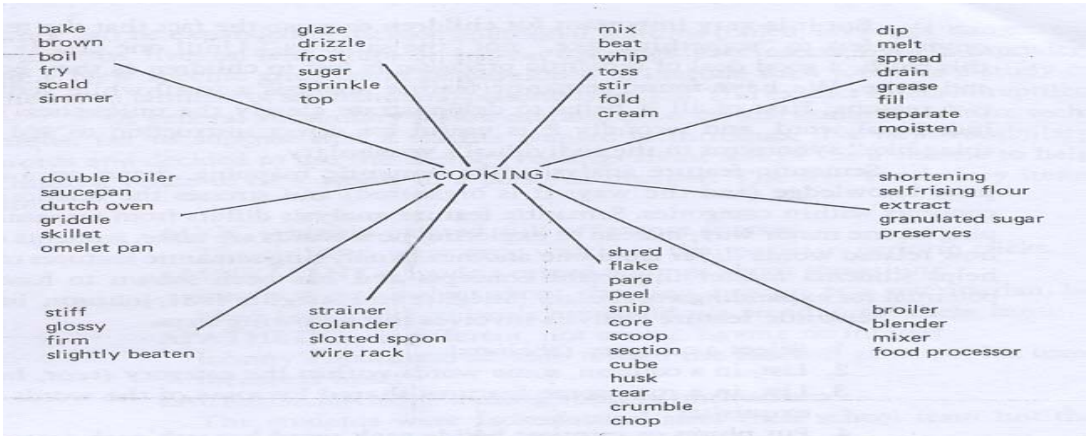
Pelajar-pelajar dalam kajian ini mempelajari Bahasa Mandarin dalam Hanyu Pinyin, mereka tidak mempelajari tulisan Cina. Mereka tidak mempunyai sebarang pengetahuan berkenaan Bahasa Mandarin.

3.1.3 Instrumen Kajian

Ujian pasca dalam kajian ini merupakan kertas ujian kemajuan Bahasa Mandarin untuk bulan November 2011. Ujian ini dibahagikan kepada 3 bahagian iaitu a) bahagian bina ayat b) bahagian terjemahan dan c) bahagian susun semula ayat (sila rujuk Lampiran 1).

3.2 Rawatan Strategi Pemetaan Semantik (SPS)

Setelah memilih 2 kumpulan pelajar yang mempunyai tahap penguasaan kosa kata yang sama berdasarkan gred yang diperolehi dalam peperiksaan semester lepas, 2 kumpulan tersebut akan dibahagikan kepada kumpulan kawalan dan kumpulan eksperimen. Kumpulan eksperimen dan kumpulan kawalan diajar 3 topik yang sama iaitu topik membeli barang, di kafeteria dan sakit. Kumpulan eksperimen menerima rawatan SPS selama 6 minggu manakala kumpulan kawalan tidak menerima rawatan SPS. Kedua-dua kumpulan eksperimen dan kumpulan kawalan diajar oleh pensyarah yang sama. Pensyarah mengadaptasikan peta semantik yang disarankan oleh Johnson dan Pearson (1984:41) seperti dalam Rajah 3.1 berikut:-



Rajah 3.1: Peta Semantik Untuk Topik Memasak
(dipetik daripada Johnson dan Pearson, 1984: 41)

Berikut adalah prosedur-prosedur mengajar SPS dengan kaedah pembelajaran koperatif kepada pelajar kumpulan eksperimen:-

1) Pensyarah menulis tema utama di dalam bulatan di bahagian tengah papan putih.

2) Pelajar diminta menyumbangkan satu soalan berkenaan dengan topik yang baru diajar.

3) Pelajar yang lain diminta menyemak dan memperbetulkan soalan tersebut sekiranya terdapat sebarang kesilapan.

4) Pensyarah melukis satu garis bermula daripada bulatan tengah, kemudian soalan

yang betul ditulis di atas garisan tersebut.

5) Pelajar diminta menjawab soalan tersebut dengan ayat lengkap.

6) Pelajar yang lain membetulkan jawapan yang diberikan sekiranya terdapat sebarang kesilapan penggunaan kosa kata atau tatabahasa.

7) Pensyarah akan menulis kata kunci jawapan di sebelah cabang yang dilukis daripada garisan.

8) Pelajar yang lain diminta memberi pelbagai jawapan untuk soalan yang sama. Pensyarah akan menulis kata kunci jawapan di sebelah beberapa cabang yang dilukis daripada garisan.

9) Selepas itu pelajar dibahagikan kepada kumpulan berdasarkan gred semester lepas. Setiap kumpulan mengandungi 4 hingga 5 orang pelajar yang berpencapaian tinggi, sederhana dan rendah. Ini bertujuan untuk memastikan pelajar yang berpencapaian tinggi dapat membantu pelajar yang berpencapaian sederhana dan rendah.

10) Pelajar diberi masa selama 30 minit sahaja untuk menghasilkan 8 soalan dalam peta semantik. Bagi kumpulan yang tidak dapat menghasilkan 8 soalan dalam kelas, mereka perlu bertemu dengan ahli kumpulan yang lain di luar waktu kelas untuk menyiapkan peta semantik.

11) Pada minggu berikut, setiap kumpulan menghantar satu peta semantik untuk topik yang telah diajar.

12) Pensyarah menyemak soalan dan jawapan yang ditulis dalam peta semantik dan mengembalikannya kepada pelajar.

3.3 Kaedah Pengajaran Untuk Kumpulan Kawalan

Pensyarah menggunakan kaedah pengajaran tradisional untuk mengajar kumpulan kawalan seperti menerangkan makna kosa kata baru dalam bahasa Malaysia atau bahasa Inggeris, menterjemahkan ayat-ayat Bahasa Mandarin dalam dialog kepada Bahasa Malaysia atau Bahasa Inggeris dan menyoal pelajar berdasarkan isi kandungan setiap topik yang diajar.

3.4 Kaedah Analisis Kandungan

Menurut Syed Arabi (2002:105-107), kaedah analisis kandungan merupakan satu teknik penyelidikan yang boleh digunakan oleh pengkaji untuk membuat tumpuan dan pengamatan ke atas sesuatu utusan. Setiap kandungan yang dikaji akan diberikan satu nilai bernombor atau dihitung dengan menggunakan kekerapan. Analisis kandungan digunakan untuk mendapatkan

data yang berkait dengan soalan-soalan penyelidikan. Ia juga boleh digunakan untuk tujuan ujian hipotesis. Ia biasanya dilakukan secara objektif (mempunyai kategori), sistematik dan kuantitatif. Dalam kajian ini, kaedah analisis kandungan dijalankan terhadap skrip jawapan pelajar dalam ujian pasca. Ia bertujuan untuk melihat sejauh manakah pelajar menguasai dan mengingat makna kosa kata bahasa Mandarin

3.5 Penganalisisan Data

Pengkaji akan menggunakan ujian T untuk sampel-sampel tidak bersandar (*independent-sampels T-test*) untuk menganalisis data yang diperolehi daripada kajian ini. Perisian yang digunakan untuk menganalis data ialah *Statistical Package For The Social Sciences* (SPSS) versi 18.0. Daripada ujian T untuk sampel-sampel tidak bersandar, pengkaji akan melaporkan sama ada terdapat perbezaan yang signifikan dalam pencapaian skor min antara kumpulan eksperimen dengan kumpulan kawalan. Menurut George dan Mallery (2000:122), ujian T untuk sampel-sampel tidak bersandar membandingkan min antara dua sampel yang berlainan sebagaimana yang dinyatakan oleh mereka dalam petikan berikut:-

> *The independent-samples t test compares the means of two different samples. The two samples shares some variable of interest in common, but there is no overlap between membership of the two groups.*

Rosenthal (2001:340) telah menggariskan beberapa andaian bagi ujian T untuk sampel-sampel tidak bersandar iaitu skala pengukuran adalah skala selang atau nisbah, data adalah bertaburan normal dan kesamaan varian.

4 ANALISIS DATA

Dalam bab ini, pengkaji akan menganalisis data untuk memberi jawapan kepada dua soalan kajian. Sebelum menjawab soalan kajian, pengkaji akan memaparkan keputusan ujian pasca bagi kumpulan eksperimen dan kumpulan kawalan. Selepas itu, pengkaji akan mendapatkan skor min untuk kumpulan eksperimen dan kumpulan kawalan dalam ujian pasca untuk menjawab soalan kajian pertama. Seterusnya, pengkaji akan membentangkan keputusan ujian T untuk sampel-sampel tidak bersandar bagi ujian pasca untuk menjawab soalan kajian kedua

4.1 Soalan Kajian 1 – Adakah Kumpulan Eksperimen Yang Menerima Rawatan Strategi Pemetaan Semantik Mendapat Skor Min Yang Lebih Tinggi Daripada Kumpulan Kawalan Yang Tidak Menerima Rawatan Strategi Pemetaan Semantik Dalam Ujian Pasca?

Keputusan ujian pasca untuk kumpulan eksperimen dan kumpulan kawalan ditunjukkan dalam Jadual 4.1 dan Jadual 4.2 masing-masing.

Jadual 4.1: Keputusan Ujian Pasca Untuk Kumpulan Eksperimen

Pelajar	Bina Ayat (40%)	Terjemahan (40%)	Susun Semula Ayat (20%)	Jumlah (100%)
1.	39	18	15	72
2.	40	28	17	85
3.	38	26	0	64
4.	39	38	18	95
5.	38	34	9	81
6.	30	31	13	74
7.	37	31	13	81
8.	21	28	6	55
9.	39	23	17	79
10.	38	37	16	91
11.	21	0	12	33
12.	33	30	9	72
13.	36	32	17	85
14.	38	10	9	57
15.	38	36	9	83
16.	39	26	8	73
17.	38	27	17	82
18.	25	21	13	59
19.	36	33	9	78
20.	23	22	0	45
21.	39	37	13	89
22.	34	17	15	66
23.	40	37	17	94
24.	33	18	13	64
25.	37	37	17	91
26.	15	12	9	36
27.	36	33	17	86
28.	34	39	17	90
29.	28	25	13	66
30.	27	27	9	63
31.	37	35	17	89
32.	19	29	0	48
33.	29	33	17	79
34.	36	23	17	76
35.	39	35	13	87
36.	39	33	13	85
37.	38	34	18	90
38.	22	31	5	58
Jumlah	1268	1066	467	2801

Jadual 4.2: Keputusan Ujian Pasca Untuk Kumpulan Kawalan

Pelajar	**Bina Ayat (40%)**	**Terjemahan (40%)**	**Susun Semula Ayat (20%)**	**Jumlah (100%)**
1.	32	29	4	65
2.	30	13	0	43
3.	22	12	0	34
4.	32	17	0	49
5.	34	33	16	83
6.	30	33	8	71
7.	33	34	12	79
8.	35	27	8	70
9.	38	33	20	91
10.	37	31	16	84
11.	13	0	0	13
12.	26	5	0	31
13.	36	35	20	91
14.	33	27	12	72
15.	32	36	16	84
16.	35	31	4	70
17.	39	31	16	86
18.	38	29	16	83
19.	34	22	0	56
20.	38	28	4	70
21.	28	34	20	82
22.	32	12	4	48
23.	31	25	4	60
24.	39	29	8	76
25.	38	28	8	74
26.	30	23	12	65
27.	39	32	8	79
28.	37	12	4	53
29.	35	8	4	47
30.	39	29	8	76
31.	24	12	4	40
32.	36	30	12	78
33.	28	32	20	80
34.	13	15	0	28
35.	36	34	8	78
36.	21	22	8	51
37.	23	26	8	57
38.	27	25	8	60
Jumlah	1203	934	320	2457

Perbandingan keputusan ujian pasca antara kumpulan eksperimen dan kumpulan kawalan ditunjukkan dalam Jadual 4.3 di bawah:-

Jadual 4.3: Perbandingan Keputusan Ujian Pasca Antara Kumpulan Eksperimen Dan Kumpulan Kawalan

Kumpulan	**Bina Ayat**	**Terjemahan**	**Susun Semula Ayat**	**Jumlah Markah**	**Min**
Kumpulan Eksperimen	1268	1066	467	2801	73.71
Kumpulan Kawalan	1203	934	320	2457	64.66

Daripada Jadual 4.3, pelajar kumpulan eksperimen memperolehi jumlah markah yang lebih tinggi daripada kumpulan kawalan dalam ketiga-tiga bahagian dalam ujian pasca. Dalam bahagian bina ayat, jumlah markah yang diperolehi oleh kumpulan eksperimen adalah lebih tinggi iaitu 1268 berbanding dengan jumlah markah yang diperolehi oleh kumpulan kawalan iaitu 1203. Dalam bahagian terjemahan pula, jumlah markah yang diperolehi oleh kumpulan eksperimen juga adalah lebih tinggi iaitu 1066 berbanding dengan jumlah markah yang diperolehi oleh kumpulan kawalan iaitu 934. Dari segi susun semula ayat pula, jumlah markah yang diperolehi oleh kumpulan eksperimen adalah lebih tinggi juga iaitu sebanyak 467 berbanding dengan jumlah markah yang diperolehi oleh kumpulan kawalan iaitu 320. Jumlah markah keseluruhan bagi kumpulan eksperimen adalah lebih tinggi iaitu sebanyak 2801 jika dibandingkan dengan jumlah markah keseluruhan yang diperolehi oleh kumpulan kawalan iaitu sebanyak 2457.

Daripada Jadual 4.3 di atas, skor min yang diperolehi oleh kumpulan eksperimen yang menerima rawatan strategi pemetaan semantik dalam ujian pasca ialah 73.71 manakala skor min yang diperolehi oleh kumpulan kawalan yang tidak menerima rawatan strategi pemetaan semantik dalam ujian pasca adalah 64.66. Adalah jelas bahawa skor min yang diperolehi oleh kumpulan eksperimen adalah 9.05 lebih tinggi daripada skor min yang diperolehi oleh kumpulan kawalan dalam ujian pasca. Ini bermakna strategi pemetaan semantik berkesan meningkatkan pencapaian kosa kata pelajar kumpulan eksperimen dalam ujian pasca.

4.3 Soalan Kajian 2 - Adakah Terdapat Perbezaan Yang Signifikan Di Antara Pencapaian Skor Min Kumpulan Eksperimen Yang Menerima Rawatan Strategi Pemetaan Semantik Dengan Pencapaian Skor Min Kumpulan Kawalan Yang Tidak Menerima Rawatan Strategi Pemetaan Semantik Dalam Ujian Pasca?

Sebelum menjalankan ujian T, pengkaji akan menjalankan ujian normaliti untuk menentukan sama ada data bertaburan normal. Untuk kumpulan eksperimen, nilai statistik untuk skewness dan kurtosis ialah -.880 dan .122 masing-masing seperti ditunjukkan dalam Jadual 4.4. Untuk kumpulan kawalan, nilai statistik untuk skewness dan kurtosis ialah -.816 dan .04 masing-masing seperti yang ditunjukkan dalam Jadual 4.5. Didapati nilai statistik untuk skewness dan kurtosis bagi kumpulan eksperimen dan kumpulan kawalan adalah di antara -1.96 dan +1.96. Menurut Chua (2008), nilai statistik untuk skewness dan kurtosis di antara -1.96 dan +1.96 bermakna data bertaburan normal.

Jadual 4.4: Nilai Statistik Skewness Dan Kurtosis Untuk Kumpulan Eksperimen

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
KE	38	33.00	95.00	73.7105	16.10591	-.880	.383	.122	.750
Valid N (listwise)	38								

Jadual 4.5: Nilai Statistik Skewness Dan Kurtosis Untuk Kumpulan Kawalan

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
KK	38	13.00	91.00	64.6579	19.16398	-.816	.383	.040	.750
Valid N (listwise)	38								

Setelah menentukan data bertaburan normal, pengkaji akan menjalankan ujian T melalui perisian SPSS versi 20. Keputusan ujian T bagi sampel-sampel tidak bersandar bagi ujian pasca ditunjukkan dalam Jadual 4.2.

Jadual 4.2: Keputusan Ujian T Untuk Sampel-Sampel Tidak Bersandar
Bagi Ujian Pasca

Group Statistics

	Kumpulan	N	Mean	Std. Deviation	Std. Error Mean
Markah	1.00	38	73.7105	16.10591	2.61272
	2.00	38	64.6579	19.16398	3.10881

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Markah	Equal variances assumed	1.429	.236	2.229	74	.029	9.05263	4.06091	.96109	17.14418
	Equal variances not assumed			2.229	71.871	.029	9.05263	4.06091	.95710	17.14816

Daripada Jadual 4.2 di atas, ujian Levene untuk persamaan varian adalah tidak signifikan di mana p > .05, ini bermakna tidak terdapat perbezaan yang signifikan antara varians untuk kumpulan eksperimen dan kumpulan kawalan, maka boleh diandaikan terdapat persamaan varian antara dua kumpulan tersebut.

Daripada ujian T untuk persamaan min, keputusan kajian adalah signifikan (t=2.229, df=74, p < .05), maka hipotesis alternatif diterima dan hipotesis nul ditolak. Ini bermakna terdapat perbezaan yang signifikan di antara pencapaian skor min kumpulan eksperimen yang menerima rawatan strategi pemetaan semantik dengan pencapaian skor min kumpulan kawalan yang tidak menerima strategi pemetaan semantik dalam ujian pasca. Nilai perbezaan min sebanyak 9.05 menunjukkan bahawa pelajar kumpulan eksperimen mempunyai pencapaian kosa kata yang lebih tinggi berbanding dengan pelajar kumpulan kawalan. Dengan kata lain, penggunaan strategi pemetaan semantik berkesan meningkatkan pencapaian kosa kata Bahasa Mandarin pelajar kumpulan eksperimen dalam ujian pasca.

5 KESIMPULAN

Tujuan kajian ini adalah untuk mengenalpasti sama ada strategi pemetaan semantik berkesan meningkatkan penguasaan kosa kata Bahasa Mandarin pelajar dewasa Melayu yang mempelajari Bahasa Mandarin sebagai bahasa ketiga di Universiti Teknologi MARA. Dalam bab empat, pengkaji telah membuat analisis data untuk menjawab dua soalan kajian. Untuk soalan kajian pertama, pengkaji mendapati strategi pemetaan semantik berkesan meningkatkan skor min pelajar kumpulan eksperimen yang diberi rawatan strategi pemetaan semantik jika dibandingkan dengan skor min kumpulan kawalan yang tidak menerima strategi pemetaan semantik dalam ujian pasca. Bagi soalan kajian kedua, didapati terdapat perbezaan yang signifikan di antara pencapaian skor min kumpulan eksperimen yang menerima rawatan strategi pemetaan semantik dengan pencapaian skor min kumpulan kawalan yang tidak menerima strategi pemetaan semantik dalam ujian pasca. Ini bermakna strategi pemetaan semantik merupakan satu strategi pengajaran dan pembelajaran yang berkesan untuk meningkatkan pencapaian kosa kata pelajar Melayu yang mempelajari Bahasa Mandarin sebagai bahasa asing.

5.1 Implikasi Kajian

Dapatan kajian ini mempunyai implikasi yang penting kepada tiga pihak iaitu pihak perancang dan penggubal silibus, pihak pengajar yang mengajar Bahasa Mandarin sebagai bahasa ketiga di UiTM dan pihak pelajar dewasa Melayu yang mempelajari Bahasa Mandarin sebagai bahasa ketiga. Bagi pihak perancang dan penggubal silibus, sebelum mereka membuat perancangan dan menggubal silibus kursus Bahasa Mandarin, mereka perlu mempertimbangkan apakah strategi pengajaran dan pembelajaran yang bersesuaian untuk membantu pengajar menyampaikan isi kandungan teks dengan berkesan dan membantu pelajar mempelajari kosa kata Bahasa Mandarin dengan berkesan. Pengkaji berharap mereka dapat menggubal silibus kursus Bahasa Mandarin berdasarkan strategi pemetaan semantik yang telah terbukti keberkesanannya dalam kajian ini agar dapat memberi manfaat kepada pihak pengajar dan pelajar yang mempelajari Bahasa Mandarin sebagai bahasa ketiga di UiTM. Untuk pihak pengajar Bahasa Mandarin pula, pengkaji mencadangkan agar mereka menerapkan strategi pemetaan semantik sebagai salah satu strategi pengajaran semasa mengajar kosa kata Bahasa Mandarin kepada pelajar dewasa Melayu untuk menjadikan pengajaran kosa kata lebih seronok dan berkesan.

Bagi pihak pelajar, pengkaji mencadangkan supaya mereka menggunakan strategi pemetaan semantik untuk mempelajari kosa kata dalam setiap bab dalam buku teks Bahasa Mandarin. Strategi ini bukan sahaja dapat memaparkan semua kosa kata yang berkaitan berdasarkan situasi atau tema malah ia dapat membantu pelajar mengasosiasikan sesuatu kosa kata yang baru dipelajari dengan kosa kata lain dalam lapangan semantik yang sama. Penggunaan strategi ini akan membantu meningkatkan pencapaian kosa kata Bahasa Mandarin pelajar. Sebagai kesimpulan, kajian eksperimen ini telah membuktikan keberkesanan strategi pemetaan semantik dalam pengajaran dan pembelajaran kosa kata Bahasa Mandarin khususnya di kalangan pelajar dewasa Melayu yang mempelajari Bahasa Mandarin sebagai bahasa ketiga.Walau bagaimanapun, disebabkan sampel kajian hanya terbatas kepada pelajar dewasa Melayu yang mengambil kursus Bahasa Mandarin Tahap Dua daripada satu fakulti sahaja iaitu Fakulti Pengurusan Pejabat dari Kampus Puncak Alam, Universiti Teknologi MARA, maka keputusan kajian tidak dapat digeneralisasikan kepada semua pelajar dewasa Melayu yang mendaftar untuk kursus Bahasa Mandarin Tahap Dua di semua fakulti di UiTM.

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LAMPIRAN 1: Ujian Pasca

CONFIDENTIAL LG/NOV 2011/BMD451

UNIVERSITI TEKNOLOGI MARA

COURSE	:	**MANDARIN LANGUAGE II**
COURSE CODE	:	**BMD451**
EXAMINATION	:	**NOVEMBER 2011**
TIME	:	**45 MINUTES**

INSTRUCTIONS TO CANDIDATES

1. This question paper consists of three (3) questions.
2. Answer ALL questions and write the answers to all questions in the **QUESTION PAPER.**
3. Fill in the details below.

   UiTM STUDENT CARD NO. : _____

   PROGRAMME : _____

   PROGRAMME CODE & PART : _____

   NAME OF LECTURER : _____

   MANDARIN LANGUAGE GROUP : _____
4. Do not bring any material into the room unless permission is given by the invigilator.
5. Please check to make sure that this quiz pack consists of :
   i) the Question Paper

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I. Zàojù : Měití zuìshǎo 5 ge cí. (20 marks)

1. yǒumíng : _____
2. cuòguò : _____
3. háishi : _____
4. kāishǐ : _____
5. rènao : _____

II. Fānyì : Bǎ xiàmian de jùzi fānyì chéng Huáyǔ. (20 marks)

1. Kami pergi ke rumah Hasnah untuk menghadiri majlis perkahwinannya dengan menaiki bas.

   _____

2. Sehelai baju dan sepasang kasut berjumlah RM165.00.

   _____

3. Adakah ayah dan adik lelaki kamu pergi ke masjid untuk bersembahyang pada hari Jumaat?

   _____

4. Aida demam, Dr. Roslan menyuruhnya berehat selama 2 hari di rumah.

   _____

5. Kami menjual nasi lemak, kueh teow goreng, popia, sate dan lain-lain.

   _____

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III. Cíjù Chóngzǔ: Gēnjù cìxù bǎ jùzi chóngxīn páiliè. (10 marks)

1. lánsè zhè xiézi de duōshao shuāng qián

_____ ?

2. le, xiàyǔ jìnlái tā ràng wàimian ba

_____ .

3. huài tīngshuō Lù de Guāndān hónglǜdēng le

_____ .

4. Xīnnián Měilíng jiā Huárén qù qīnqi bàinián

_____ .

5. 4 diǎn túshūguǎn xīngqīwǔ wǒmen wàimian jiànmiàn xiàwǔ zài

_____ .

END OF QUESTIONS PAPER

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KAJIAN PENGUASAAN KEMAHIRAN MENDENGAR BAHASA MANDARIN BAGI PELAJAR BUKAN PENUTUR JATI

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Abstrak

Fungsi utama bahasa ialah untuk berkomunikasi. Pembelajaran bahasa kedua perlu bermula dengan pembelajaran kemahiran mendengar. Jikalau seseorang tidak faham apa yang dikatakan oleh pihak lain bermaksud proses berkomunikasi itu gagal. Jika hendak berkomunikasi secara berkesan, pelajar perlu memberi tumpuan kepada kemahiran mendengar, menambahkan latihan mendengar untuk keupayan mendengar mereka. Objektif kiajian ini ialah untuk menguji keupayaan mendengar pelajar dan mengenalpasti masalah yang dihadapi oleh pelajar dalam kemahiran mendengar. Kajian ini melibatkan 100 pelajar sebagai sampel kajian dengan menggunakan kaedah soal selidik di lapan fakuiti yang berbeza bagi memastikan sampel kajian ialah daripada disiplin yang berbeza. Kajian ini menggunakan cara imlak untuk menguji sebutan pelajar. Dapatannya menunjukkan bahawa pelajar Melayu tidak dapat menguasai sebutan fonem awal, fonem akhir dan nada dalam fonetik bahasa Mandarin. Terdapat 78% sampel kajian menganggap bahawa fonem awal iaitu b, p, d, t, g, k, j, q, zh, ch, sh, z, c dan s susah sebut dalam pembelajaran mereka. Dalam bahasa Melayu dan Inggeris tiada vocal ü , maka 70% daripada sampel kajian menganggap fonem akhir ü, ü e, üan dan ün ini yang menyebabkan mereka menghadapi masalah mendengar. Pelajar Melayu yang baru belajar bahasa Mandarin, memang susah hendak menguasai empat nada dalam fonetik bahasa Mandarin. Jadi, terdapat 62% sampel kajian setuju bahawa nada yang disebut oleh penutur boleh menyebabkan mereka susah untuk memahami matlumat yang ingin disampaikan. Terdapat 80% sampel kajian menganggap kelajuan pembaca membaca soalan dengan cepat boleh mempengaruhi kefahaman mereka. Kami percaya kelajuan pembaca semasa membaca soalan dengan sederhana atau kurang laju boleh membantu pelajar mendengar dan memahami apa yang ingin disampaikan. Dapatan kajian ini juga menunjukkan bahawa kekurangan latihan mendengar boleh menyebabkan pelajar tidak dapat meningkatkan empat jenis kemahiran mendengar mikro yang seperti disebutkan di atas.

Kata kunci: pelajar bukan penutur jati, kemahiran mendengar, fonem awal, fonem akhir dan nada.

1 PENGENALAN

Pengajaran bahasa ketiga di China merujuk pengajaran bahasa Mandarin kepada orang asing atau bukan penutur asli (Cheun Heng Huat, 2006, p.3-4). Malaysia adalah sebuah negara berbilang kaum. Orang Melayu merupakan kaum majoriti di Malaysia. Sejak ekonomi China berkembang pesat, pembelajaran Mandarin beransur-ansur menjadi satu trend dan di Universiti Teknologi Mara (UiTM) pun tidak terkecuali. Pelajar yang mempelajari bahasa Mandarin semakin meningkat dan ini jales menggambarkan bahasa Mandarin semakin popular. Pada masa ini, pelajar yang mempelajari bahasa Mandarin sebagai bahasa ketiga

kebanyakan ialah orang Melayu. Tujuan pelajar mempelajari bahasa Mandarin ialah untuk berkomunikasi dan bersosial dengan orang Cina dalam dan luar negara.
Institut Teknologi Mara (ITM) telah naik taraf kepada universiti pada bulan Oktober 1999, dengan nama Universiti Teknologi Mara (UiTM). Pada tahun 1970-an dan 1980-an, hanya pelajar dari empat fakulti ada peluang mempelajari bahasa Mandarin tetapi sejak dinaikan taraf kepada status universiti, semua pelajar Melayu mempunyai peluang mempelajari bahasa Mandarin sebagai elektif. Pada masa ini, UiTM mempunyai paling ramai pelajar Melayu belajar bahasa Mandarin, iaitu lebih kurang 8000 pelajar setiap semester. Umumnya pelajar ini mempunyai 3 ciri seperti berikut (Cheun Heng Huat dan Low Hiang Loon,2006, p.291; Cheun Heng Huat dan Low Hiang Loon,2006, p.5):

a. Mereka tidak pernah belajar bahasa Mandarin
b. Bahasa Melayu merupakan bahasa ibunda dan bahasa Inggeris merupakan bahasa kedua yang wajib dipelajari oleh meraka
c. Mereka merupakan orang dewasa yang berumur lebih 18 tahun.

2 KEPENTINGAN KEMAHIRAN MENDENGAR DALAM PEMBELAJARAN BAHASA MANDARIN

Menurut pandangan Lü Bisong (1992, p.109-111), cara pembelajaran kanak-kanak belajar bahasa pertama ialah menggabungkan hubungan antara konsep dan bahasa serta hubungan antara konsep-konsep. Dalam kata lain, proses kanak-kanak belajar bahasa ialah daripada tiruan sampai kepada tahap mewujudkan konsep, proses pembentukan pemikiran dan keupayaan berfikir. Orang dewasa mempelajari bahasa kedua pula ialah daripada konsep fikiran yang banyak dan telah membentuk kemahiran berfikir, berupaya mengatur perkataan untuk menyampaikan idea-idea mereka.

Pelajar-pelajar di UiTM merupakan orang dewasa tetapi mereka masih perlu mengikut prinsip-prinsip asas pembelanjaran untuk mempelajari bahasa Mandarin. Dalam kata lain, pelajar tersebut perlu bermula dengan menguasai kemahiran mendengar, diikuti dengan kemahiran bertutur, kemahiran membaca dan akhir dengan kemahiran bertulis. Yang Huiyuan (1997, p.25) berpendapat fungsi utama bahasa ialah untuk berkomunikasi, pembelajaran bahasa kedua perlu bermula dengan pembelajaran kemahiran mendengar. Jikalau seseorang tidap faham apa yang dikatakan oleh pihak lain bermaksud proses berkomunikasi gagal.

Yang Huiyuan (1997, p.28) juga berpendapat jikalau seseorang perlu menguasai kemahiran berkomunikasi dalam bahasa Mandarin, pada tahap permulaan perlu memberi tumpuan kepada kemahiran mendengar. Lapan jenis kemahiran memdengar mikro ialah Keupayaan analisis diskriminan, kapasiti penyimpanan memori, keupayaan meneka makna, keupayaan tindak balas pantas, keupayaan sambil mendengar dan sambil ingat, keupayaan meniru, kebolehan memantau dan keupayaan membuat generalisi dan kesimpulan.

Pengkaji percaya daripada 8 jenis kemahiran mendengar ini, yang perlu difokus pada **tahap pertama** ialah Keupayaan analisis diskriminasi, kapasiti penyimpanan memori, kebolehan memantau dan keupayaan membuat generalisasi dan kesimpulan. Selain daripada itu, pengkaji juga percaya latihan mendengar perlu bergabung dengan teknik pengajaran yang lain, seperti: Peringkat Suara: mengenal pasti kemahiran analitikal dan keupayaan untuk meniru selepas mendengar. Peringkat Sintax: kapasiti penyimpanan memori, keupayaan meneka makna. Peringkat Esei: kebolehan memantau dan keupayaan membuat generalisi dan kesimpulan.

3 KAEDAH LATIHAN MENDENGAR BAHA SA MANDARIN

Pelajar berpendapat bahawa latihan mendengar adalah agak membosankan dan sukar untuk menumpukan perhatian pelajar. Dengan itu, guru-guru perlu menyediakan input yang mereka fikirkan perlu atau yang berminat, demi menarik perhatian mereka. Kemahiran mendengar ialah salah satu aktiviti komunikatif acara input, proses input dan output yang sempurna ialah dapat difahami dan memahami keseluruhan kandungan yang diucapkan. Liu Songhao (2005, p.100) menegaskan bahawa latihan mendengar perlu memilih kaedah yang sesuai, tidak boleh dianggap semakin banyak kaedah semakin baik. Selain daripada itu, perlu juga memberi perhatian kepada pilihan bahan dan teknik penyediaan. Beliau menegaskan bahawa kaedah latihan mendengar perlu inovatif, beliau mencadangkan cara baru untuk mengamalkan kaedah "imlak kontras": Biarlah pelajar mendengar dua ayat. Kedua-dua ayat-ayat yang mengandungi serpihan bahasa yang sama (iaitu, kosa kata imlak), selepas mendengar menulis ejaan imlak perkataan. Liu Songhao (2005, p.100) juga percaya bahawa penyelidikan mengenai imlak mendengar membantu meningkatkan kemahiran mendengar.

Pengkaji percaya bahawa untuk meningkatkan minat pelajar supaya aktif dalam kelas, perlu menggunakan pelbagai jenis kaedah seperti: gabungan kaedah mendengar dan bertutur, mendengar dan menulis, mendengar dan melakukan sesuatu. Tetapi kita perlu menjelaskan bahawa bertutur, membaca dan menulis dalam pengajaran hanya alat bantuan untuk pengajaran kaedah pendengaran. Alat bantu mengajar ini boleh merangsangkan minat dalam pembelajaran kemahiran mendengar. Sebagai contoh mendengar dan menonton untuk melihat imej bahan teks atau menonton gambar, seperti gambar, projektor, multimedia dan lain-lain. Imaginasi atau gabungan teks dan bunyi boleh membantu pelajar mengintegrasikan bentuk dan semantik berkaitan untuk membantu mereka ingat dan menyatukan semantik. Li Quan (2005, p.155) yang menyatakan bahawa kemahiran mendengar adalah untuk melatih pelajar untuk mengenal pasti bunyi perkataan, supaya mereka boleh memahami makna ayat.

4 OBJEKTIF KAJIAN DAN METODOLOGI

Kajian ini menggunakan kaedah soal selidik. Seratus orang pelajar UiTM semester pertama (tahap satu) dikenal pasti untuk menjalankan penyelidikan ini. Kajian ini dijalankan di 8 fakulti, demi memastikan pelajar daripada kepelbagaian subjek dan disiplin yang berbeza. Kita bermula dengan menggunakan kaedah imlak untuk menguji keupayan pelajar mendengar konsonan, vokal dan nada suara demi mengenal pasti masalah pembelajaran dan pada akhir semester, kita akan menggunakan ujian mendengar untuk menguji keupayan mendengar.

Metodologi kajian ini adalah berikut:

1. Kertas soal selidik 100 orang pelajar Melayu
2. Kertas soal selidik 10 orang pensyarah UiTM

Kertas soal selidik pelajar dijalankan pada minggu yang ke lapan demi memastikan pelajar mempunyai kefahaman awal dan asas tertentu terhadap bahasa Cina. Soal selidik akan diedarkan di dalam kelas dan dikutip semula selepas pelajar mengisi. Bahasa yang digunakan dalam kertas soal selidik adalah bahasa Melayu, iaitu bahasa ibunda meraka. Dalam usaha untuk mengukuhkan kredibiliti kajian ini, kami juga meminta 10 orang pensyarah UiTM untuk mengisi kertas saol selidik.

5 SAMPEL KAJIAN DAN KEPUTUSAN SOAL SELIDIK

Sebelum kita bermula menganalisis, kita perlu meninjau latar belakang pelajar dan lain-lain untuk satu gambaran yang jelas.

Jadual 1: Sumber kajian

Fakulti	**Bilangan Pelajar**
Fakulti Sains Gunaan	11
Fakulti Sains Komputer dan Matematik	11
Fakulti Senibina, Perancangan & Ukur	20
Fakulti Perakaunan	13
Fakulti Pengurusan Perniagaan	4
Fakulti Sains Pentadbiran dan Pengajian Polisi	14
Fakulti Pendidikan	13
Fakulti Pengurusan & Teknologi Pejabat	14
Jumlah	100

Menurut Jadual 1, seramai 44 orang daripada aliran sains dan 66 orang daripada aliran sastera, Jumlah pelajar ialah 100 orang. Mereka merupakan pelajar tahun pertama dan menghadiri kelas bahasa Mandarin tahap 1

Pelajar- pelajar ini adalah berasal daripada sekolah kebangsaan, iaitu 6 tahun untuk sekolah rendah dan 5 tahun untuk sekolah menengah dan 1 hingga 2 tahun untuk pendidikan pra universiti. Bahasa pengantar adalah bahasa Melayu dan bahasa Inggeris merupakan bahasa kedua mereka di sekolah. Oleh itu, mereka biasa diri dengan bahasa Melayu dan bahasa Inggeris dan sebelum ini, mereka tidak pernah belajar bahasa Mandarin dan 100 pelajar ini tidak boleh menggunakan bahasa Mandarin secara berkesan untuk berkomunikasi dengan pelajar-pelajar

5.1 Ujian Penguasaan Sebutan Bahasa Mandarin (Fonem Awal, Fonem Akhir dan Nada) terhadap pelajar

Kajian ini menggunakan cara imlak untuk menguji sebutan pelajar. Dapatannya menunjukkan bahawa pelajar Melayu tidak dapat menguasai sebutan fonem awal, fonem akhir dan nada dalam fonetik bahasa Mandarin. Terdapat 78% daripada calon kajian menganggap fonem awal iaitu b, p, d, t, g, k, j, q, zh, ch, sh, z, c dan s susah sebut dalam pembelajaran mereka. Dapatan ini juga selaras dengan dapatan Cheun dan rakannya (Cheun, p.95-97) yang menjalankan kajian mengenai sebutan pelajar UiTM (Universiti Teknologi MARA) pada tahun 2005. Dapatan Cheun dan rakannya (2005) menunjukkan bahawa fonem awal yang sentiasa salah baca ialah afrikat (z. c. zh, ch, j, q) dan plosive (b,p, d, t, g, k). Dalam bahasa Melayu dan Inggeris tiada vocal ü , situasi ini menyebabkan 70% daripada calon kajian menganggap fonem akhir (ü, ü e, üan dan ün) ini yang menyebabkan mereka menghadapi masalah mendengar. Cheun dan rakannya (Cheun, 2005, p.97)menunjukkan bahawa dalam sistem sebutan bahasa Melayu, tidak dapat fonem akhir ü. Oleh yang demikian, pelajar Melayu dari institut pengajian tinggi biasanya menyebut salah fonem akhir “ü” dengan sebutan “i” ataupun “u”.

Daripada analisa kami, di dapati 79% daripada calon kajian menganggap kurang latihan mendengar merupakan sebab utama yang menyebabkan mereka tidak dapat menguasai

sebutan fonem awal. Selain daripada itu, 27% daripada calon kajian menganggap kurang masa pembelajaran menyebabkan mereka tidak dapat menguasai sebutan fonem awal. Terdapat 82% daripada calon kajian pula menganggap kurang latihan mendengar menyebabkan mereka tidak dapat menguasai sebutan fonem akhir. 25% daripada calon kajian menganggap kurang masa pembelajaran menyebabkan mereka tidak dapat menguasai fonem akhir.

Kertas soal selidik daripada pensyarah juga menunjukkan bahawa kurang latihan mendengar dan masa pembelajaran yang tidak mencukupi adalah disebabkan oleh alam sekitar pembelajaran ataupun kelemahan penyediaan silibus. Misalnya kurikulum UiTM sekarang , jam pertemuan(kuliah)ialah 2 jam seminggu, 30 jam dalam satu semester. Dalam 30 jam temu ini meliputi ujian lisan,ujian mendengar, ujian menulis dan kerja projek. Pelajar hanya mempunyai 90 jam pertemuan dalam 3 semester bagi kursus ini.

Gangguan daripada bahasa ibunda juga merupakan salah satu sebab utama. Terdapat 26% dan 10% daripada calon kajian masing-masing menganggap kebiasaan bercakap bahasa ibunda dan bahasa ibunda tiada sebutan fonem awal yang menyebabkan mereka tidak dapat menguasai fonem awal ini. Bagi masalah peguasaan fonem akhir, 25% daripada calon menganggap adalah gangguan bahasa ibunda manakala 22% daripada calon mengganggap adalah disebabkan bahasa ibunda mereka yang tiada sebutan fonem akhir .

Bahasa Melayu dan bahasa Inggeris adalah bahasa yang tidak mempunyai nada. Pelajar Melayu yang baru belajar bahasa Mandarin, memang susah hendak menguasai 4 nada dalam fonetik bahasa Mandarin. Kita boleh dapati bahawa pelajar Melayu menghadapi masalah yang paling besar ialah apabila mereka menyebut nada kedua dan nada ketiga. Pelajar Melayu di institut pengajian tinggi memang menghadapi cabaran yang paling besar dalam menyebut empat nada semasa belajar bahasa Mandarin. Mereka sentiasa menghadapi masalah kerana keliru terhadap 4 nada yang dianggap sama sahaja dan tidak membezakan nada ringan semasa belajar. Selian daripada itu, gangguan daripada bahasa ibunda juga merupakan sebab utama yang menyebabkan mereka tidak dapat menguasai sebutan dalam bahasa Mandarin. Cheun dan rakannya (Cheun, 2005, p.97) juga berpendapat bahawa pelajar susah menyebut nada kedua adalah kerana bahasa ibunda mereka tidak mempunyai nada tersebut. Terdpat 90% daripada pensyarah juga menganggap masalah yang paling besar dalam pembalajaran bahasa Mandarin bagi pelajar Melayu ialah mereka tidak dapat menguasai 4 nada ini dengan baik. Masalah susah menguasai 4 nada dan nada ringan ini yang menyebabkan mereka tidak mempunyai kemahiran untuk membeza, menganalisis serta meniru sebutan selepas mendengar.

5.2 Kepentingan Ujian Mendengar

Ujian mendengar ialah tenaga penggerak pembelajaran pelajar, begitu juga penilai penguasaan kemahiran mendengar bagi pelajar. Ujian mendengar bagi UiTM dibahagi kepada 4 bahagian. Bahagian pertama soalan betul salah, bahagian kedua ialah soalan penterjemahan, bahagian ketiga ialah menjawab soalan dan bahagian keempat ialah menjawab soalan berdasarkan dialog. Bahagian kedua hingga bahagian keempat mempunyai 4 jawapan untuk dipilih. Bahagian kedua ialah soalan penterjemahan, bukan ujian khas untuk latihan mendengar. Oleh yang demikian, bahagian ini tidak terlibat dalam skop kajian. Keputusan analisis bagi kesusahan soalan betul salah adalah seperti di bawah:

Jadual 2: Tahap kesusahan bagi "soalan betul salah" dalam ujian mendengar

Tahap Kesusahan	Peratusan
Sangat susah	4%
Susah	22%
Sederhana	58%
Senang	14%
Sangat senang	2%

Dalam ujian mendengar, soalan betul salah dianggap ialah bahagian yang **paling senang** kerana selepas habis mendengar ayat sudah boleh menentukan jawapan. Jadi terdapat 58% daripada calon kajian menganggap bahagian ini sederhana manakala terdapat 14% daripada calon menganggap bahagian ini senang. Sebaliknya hanya terdapat 4% daripada calon menganggap soalan ini sangat susah manakala terdapat 44% calon pula menganggap saoalan ini susah.

Tahap kesusahan bagi soalan "menjawab soalan "adalah seperti berikut :

Jadual 3: Tahap kesusahan ujian mendengar bagi soalan ujian menjawab soalan

Tahap Kesusahan	Peratusan
Sangat susah	15%
Susah	51%
Sederhana	28%
Senang	6%
Sangat senang	0%

Terdapat 51% daripada calon menganggap bahagian soalan soal jawab adalah susah dalam ujian mendengar manakala 15% pula rasa sangat susah. Ini adalah kerana pelajar bukan sahaja perlu mendengar, malah juga berfikir jawapannya.

Berikut ialah analisis terhadap tahap kesusahan soalan mendengar dialog dan menjawab soalan:

Jadual 4: Tahap kesusahan ujian mendengar bagi soalan mendengar dialog dan menjawab soalan

Kesusahan	Peratusan
Sangat susah	24%
Susah	44%
Sederhana	27%
Senang	5%
Sangat senang	0%

Pelajar menganggap bahawa bentuk soalan mendengar dialog dan menjawab soalan dalam ujian mendengar adalah paling susah kalau berbanding dengan bentuk soalan yang lain. 24% daripada calon menganggap bentuk soalan ini sangat susah manakala 44% daripada calon menganggap bentuk soalan ini susah. Untuk menjawab bentuk soalan sebegini, pelajar perlu

mendengar, diikutinya memahami dialog dan seterusnya baru boleh berfikir untuk mencari jawapan.

Sebenarnya, kita tidak boleh abaikan kelajuan pembaca semasa membaca soalan-soalan ujian mendengar. Kelajuan pembaca ini juga mempengaruhi kebolehan pelajar menganalisis soalan yang dijawab. Dalam kajian ini, terdapat 37% daripada calon menganggap kelajuan pembaca membaca soalan dengan sangat cepat, 43% daripada calon menganggap kelajuan pembaca membaca soalan dengan cepat, 18% daripada calon adalah sederhana, manakala 2% menganggap kelajuan pembaca membaca dengan perlahan. Kita tidak boleh menafikan bahawa kelajuan membaca dan kelemahan penguasaan mendengar pelajar berkemungkinan mempengaruhi kefahaman pelajar semasa pelajar mendengar pihak lain bertutur. Jadi, kami berasa kelajuan pembaca semasa membaca dengan sederhana atau kurang laju boleh membantu pelajar mendengar dan memahami apa yang ingin disampaikan semasa mereka bertutur dengan orang lain.

Selain daripada itu, nada yang disebut oleh penutur juga boleh menjadi salah satu halangan kepada pendengar semasa mereka bertutur. Terdapat 62% daripada calon setuju bahawa nada yang disebut oleh penutur boleh menyebabkan mereka susah untuk memahami matlumat yang ingin disampaikan. Ini adalah berkaitan dengan nada penutur, iaitu sama nada itu menaik, menurun, ringan ataupun kuat dalam sepatah dua ayat penutur.

5.3 Kajian terhadap penggunaan latihan mendengar dalam rakaman CD

Buku teks yang digunakan oleh UiTM dibekalkan juga CD rakaman yang mempunyai rakaman latihan mendengar. CD ini membolehkan pelajar menjalankan latihan dengan sendiri secara bebas di mana-mana sahaja. Oleh yang demikian, rakaman CD juga merupakan salah satu cara memberi latihan kepada pelajar yang baik. Daripada kajian, didapati 77% daripada calon pernah menggunakan CD rakaman yang dibekalkan, manakala 23% daripada calon tidak membuat sebegitu untuk ulangkaji. Didapati juga penggunaan CD rakaman untuk ulangkaji adalah lemah bagi pelajar seperti jadual di bawah.

Jadual 5 : Masa ulangkaji pelajar dengan menggunakan rakaman CD

Minit	**Peratusan**
0-30 minit	67%
30-60 minit	25%
60-120 minit	7%
Lebih daripada 120 minit	1%

Daripada jadual 5, kita boleh menganalisis bahawa masa ulangkaji pelajar dengan menggunakan rakaman CD adalah tidak cukup kerana terdapat 67% daripada calon menggunakan kurang daripada 30 minit untuk ulangkaji dengan menggunakan CD rakaman tersebut. Sebaliknya, hanya 1% daripada calon sahaja yang menggunakan lebih daripada 1 jam untuk mengulangkaji.

Pensyarah juga boleh meningkatkan kemahiran mendengar pelajar dengan menjalankan latihan mendengar dalam masa kuliah. Daripada analisa kajian tentang latihan mendengar, masa latihan yang dugunakan oleh pensyarah dalam masa kuliah selepas habis satu bab adalah seperti berikut:

Jadual 6: Masa latihan mendengar bagi setiap bab

Minit	Peratusan
0-5 minit	23%
6-10 minit	29%
11-15 minit	23%
Lebih daripada 15 minit	25%

Selepas analisis data-data di atas, kami mendapati bahawa terdapat 75% daripada pensyarah UiTM menggunakan kurang dariapda 15 minit setiap minggu untuk menjalankan latihan mendengar dalam kelas, berkemungkinan disebabkan oleh kekurangan masa mengajar.

Kekurangan latihan mendengar boleh menyebabkan pelajar tidak dapat meningkatkan kemahiran mendengar mikro terutamanya kemahiran membezakan kosa kata, kemahiran penyimpanan memori, kemahiran pemikiran hubungkait dan kemahiran meneka makna.

6 Kesimpulan

Fungsi berkomunikasi bahasa antara satu dengan lain perlu melalui mendengar dan bertutur. Kemahiran "mendengar" dalam aktiviti berkomunikasi merupakan satu aktiviti input dan output. Kehendak bagi input dan output ialah memahami semua kandungan dan memahami maksud utama matlumat yang disampaikan. Yang Huiyuan (1997, p.27) menganggap bahawa latihan mendengar boleh meningkatkan penguasaan kosa kata dalam otak pelajar, dan juga meningkatkan penggunaan peraturan tatabahasa. Jadi, Input sebegini boleh meningkatkan simpanan kosa kata, membina sistem bahasa sasaran, akhirnya dapat meningkatkan kemahiran mendengar.

Oleh kerana kelas bahasa Mandarin tahap asas bukan kursus major palajar, masa pembelajaran tidak mencukupi di UiTM, pihak universiti perlu menghasilkan CD pengajaran multimedia, menubuhkan pusat pembelajaran persendirian dan sistem pembelajaran persendirian. Kemudahan ini membolehkan pelajar menggunakan masa yang lapang untuk latihan mendengar, di samping menjalankan aktiviti membaca, kemahiran menyebut kosa kata dan latihan pemahaman mendengar. Strategi ini boleh mengaktifkan suasana pembelajaran di luar masa kuliah, membangkitkan minat pembelajaran pelajar dan menguasai kemahiran mendengar.

Kami juga setuju pandangan Wang Zhonghua (2001, p. 223-226) yang menyatakan bahawa pembelajaran bahasa tahap asas sepatutnya menumpu kepada empat kebolehan dalam kemahiran mendengar, iaitu kemahiran membeza dan menganalisis (iaitu diskriminasi) kosa kata, kemahiran penyimpanan memori, kemahiran pemikiran hubungkait dan kemahiran meneka makna serta kemahiran membuat generalisasi dan kesimpulan. Latihan mendengar mestinya bermula dari tahap yang mudah hingga tahap yang susah mengikut prinsip pendidikan, mempelajari kosa kata berbentuk ayat terlebih dahulu di samping mengutamakan pendengaran dan pemahaman.

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PELAKSANAAN PENGAJARAN DAN PEMBELAJARAN BAHASA ARAB DI PUSAT BAHASA ARAB NEGERI SELANGOR

Dedek Febrian
Pusat Bahasa Arab Negeri Selangor

Abstrak

Pengajaran dan Pembelajaran (PdP) bahasa Arab selama ini mendapat perhatian besar di Malaysia, namun amalan PdP bahasa Arab tersebut masih berada di tahap yang belum memuaskan. Banyak kajian yang telah dijalankan mendapati PdP bahasa Arab belum menampakkan hasil yang diharapkan sebagaimana PdP bahasa kedua/asing lainnya di Malaysia (Maimun Aqsha Lubis, 2009, 20011, 2013). Pusat Bahasa Arab Negeri Selangor (PBAS) adalah salah satu institusi pendidikan yang menjadikan bahasa Arab sebagai bahasa utama dan bahasa rasmi dalam kerja kesehariaanya terutama dalam pelaksanaan PdP. Kertas kerja ini bertujuan mengenal pasti satu alternatif yang relefan dengan perkembangan PdP bahasa Arab terikini untuk diterapkan dalam proses PdP bahasa Arab, melalui program dan aktiviti-aktiviti, kurikulum bersepadu, serta metode interaktif yang dijalankan oleh PBAS. Metodologi kajian ini iaitu menggunakan kaedah tinjauan. Instrumen kajian iaitu temu bual, pemerhatian, dan analisis dokumentasi. Adapun dapatan kajian mengenal pasti program dan aktiviti yang dilaksanakan oleh PBAS melalui kurikulum bersepadu yang menggabungkan elemen – elemen penting dalam PdP bahasa Arab disertai aktiviti-aktiviti penyokong, di samping metodologi interaktif dan berkesan seperti metodologi pengajaran bahasa Arab dalam bahasa Arab, nasyid-nasyid bahasa arab, pertandingan, aktiviti dan kreativiti, serta menggunakan ICT. Dengan itu, adalah diharapkan agar kajian ini boleh membantu guru-guru, dan institusi-institusi yang terlibat dalam pelaksanan PdP bahasa Arab untuk menjana idea ke arah mewujudkkan PdP bahasa Arab yang menarik dan berksesan serta mewujudkan inovasi baru dalam PdP bahasa Arab.

Kata Kunci: Pengajaran dan Pembelajaran Bahasa Arab, Bahasa Arab Interaktif, Pusat Bahasa Arab Negeri Selangor

1. PENDAHULUAN

Pengajaran dan Pembelajaran (PdP) Bahasa Arab di Malaysia telah berjalan melalui satu proses yang panjang dan ianya mendapat perhatian besar oleh pihak kerjaan, terutama daripada segi pelaksanaannya. PdP Bahasa Arab ini telah mula diajarkan secara tidak langsung melalui pengajian–pengajian agama dengan menggunakan kitab berbahasa Arab (Ishak, 1992). Pelaksanaan PdP Bahasa Arab secara rasminya dimulakan dengan kemunculan sekolah-sekolah pondok pada abad 18 (Abdullah Jusuf, 1989), dimana proses PdP ini lebih fokus kepada pengajian nahu (sintaksis) dan sorof (morfologi).

Dalam pelaksanaannya, PdP bahasa Arab ini telah mengalami banyak peningkatan dan perkembangan yang memberangsangkan, termasuk daripada segi pembinaan kurikulum. Pada tahun 1977, Kurikulum Bahasa Arab Komunikasi dibentuk selaras dengan pengambilan Sekolah-Sekolah Menengah Agama Rakyat dan Negeri sebanyak 11 buah sekolah dan diletakkan dibawah Kementrian Pelajaran Malaysia (KPM) sebagai Sekolah Menengah Kebangsaan Agama (SMKA) sehingga pada tahun 1996 melalui akta pendidikan, bahasa Arab secara rasmi dimasukkan dalam kurikulum pendidikan Malaysia sebagai bahasa asing dan ianya diajarkan disekolah-sekolah sebagai salah satu matapelajaran. Hari ini bahasa Arab

bukan sahaja berada di sekolah-sekolah aliran Arab bahkan sebagai matapelajaran wajib di Sekolah Berasrama Penuh dan Institusi Pengajian Tinggi (Jassem Ali, 1999).

Selain daripada peringkat sekolah/maahad, pelaksanaan PdP bahasa Arab ini juga berkembang sampai kepada peringkat universiti/pengajian tinggi awam dan swasta, serta institusi-institusi kerajaan dan swasta yang menawarkan kursus-kursus bahasa Arab, sama ada untuk mendapatkan ijazah, kursus wajib atau kursus elektif, kelas bahasa Arab, pelatihan bahasa Arab, bengkel bahasa Arab, serta program-program bahasa Arab untuk tujuan khusus.

Secara umumnya, PdP bahasa Arab bertujuan agar peserta didik mampu menguasai kemahiran bahasa, yaitu mendengar, berututur, membaca, dan menulis serta mampu mengaplikasikannya secara baik dan aktif.

Walau bagaimanapun, disebalik pertumbuhan dan perkembangan PdP Bahasa Arab di Malaysia, masih terdapat banyak kelemahan, ianya masih berada di tahap yang belum memuaskan dan kurang berkesan, serta belum menampakkan hasil yang diharapkan sebagaimana PdP bahasa kedua/asing lainnya. Diantara beberapa kepincangan dalam pelaksanaan PdP bahasa Arab tersebut adalah pengajaran bahasa Arab yang berteraskan kepada terjemahan teks, kurangnya penggunaan alat bantu mengajar serta bahan pengajaran, kurangnya aktiviti-aktiviti penyokong, serta kurangnya amali berkomunikasi bahasa Arab dikalangan peserta didik.

Tidak dapat dinafikan, bahawa faktor utama dan penting untuk memperoleh kemahiran bahasa Arab ke arah mewujudkan PdP bahasa Arab interaktif dan berkesan adalah interaksi antara peserta didik dan pengajar. Selain itu, faktor-faktor penting lainnya juga termasuk peserta didik, guru (pengajar), tujuan pembelajaran, kandungan pelajaran, metode mengajar, instrument pengajaran, dan penilaian.

Dalam usaha untuk meningkatkan proses PdP bahasa Arab, maka diperlukan penyelesaian kepada masalah-masalah yang timbul di atas supaya menjadikannya berkesan dan berjaya. Oleh sebab itu, ianya perlu diperbaharui dan dipelbagaikan bagi menarik minat peserta didik, serta dilakukan pemurnian bagi memastikan pencapaian terbaik yang diharapkan.

Pusat Bahasa Arab Negeri Selangor (PBAS) ialah sebuah institusi dibawah kendalian Jabatan Agama Islam Selangor (JAIS). PBAS ini ditubuhkan sebagai usaha untuk memenuhi keperluan pendidikan bahasa Arab di Malaysia secara umumnya, dan di peringkat negeri Selangor khususnya, dan menjadikan bahasa Arab sebagai bahasa teras dalam pelaksanaan PdP. Pada kajian ini penulis mencuba untuk mengetengahkan program dan aktiviti bahasa Arab serta keunikan metode dan kurikulum pelaksananaan PdP bahasa Arab yang diterapkan oleh PBAS untuk peringkat pelajar, guru-guru, institusi-institusi kerajaan dan swasta, kaki tangan kerajaan serta masyarakat awam.

2. TUJUAN KAJIAN

Kajian ini dilakukan dengan tujuan berikut:

a. Mengenal pasti pelaksanaan Pengajaran dan Pembelajaran bahasa Arab interaktif yang dijalankan oleh Pusat Bahasa Arab Negeri Selangor bagi pelajar, guru-guru, institusi-institusi kerajaan dan swasta, kaki tangan kerjaan serta masyarakat awam.

b. Mengenal pasti metodologi pengajaran bahasa Arab yang diterapkan oleh Pusat Bahasa Arab Negeri Selangor dalam pelaksanaan PdP bahasa Arab bagi pelajar, guru-guru, institusi-institusi kerajaan dan swasta, kaki tangan kerjaan serta masyarakat awam.
c. Mengenal pasti kurikulum yang diguna pakai oleh Pusat Bahasa Arab dalam pelaksanaan PdP bahasa Arab bagi pelajar, guru-guru, institusi-institusi kerajaan dan swasta, kaki tangan kerjaan serta masyarakat awam.

3. METODOLOGI KAJIAN

Dalam penyusunan kajian ini, penulis berada langsung pada objek dan persekitaran yang dikaji (Field Research), terutama dalam pengumpulan data dan pelbagai informasi lainnya. Oleh karena itu, maka kajian yang dijalankan bersifat kualitatif deskriptif, yakni melaksanakan proses penyelesaian masalah yang dikaji dengan menitikberatkan pada penemuan fakta-fakta (Fact Findinf) sesuai dengan keadaan sebenar kemudian dilakukan representasi obyektif dengan mendeskripsikan fakta-fakta yang ada. Adapun teknik pengumpulan data dilakukan melalui metode observasi, temu bual, serta dokumentasi.

4. SEJARAH PENUBUHAN PUSAT BAHASA ARAB NEGERI SELANGOR

Pusat Bahasa Arab Negeri Selangor (PBAS) ditubuhkan sebagai usaha untuk memenuhi keperluan pendidikan Islam di Malaysia, terutamanya di peringkat negeri Selangor, yang menjadikan bahasa Arab sebagai bahasa teras dalam pelaksanaan PdP di sekolah-sekolah agama di bawah kendalian Jabatan Agama Islam Selongor (JAIS).

Penubuhan PBAS ini bermula daripada hasrat dan usaha gigih Bahagian Pendidikan Islam JAIS untuk mewujudkan sebuah pusat unggul yang berteraskan kecemerlangan akademik dalam bidang bahasa Arab. Dengan izin dan perkenan Kerajaan Negeri Selangor serta sokongan daripada Majlis Agama Islam Selangor (MAIS), akhirnya Pusat Bahasa Arab Negeri Selangor dapat ditubuhkan.

Seiring dengan bermulanya pembangunan sebuah Pusat Bahasa atas sokongan peruntukkan daripada kerajaan Negeri menerusi Majlis Agama Islam Selangor, Jabatan Agama Islam Selangor mula mencadangkan untuk perlantikan guru-guru pakar Bahasa Arab tempatan dan luar negara.

Pada awal tahun 2011, Majlis Agama Islam Selangor telah melantik 7 orang guru Bahasa Arab luar negara yang ditempatkan di Maahad Integrasi Tahfiz Sains dan Teknologi Banting dan Klang. Seterusnya, untuk menguruskan dan menjalankan program-program Pusat Bahasa, MAIS telah melantik 5 lagi guru Bahasa Arab luar negara.
Maka dengan terwujudnya Pusat Bahasa Arab ini diharapkan akan menjadi nadi penggerak dalam memperkasakan Bahasa Arab di Negeri Selangor, serta menjadi langkah permulaan dalam usaha mewujudkan sebuah pusat Bahasa Arab Negeri Selangor yang berdikari dan professional.

Dengan dibarisi guru-guru Bahasa Arab tempatan dan luar negara yang pakar di bidangnya, serta adanya makmal bahasa yang canggih, diharapkan makmal pusat bahasa ini akan berjaya dalam menjalankan semua program dan kursus-kursus yang telah dirancang.

4.1. VISI

Mewujudkan Pusat Bahasa Arab Negeri Selangor sebagai pusat utama memperkembangkan dan memperkasakan bahasa Arab secara profesional.

4.1. MISI

- Menguruskan latihan dan kursus bahasa Arab.
- Menyediakan sumber bahan rujukan bahasa Arab.
- Menerapkan penggunaan teknologi terkini ICT dalam pengajaran dan pembelajaran bahasa Arab.

4.3. OBJEKTIF

- Melahirkan generasi al-Qur'an yang profesional.
- Melahirkan guru pakar bahasa arab yang profesional dan holistik.
- Menjadikan makmal pusat bahasa Arab sumber rujukan dalam meningkatkan kepakaran bahasa arab yang profesional.
- Membantu dan melatih masyarakat awam memahami, mencintai dan mengamalkan bahasa arab sebagai bahasa ibadah dan kerjaya.

5. BAHASA ARAB INTERAKTIF

Bahasa Arab mempunyai peranan amat besar, ianya merupakan matapelajaran inti yang harus dikuasai oleh setiap peserta didik untuk boleh memahami subjek-subjek lainnya, terutama matapelajaran di bidang Agama. Oleh karenanya, pengajar bahasa Arab harus aktif, kreatif dan inovatif dalam menjalankan proses pengajaran dan pembelajaran (PdP), mulai dari pemilihan kurukulum yang sesuai, penggunaan metode pengajaran yang efektif, bahan pengajaran yang sesuai dan juga penggunaan alat bantu mengajar yang sesuai dan tepat.

Pengajar bahasa Arab yang baik juga dituntut boleh menyajikan bahan matapelajaran dengan cara yang menarik, kreatif dan interaktif, sehingga para peserta didik tidak pasif dan tidak hanya mendengar penjelasan pengajar semasa pelaksanaan PdP, akan tetapi mereka juga aktif dalam mengikuti PdP tersebut dan interaktif bersama pengajar dalam mengikuti pelajaran yang sedang berjalan; sama ada didalam bilik darjah atau di luar bilik darjah (PdP Bahasa Arab dalam bentuk program dan aktivti).

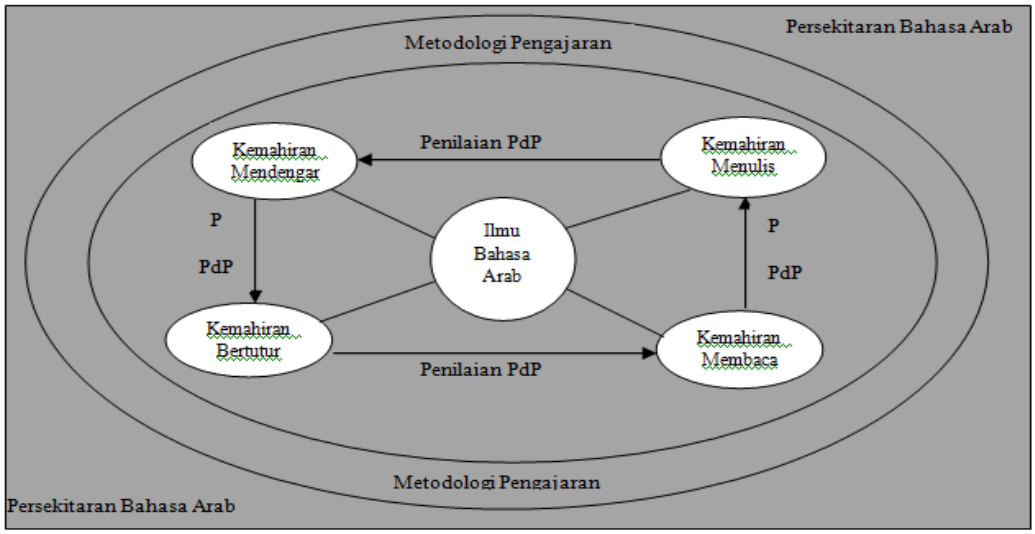
5.1 KURIKULUM BERSEPADU

Kurikulum mempunyai peranan besar dalam pelaksanaan proses pendidikan kerana ianya merupakan alat yang sangat penting bagi menentukan keberhasilan daripada suatu pendidikan. Tanpa adanya perancangan kurikulum yang sesuai dan tepat maka tujuan dan sasaran pendidikan yang diharapkan tidak akan tercapai. Kurikulum diperlukan sebagai salah satu komponen utama untuk menentukan tercapainya tujuan pendidikan.

Di dalam kurikulum mencakupi pelbagai aktiviti, bahan pengajaran serta metode pengajaran yang menentukan arah proses PdP. Hal ini sesuai dengan apa yang dinyatakan oleh Oemar Hamalik (1995) bahawa kurikulum ialah suatu alat yang amat penting dalam mewujudkan dan mencapai tujuan pendidikan.

Dalam pelaksanaan PdP bahasa Arab, PBAS menerapkan kurikulum bersepadu yang mengandungi elemen-elemen penting, iaitu: menggabungkan kemahiran- kemahiran bahasa Arab (mendengar, kemahiran bertutur, kemahiran membaca, kemahiran menulis) dengan ilmu bahasa Arab itu sendiri, menggunakan ICT (kemudahan infrastruktur yang dilengkapi peralatan Audio-Video dan ICT terkini), disertai penilaian dalam PdP, dengan menggunakan pelbagai metode pengajaran yang unik dan khas serta pendekatan interaktif guna mewujudkan persekitaran bahasa Arab yang kondusif untuk melahirkan individu yang mahir mengguna Bahasa Arab.

Model Kurikulum PBAS



Melihat model kurikulum PBAS di atas, maka kewujudan metodelogi yang berkesan dalam interaksi PdP amatlah diperlukan. Dalam pelaksaan model kurikulum tersebut, PBAS menitik beratkan pada faktor-faktor penting dalam perancangan dan pemilihan kurikulum, iaitu : tujuan, latar belakang peserta didik, situasi dan kondisi (penutur Arab dan bukan penutur Arab), perbezaan pribadi dan kemampuan pengajar, serta fasiliti dan kemudahan yang akan digunakan.

Daripada temua bual yang dijalankan kepada beberapa responden memberikan pandangan bahawa kurikulum yang telah diajarkan di PBAS mencakupi semua elemen-elemn penting dalam bahasa Arab, memberikan keberkesanan yang positif daripada segi pelaksanaannya dan mengajak para peserta didik untuk lebih aktif dan kreatif. Perkara ini dapat diketahui melalui pernyataan hasil daripada temu bual bersama peserta Kursus Guru Pakar Matapelajaran Bahasa Arab 2013 di PBAS:

"....pada pandangan saya la, kurikulum pengajaran bahasa Arab punya PBAS ini lengkap dan semuanya ada....." (p 7.2).

" Saya sangat terkesan dengan pengajaran bahasa Arab yang dijalankan oleh PBAS ni, banyak maklumat yang telah saya dapat....masa mengajar pon tak membuat saya bosan, ..." (p 3.2).

" Saya sangat tercabar mengikuti kursus ni, kerana setiap lepas subjek je ada tugasan dan persembahan yang kena bentang.....tapi ok juga la melatih kreativiti saya ....." (p 9.2).

Berikut adalah contoh kurikulum bersepadu daripada beberapa modul yang diguna pakai oleh PBAS dalam pelaksanaan PdP bahasa Arab:

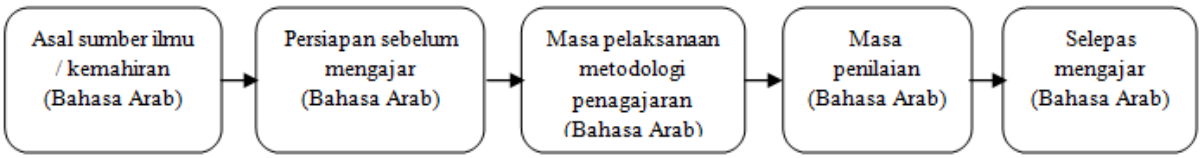
Modul	Pengarang	Program
العربية بين يديك (الجزء 1 – 3)	عبد الرحمن بن إبراهيم الفوزان وآخرون	1. Kursus Bahasa Arab 2. Kelas Bahasa Arab
متن الأجرومية	ابن آجرّوم	Kursus Bahasa Arab
شرح متن البناء (في الصرف)	أبو عبد الله، أحمد بن عمر بن مساعد الحازمي	Kursus Bahasa Arab
المنهج المتكامل للغة العربية التفاعلية	PBAS	1. Kursus Bahasa Arab 2. Bengkel Bahasa Arab
دروس اللغة العربية	Imam As-syabani dan Imam Zarkasyi (Pondok Moden Darussalam Gontor Ponorogo, Indonesia)	1. Motivasi Bahasa Arab 2. Bengkel Bahasa Arab 3. Kursus Bahasa Arab 4. Perkemahan Bahasa Arab
Belajar Bahasa Arab Sambil Ketawa	Wan Rosli wan Ahmad	Aktiviti Bahasa Arab
"The Use of ICT In Teaching & Learning of Arabic Language" Intensive Module"	PBAS	1. Kursus Bahasa Arab 2. Bengkel Bahasa Arab
Kumpulan Aktiviti dan Nasyid dalam Bahasa Arab	PBAS	1. Aktiviti Bahasa Arab 2. Motivasi Bahasa Arab

5.2. STRATEGI PENGGUNAAN BAHASA ARAB SEPENUHNYA DALAM PENGAJARAN

Selain daripada perancangan kurikulum yang bersepadu dan sesuai bagi para peserta didik, keberkesanan proses PdP bahasa Arab juga ditentukan oleh faktor-faktor penyokong lainnya. Hal ini sesuai dengan apa yang telah dinyatakan oleh Syamsuddin (2002) bahawa keberkesanan proses PdP juga ditentukan oleh faktor-faktor penyokong lain, antaranya adalah alat bantu mengajar, tujuan yang jelas, guru yang berkualiti, kesiapan para peserta didik, pengaturan proses PdP yang baik, bahan mengajar yang tersusun rapih, serta kaedah pengajaran yang akan diguna pakai oleh pengajar.

Metodologi merupakan strategi proses PdP, dan ianya merupakan faktor yang amat berpengaruh terhadap keberkesanan dan kejayaan PdP tersebut. Hal ini sangatlah diperhatikan dalam pengajaran bahasa Arab di PBAS dimana para peserta didiknya semuanya bukan penutur Arab. Pemilihan kaedah pengajaran yang tepat akan menjadikan proses PdP dapat berjalan menarik, berkesan dan memudahkan tercapainya tujuan pengajaran.

Dalam pemilihan kaedah pengajaran bahasa Arab, PBAS menitikberatkan pewujudan persekitaran bahasa Arab yang boleh memotivasi para peserta didik untuk amali komunikasi bahasa Arab secara berterusan, serta menampilkan pengajar mithali dihadapan peserta didik dalam bertutur bahasa Arab. Oleh itu, PBAS menerapkan strategi penggunaan bahasa Arab sepenuhnya dalam pengajaran; mula daripada persiapan yang dilakukan sebelum mengajar, semasa mengajar, dan penilaian setelah proses pengajaran, yang diterapkan sepenuhnya dalam bahasa Arab.



Dalam penerapan strategi penggunaan bahasa Arab sepenuhnya dalam PdP, beberapa responden memberikan pendapat bahawa ianya memberikan keberkesanan serta boleh membantu mewujudkan persekitaran bahasa Arab di kalangan para peserta didik. Perkara ini dapat diakui melalui pernyataan hasil daripada temu bual bersama peserta Kurus Bahasa Arab Persediaan calon Pelajar ke Timur Tengah 2013 (Mesir, Jordan, dan Marocco) di Pusat Latihan Asnaf Zakat, Ulu Yam, Selangor :

".....ternyata boleh juga saya mengikuti proses pengajaran bahasa Arab dalam bahasa Arab..tak sangka pulak....." (p 6. 4).

" pandangan saya elok juga dilaksanakan dalam bahasa Arab, mudah untuk membentuk persekitaran bahasa Arab....dan tak payah pergi timur tengah pon dah boleh jumpai persekitaran bahasa Arab...." (p3.4).

PdP bahasa Arab yang dilaksanakan sepenuhnya dalam bahasa Arab menjadikan sistem pembelajaran lebih efektif dan interaktif, kerana proses pelaksanaannya yang terbilang singkat (tanpa proses penterjemahan ke bahasa lain) dan ianya menghindari sistem pengajaran yang hanya berpusat kepada guru sahaja. Selain itu, pengajaran bahasa Arab dengan sistem terjemahan kurang membantu para peserta didik dalam menguasi ilmu bahasa dan berinteraksi semasa pengajaran, bahkan ianya boleh menyumbangkan kepada sikap pasif para peserta didik. Adapun strategi penggunaan bahasa Arab sepenuhnya dalam pengajaran ini dapat membentuk persekitaran bahasa Arab yang positif bagi peserta didik, mengajak para peserta didik untuk berinteraksi aktif sesama pelajar dan pengajar serta boleh memotivasi para peserta didik untuk amali komunikasi bahasa Arab.

5.3. TEKNIK PENGAJARAN MELALUI NASYID

Sebagai institusi rasmi pengajaran bahasa Arab, PBAS tentunya ingin para peserta didik dapat menguasai bahasa Arab yang diajarkan. Dalam pelaksanaan PdP, pengajar mempunyai peranan untuk memotivasi dan memberikan kemudahan belajar bagi para peserta didik untuk mencapai tujuan pengajaran. Pengajar mempunyai tanggung jawab untuk mengendalikan metodologi pengajaran sebaik mungkin untuk membantu proses perkembangan peserta didik.

Bahasa Arab di PBAS merupakan matapelajaran yang mengembangkan kemahiran berkomunikasi lisan dan tulisan untuk memahami dan mengungkapkan informasi, pikiran, perasaan serta mengembangkan ilmu pengetahuan agama, pengetahuan umum, dan sosial budaya. Matapelajaran bahasa Arab yang diajarkan di PBAS berfungsi sebagai alat

komunikasi. Oleh kerana itu, matapelajaran bahasa Arab di PBAS tidak terpisahkan daripada kemahiran-kemahiran serta ilmu bahasa Arab itu sendiri.

1. الضَّمَائِرُ

هُوَ – هُمَا – هُمْ – هِيَ – هُمَا – هُنَّ أَنْتَ – أَنْتمَا - أَنْتُمْ – أَنْتِ – أَنْتُمَا – أَنْتُنَّ –أَنَا – نَحْنُ ... هذِهِ الضَّمَائِرُ الْمُنْفَصِلَةُ

لَهُ – لَهُمَا – لَهُمْ – لَهَا – لَهُمَا – لَهُنَّ - لَكَ – لَكُمَا - لَكُمْ – لَكِ – لَكُمَا – لَكُنَّ –لِي – لَنَا .... هذِهِ الضَّمَائِرُ الْمُتَّصِلَة

إِيَّاهُ – إِيَّاهُمَا – إِيَّاهُمْ – إِيَّاهَا – إِيَّاهُمَا – إِيَّاهُنَّ – إِيَّاكَ – إِيَّاكُمَا – إِيَّاكُمْ – إِيَّاكِ – إِيَّاكُمَا – إِيَّاكُنَّ _ إِيَّايَ – إِيَّانَا

هذِهِ الضَّمَائِرُ الْمُنْفَصِلَةُ فِي محَلِّ النَّصْبِ احْفَظُوْهَا جَيِّدًا وَمَارِسُوْا هذِهِ كُلَّهَا بِكُلِّ اِجْتِهَادٍ.

Tajuk Nasyid: الضمائر **Bait Nasyid: PBAS** **Musik: Jimmy Palikat**

2. رَايَةٌ مجيدة!

اللَّوْنُ الأَحْمَرْ حَمَاسَتُنَا ..... اللَّوْنُ الأَبْيَضُ هُوَ أَخْلاَقُنَا ..... الأَصْفَرْ عِزَّةْ سَقْفُ بِلاَدْنَا ..... وَالأَزْرَقْ اِتِّحَادُنَا جَمِيْعاً

قِمَّةُ الْعَالَمْ تَحْتَ أَيْدِيْنَا ..... سَعَةُ الْبِحَارْ بِهَا مَرَرْنَا ..... نَحْمِلُ الْعِزَّةْ نَحْوَ الْحُرِّيَةْ ..... مَجْدُنَا نَحْنُ شَعْبُ مَالِيْزِيَا

هَذِه الْخُطُوطْ أَرْبَعَ عَشَرَةْ ..... هِيَ وِلاَيَاتُ مَالِيْزِيَا ..... وِحْدَتُنَا هِيَ حَمَاسَتُنَا ..... عَهْدُنَا نَحْنُ شُعُوْبُهَا

يَا رَايَتَنَا... نَسْتَظِلُّ تَحْتَكِ ..... يَا رَايَتَنَا... نَتَّحِدُ مَعَكِ ..... وِحْدَتُنَا... طَاعَتُنَا ..... سُلُوْكُنَا سُكَّانُ ..... مَالِيزِيَا

يَا رَايَتَنَا... بِكِ نَشْعُرْ بِالْعِزَّةْ ..... يَا رَايَتَنَا... اِرْفَعِيْ آفَاقَنَا ..... أَحْمَرْ أَبْيَضْ، أَزْرَقْ أَصْفَرْ ..... هَذِه خُطُوْطُ حَمَاسَتِنَا

هَيَّا ارْفَعِيْ ... هَيَّا ارْفَعِيْ ... هَيَّا ارْفَعِيْ ..... رَايَةٌ مجيدة!.

Tajuk Nasyid: راية مجيدة **Bait Nasyid: PBAS** **Musik: Jalur Gemilang**

Kegiatan PdP merupakan proses interaksi antara pengajar dan peserta didik, dimana pengajar sebagai fasilitator dan motivator, sehingga ianya diharapkan boleh mewujudkan persekitaran bahasa Arab yang boleh membangkitkan semangat belajar para peserta didik, dan salah satu faktor utama yang tidak boleh dilupakan adalah penggunaan metodologi yang tepat dan berkesesuaian.

Hal ini sesuai dengan pernyataan beberapa responden daripada peserta Bengkel Bahasa Arab (BBA) 2013 yang dijalankan oleh PBAS, menyatakan PdP bahasa Arab melalui nasyid-nasyid dalam bahasa Arab boleh menjadikan proses pengajaran bahasa Arab lebih interaktif serta membangkitkan motivasi para peserta didik:

"pengajaran bahasa Arab dengan nasyid ni sangat sesuai, terutama macam kami yang suka dengan bab bab nasyid ni...pengajarannya pon sangat aktif dan kreatif pulak....(p1.5)

"terbaik la.....seronok sangat....lagi pon nasyid-nasyid yang diajarkan dah famous dah....dan banyak kalimat-kalimat baru yang boleh kami dapat.....(p 5. 5).

Tidak dapat dinafikan bahawa pengajar yang baik ialah pengajar yang dapat memilih metodologi yang sesuai dengan keadaan dan suasana pengajaran. Oleh kerana itu, metodologi yang digunakan pengajar hendaklah variatif dan inovatif, kerana setiap metodelogi pengajaran terdapat kelebihan dan kekurangannya.

Metodologi pengajaran bahasa Arab melalui Nasyid adalah metodologi alternatif daripada metodologi-metodologi pengajaran bahasa Arab yang sedia ada. Metodologi ini diterapkan oleh PBAS dalam proses pelaksanaan PdP, kerana secara umumnya, Nasyid dapat

menghilangkan kejenuhan yang menjadi cabaran utama dalam pembelajaran bahasa Arab, hal ini di keranakan :(1) nasyid disenangi oleh hampir semua kalangan, terutamanya dalam kalangan anak-anak, termasuk anak yang mempunyai sifat pemalu, sehingga semua anak dapat melakukan latihan pengucapan ungkapan sederhana dalam bahasa Arab. (2) nasyid umumnya berkonteks sehingga ianya mudah dihafal, dengan demikian akan menambah perbendaharaan kata mereka. (3) nasyid seringkali berisi kata, frasa atau kalimat yang diulang-ulang sehingga mudah diingat dan diungkapkan oleh mereka. (4) nasyid akan sering dinyanyikan anak di luar masa pengajaran, sehingga para peserta didik akan menjadi dekat dan rapat dengan bahasa Arab dan menganggap bahasa Arab bukan bahasa asing lagi bagi mereka, dan (5) nasyid dapat membuat peserta didik lebih selesa dan seronok dalam belajar sehingga boleh membantu mereka untuk lebih cepat dalam mencapai tujuan pembelajaran (Nurhidayati dan Ridwan: 2005).

Dalam penerapan metodologi pengajaran bahasa Arab melalui Nasyid di PBAS, pengajar tidak hanya menampilkan dan memperdengarkan nasyid tersebut dihadapan para peserta didik, namun ianya menjelaskan terlebih dahulu maksud bait yang terkandung pada nasyid tersebut, kemudian ikut serta bernasyid bersama peserta didik.

Hingga saat ini, PBAS telah mengajarkan lebih daripada 25 nasyid bahasa Arab (Nasyid pengajaran kemhairan bahasa Arab / ilmu Bahasa Arab), sama adabait nasyid tersebut telah dicipta oleh PBAS dengan mengubah bait nasyid asalnya kepada bahasa Arab, atau mengubah kandungan nasyid tersebut sesuai tajuk/bahan yang akan disampaikan, dengan menggunakan alat bantu musik (musik midi / karaoke) musil asal.

Sebagai media pengajaran, Nasyid yang diterapkan oleh PBAS mesti mencakupi beberapa perkara utama, iaitu: mencakupi kandungan yang sesuai dengan bahan yang dipelajari,bait nasyid serta irama lagu yang sesuai dengan peringkat peserta didik.

5.4. TEKNIK PENGAJARAN MELALUI PERMAINAN (PERTANDINGAN)

Dalam pengajaran bahasa Arab mempunyai beberapa ciri khas utama, iaitu suara, gerak, gambar, garis dan tulisan. Adapun metodologi permainan bahasa termasuk pada kategori yang menitikberatkan suara dan gerak. Dalam pelaksanaannya, permaian bahasa ini boleh dilaksanakan di dalam kelas atau diluar.

Dengan permainan bahasa, para peserta didik merasa lebih seronok dan tercabar. Dibalik keseronokkan dan kegembiraan itu, para peserta didik juga memperolehi banyak kemahiran/ilmu bahasa, kerana dalam setiap permainan, terdapat cabaran yang harus dihadapi; sama adacabaran berupa masalah yang harus diatasi dan diselesaikan secara berkumpulan atau individu, dan terkadang berupa pertandingan yang harus dimenangi.

Menurut Fathul Mujib dan Rahmawati (2011), dalam merancang dan menyiapkan permainan bahasa, ada beberapa prinsip yang harus diperhatikan, iaitu: (1) interaksi, adanya interaksi aktif daripada para peserta didik sebagai respon positif, (2) persaingan, permainan bahasa yang dirancang mempunyai ciri khas persaingan, samaada dalam kumpulan atau individu yang bertujuan untuk memotivasi para peserta didik, (3) kerja sama, ianya merupakan prinsip utama dan penting dalam melaksanakan permainan bahasa bagi menumbuhkan nilai agama dalam diri peserta didik, (4) peraturan permaian, hal ini bertujuan untuk memberikan penjelasan dan mengawasi pelaksanaan permaianan supaya berjalan dengan baik, (5) Batas

permaian, ianya berbentuk mata / skor untuk menentukana awal dan akhir daripada permaianan tersebut.

Sehingga sekarang, PBAS telah menerapkan lebih daripada 40 permaianan bahasa Arab yang mencakupi permainan bahasa: *Al-Al'ab ad-dakhili* (permainan dalam ruangan) dan *Al-Al'ab All-khariji* (permainan dalam luar ruangan), diantara permainan tersebut, dapat dilihat pada rajah berikut:

Permainan : *Zid Mufradatik* **Tujuan permainan**: Untuk mengenal dan mengahafal kalimat-kalimat dalam bahasa Arab , yang mencakupi *Isim, Fi'il dan Harf* **Alat yang diperlukan** : **-** **Cara bermain**: Para peserta didik dibahagi kepada kumpulan, dan setiap kumpulan mengutus beberapa peserta (sesuai kesepakatan bersama), para peserta yang mengikuti permaian berdiri dihadapan para peserta lainya, kemudian pengajar memula permaian dengan menyebut salah satu kalimat (*isim, fi'il, dan harf*) kepada pelajar yang berdiri dibahagian hujung kiri/kanan, pelajar yang dipilih melanjutkan kalimat lainnya dengan memulakan daripada huruf akhir daripada kalimat yang disebutkan oleh pengajar, dan dan begitupula dengan pelajar lainnya mengikut giliran.
Permainan: *Man Ana?* **Tujuan Permainan**: Amali bahasa Arab sebagai bahasa komunikasi dan melatih pelajar membuat pertanyaan dalam bahasa Arab dengan benar. **Alat yang diperlukan: -** **Cara bermain:** Para peserta dibahagikan kepada kumpulan, masing-masing kumpulan berdiri dengan membuat satu barisan, dimana satu pelajar (pelajar A) akan berdiri berhadapan didepan anggota kumpulannya, pengajar akan memberitahu kalimat rahasia (nama hewan, buah, pekerjaan, alat dan sebagainya) hanya kepada seorang pelajar yang berdiri menghadap anggota kumpulannya, Setiap anggota kumpulan akan mengajukan satu soalan dalam bahasa Arab sahaja secara bergilir kepada pelajar A untuk membolehkan mereka menerka kalimat rahasia tersebut, sedangkan pelajar A tidak dibenarkan menjawab soalan kecuali "na'am" atau "la" sahaja, dalam masa yang telah ditentukan anggota kumpulan diharuskan menerka kalimat rahasisesuai dengan jawaban yang telah diberi oleh pelajar A.
Permainan : *Man Sayarbah Milyun* **Tujuan permainan**: Melatih maklumat kemahiran/ilmu bahasa yang telah dipelajari oleh peserta didik. **Alat yang diperlukan** : komputer, projector, skrin, dan soalan **Cara bermain**: Para peserta dibahagikan kepada kumuplan, kemudian setiap kumpulan akan diberikan pertanyaan yang telah disediakan oleh pengajar (menggunakan program Power Point Advanced) mengikut giliran. Adapun peraturan dan cara bermain sama seperti permaian "who wants to be a millionare"
Permainan : *Takhmin Al-Af'al* **Tujuan permainan**: Menambah pengetahuan pelajar berkenaan kata kerja dalam bahasa Arab dan memantapkan pehamana pelajar terhadap penggunaan kata kerja tersebut dalam ayat. **Alat yang diperlukan** : komputer, projector, skrin dan soalan **Cara bermain**: Para peserta dibahagikan kepada kumuplan, kemudian setiap kumpulan memilih satu huruf *hija-iyyah* yang ditampilan di skrin, kemudian menyebutkan 3 kata kerja *fi'il madhi* sahaja yang dimula daripada huruf yang telah mereka pilih, jika salah satu kata kerja yang mereka sebutkan terdapat pada skrin tersbut maka mereka dibolehkan melanjutkan permaian, kemudian pengajar akan menanyakan kepada ahli kumpulan tersebut *fi'il*

Mudhari'/Amar mengikut kesesuaian *dhamir* yang diminta, dan mereka diminta meletakkannya dalam ayat yang betul, adapun kumpulan yang tidak boleh menyebutkan kata kerja yang diminta boleh mencuba lagi pada giliran selanjutnya,

Selain mengelakkan rasa jenuh pada proses PdP, permainan bahasa yang telah diterapkan oleh PBAS juga mendapati bahawa ianya boleh menjadikan pengajaran bahasa Arab lebih interaktif dan berkesan, meningkatkan kemahiran/ilmu bahasa Arab dan menumbuhkan rasa kepercayaan diri para peserta didik, serta menjadi alat penilaian pelaksanaan pengajaran.

Daripada hasil temu bual yang dijalankan kepada peserta program Perkemahan Bahasa Arab 2013 yang dilaksanakan oleh PBAS mendapati bahawa metodologi pertandingan ini sangat membantu untuk menjadikan proses PdP lebih interaktif dan berkesan, di samping ianya juga meningkatkan motivasi para peserta didik dan menumbuhkan sikap bersaing antara sesama pelajar:

" belajar bahasa Arab dengan pertandingan memang seronok dan membuat pelajar bergerak dan aktif dan yang paling utamanya boleh meningkatkan motivasi para para pelajar…." (p 4. 6)

"pertandingan –pertandingan bahasa Arab ni berjaya menumbuhkan sikap bersaing antara sesame pelajar dan mestilah mereka akan bekerjasama untuk menjadi johan di setiap pertandingan….." (p1.6)

5.5. TEKNIK PENGAJARAN BAHASA ARAB MELALUI AKTIVITI DAN KREATIVITI

Para pakar bahasa mengembangkan metodelogi yang memudahkan untuk mencapai kemahiran bahasa dalam 2 kategori, iaitu kemahiran reseptif, yang mencakup mengamati dan membaca, dan kemahiran produktif, yang mencakup kemahiran bertutur dan mengarang (Sri Utari Subyakto, 1993). Aktiviti-aktiviti penyokong serta kreativiti bahasa amat diperlukan dalam mewujudkan dan mengembangkan persekitaran bahasa Arab.

Persekitaran bahasa Arab mempunyai peranan penting dalam pembelajaran bahasa kedua/asing. Persekitaran bahasa Arab adalah sebuah masyarakat yang di dalamnya terdapat pelbagai aktiviti bahasa Arab, sama ada perbualan sehari-hari atau aktiviti bahasa Arab lainnya, seperti: pemidato, proses PdP, drama, pertandingan, permainan bahasa Arab, dan aktiviti-aktiviti penyokong lainnya. Untuk mengembangkan persekitaran bahasa Arab dalam pelaksanaan PdP dan memantapkan penguasaan kemahiran bahasa Arab dikalangan peserta didik, PBAS menerapkan aktiviti-aktiviti bahasa serta menampilkan (mempersembahkan) hasil kreativiti daripada para peserta didiknya, sebagai contoh seperti rajah berikut:

Aktiviti / Kreativiti Bahasa	Kemahiran
(الألعاب اللغوية) Permainan bahasa Arab	Empat Kemahiran Bahasa Arab
(الحوار) Amali perbualan bahasa Arab	Kemahiran Mendengar + Bertutur
(التمثيل المسرحي) Belakon dalam bahasa Arab	Kemahiran Bertutur
(الخطابة المنبرية) Pemidato bahasa Arab	Kemahiran Bertutur
(قراءة الأخبار) Pembacaan Akhbar dalam bahasa Arab	Kemahiran Membaca
(المسامرة) Kalam Jama'i dalam bahasa Arab	Kemahiran Bertutur

(المناظرة العربية) Debat dalam bahasa Arab	Kemahiran Bertutur
(الحوار مع أصحاب اللغة) Perbualan dengan penutur Arab	Kemahiran Mendengar + Bertutur
(المجلّة الحائطيّة) Majalah Dinding	Kemahiran Menulis
(سرد القصة) Penyampaian cerita dalam bahasa Arab	Kemahiran Bertutur
(الاستعراض الفني) Persembahan seni dalam bahasa Arab	Kemahiran Bertutur
(التذكرة باللغة العربية) Tazkirah dalam bahasa Arab	Kemahiran Bertutur
(الأناشيد العربية) Nasyid dalam bahasa Arab	Kemahiran Bertutur
(مشاهدة الأفلام العربية) Tayangan dalam bahasa Arab	Kemahiran Mendengar

Tujuan utama daripada penerapan metodologi pengajaran bahasa Arab melalui aktiviti dan kreativiti ini adalah untuk menjadikan para peserta didik menguasai kemahiran bahasa Arab (kemahiran mendengar, bertutur, membaca dan menulis), terutamanya adalah kemahiran bertutur dan boleh menjadikannya sebagai bahasa komunikasi sehari-hari.

Hasil responden yang dijalankan kepada bebrapa peserta Kursus Intensif Bahasa Arab (pelajar Lepasan STAM / SPM) 2013 yang dilaksanakan oleh PBAS menyatakan bahawa aktiviti dan kreativiti bahasa Arab ini sangat membantu meningkatkan kemahiran bahasa Arab para peserta terutamanya kemahiran bertutur dan boleh membantu mewujudkan persekitaran bahasa Arab dikalangan para peserta:

".....aktiviti-aktiviti bahasa Arab seperti ini perlu diperbanyak dan digalakkan kepada para pelajar kerana boleh meningkatkan kemahiran bahasa Arab lebih–lebih kemahiran bercakap..." (p 2. 7)

" saya sangat teruja dengan aktiviti-aktiviti seperti ini....tapi sangat membantu saya untuk terus becakap dalam bahasa Arab..." (p 3.7)

" saya yakin aktiviti sebegini jika dilaksanakan secara terus menerus boleh mewujudkan persekitaran bahasa Arab....." (p 7.7)

Kemahiran bertutur dalam bahasa Arab sebagai bahasa asing tidaklah mudah, ianya memerlukan metodologi yang berkesan dan tidak membosankan untuk menguasainya, sehingga harus dibantu oleh aktiviti-aktiviti penyokong dan kreativiti bahasa. Oleh kerana itu, bertutur memerlukan waktu, pengalaman, dan latihan yang teratur serta tahapan-tahapan terancang dengan baik untuk menjadikannya sebagai suatu kebiasaan. Peran aktiviti dan kreativiti bahasa yang diterapkan oleh PBAS sangat membantu menumbuhkan motivasi, meningkatkan kemahiran bahasa para peserta didik dalam mengguna bahasa Arab dan memantapkan lagi kemampuan bertutur mereka dalam berkomunikasi, serta membantu mereka dalam memahami matapelajaran lain yang diajarkan dalam bahasa Arab.

5.6. TEKNIK PENGAJARAN BAHASA ARAB MENGGUNAKAN ICT

Alat bantu mengajar ialah media yang digunakan sebagai perantara untuk membantu proses pelasanaan PdP. Dalam bahasa Arab, alat bantu mengajar ini disebut **(وسائل الإيضاح)** atau media yang digunakan untuk menjelaskan bahan mengajar. Media mengajar ini mencakupi pengajar, buku teks, dan persekitaran. Dalam pengertian lain, pengajar, buku teks, dan persekitaran merupakan bahagian daripada media. Namun secara khususnya alat

bantu mengajar dalam proses PdP diartikan sebagai alat-alat teknologi maklumat dan komunikasi (ICT).

Menurut Association for Education and Communication Technology (AECT) memberikan ta'rif bahawa alat bantu mengajar adalah segala bentuk alat yang digunakan untuk suatu proses penyampaian informasi. Adapun Education Association (NEA) memberikan ta'rif bahawa alat bantu mengajar adalah benda yang dapat dilihat, didengar, dibaca atau dibincangkan beserta instrumen yang dipergunakan dengan baik dalam aktiviti PdP (Asnawir dan Basyiruddin, 2002).

Tidak dapat dinafikan, bahawa alat bantu mengajar berupa teknologi perkembangan dunia Teknologi Maklumat dan Komunikasi (ICT) telah menyumbang banyak impak positif dan perkembangan kepada pelbagai bidang perindustrian termasuklah dunia pendidikan. Dengan kemajuan alat bantu mengajar ICT yang pesat, kini ianya juga telah mempengaruhi dan memberi impak positif terhadap pelaksanan PdP.

Penggunaan ICT amat dititikberatkan di Malaysia hingga kerajaan sendiri menggalakkan setiap keluarga di sebuah rumah memiliki komputer sendiri dengan slogannya "satu rumah satu komputer", bahkan Kementrian Pendidikan Kementrian Malaysia menggalakkan penggunaan pelbagai bahan bantu mengajar ICT seperti komputer riba, cakera padat, serta penggunaan pelbagai program dan perisian PdP. Oleh yang demikian, adalah perlu untuk setiap pengajar menggunakan perlbagai alat bantu mengajar sama ada yang berbentuk peralatan mahupun perisian bagi membantu merangsang dan meningkatkan minat dan kecenderungan para peserta didik terhadap suatu topik pembelajaran.

PBAS adalah salah satu institusi yang sangat menitik beratkan pada penggunaan ICT dalam pelaksanaan aktiviti dan program PBAS untuk semua kategori; sama ada pelajar, guru, institusi, kaki tangan kerajaan dan masyarakat awam. Salah satu keistimewaan daripada penubuhan Pusat Bahasa ialah Makmal Komputer Pusat Bahasa yang dilengkapi kemudahan wifi dan sistem pengurusan yang moden. Makmal Pusat Bahasa ini disediakan bagi memastikan setiap kursus-kursus dan program-program Bahasa Arab berkenaan IT yang dijalankan PBAS dapat dilaksanakan dengan lebih berkesan. Makmal Pusat Bahasa ini menempatkan sebanyak 30 komputer yang dilengkapi dengan sistem moden pengurusan Makmal "Relan Pro". Adapun perisian program yang telah diterapkan oleh PBAS dalam penggunaan ICT amatlah pelbagai mengikut tujuan, peringkat peserta didik, dan kesesuaian bahan yang akan diajarkan, sebagai contoh perisiannya adalah sebagai berikut:

Perisian	Tujuan	Peringkat
 Tell Me More	Memantapkan kemahairan bahasa Arab (mendengar, berututur, membaca dan menulis), mencakupi: 1. Dialog interaktif (lebih daripada 2.200 kalimat dan 30.000 kata). 2. Lebih daripada 5.800 Latih tubi kemahiran bahasa Arab, seperti *Word Association, Fill-in-the-Blanks, Dictation, Grammar Practice, Crossword Puzzles, Sentence Practice, Phonetics Exercises* 3. Tata bahasa, perbendaharaan kata, dan kamus Bahasa Arab.	Pelajar, Guru, Institusi, Kaki tangan Kerajaan, dan Masyarakat Awam.

	4. Menggunakan teknologi pengenalan suara dan mampu mengenali apa yang diucapkan. 5. MPEG video, menampilkan pengetahuan tentang budaya Arab dengan video MPEG layar penuh yang mencakupi pelbagai tajuk menarik. 6. Pembelajaran bahasa Arab berperingkat.	
 Go Animate	Menumbuhkan minat dan meningkatkan kemahiran menulis (membuat karangan dalam bahasa Arab) dan bertutur dikalangan para peserta didik, dimana para peserta didik boleh membuat video animasi dengan memilih templat yang telah disediakan dan mengikut tajuk yang dipilihnya, naskah pengisian suara akan disiapkan dengan ditulis dalam bahasa Arab dan pengisian suara akan dirakam juga dengan menggunakan bahasa Arab.	Pelajar, Guru, Institusi
 Photo Stroy	Mencungkil minat dan bakat para peserta didik dalam kemahiran membuat video dokumentasi dalam bahasa Arab dari pelbagai aktiviti yang dijalaninya dengan memasukkan dan mengatur gambar-gambar yang dimilikinya, kemudian pengisian suara dirakam dengan menggunkan bahasa Arab dan ianya boleh dapat ditambah muzik latar.	Pelajar, Guru, Institusi
 Man Sayarbah Milyun	Perisian "*Man Sayarbah Milyun*" ini dirancang menggunakan program Power point Advanced dan dibuat dengan sistem dan cara pelaksanaan yang sama seperti program *"Who wants t be a millionare"*, adapun soalan-soalan dibuat merujuk bahan yang diajarkan. Perisian ini bertujuan memantapkan lagi penguasaan kemahairan /ilmu bahasa Arab terutamanya kaedah bahasa Arab (Nahu) dan meningkat motivasi dikalangan para peserta kerana ianya dilaksanakan dalam bentuk pertandingan .	Pelajar, Guru,
	Perisian *"Lu'bah Al-Ihtikar"* yang menyerupai permainan "Saidina" ini bertujuan untuk menjadikan PdP bahasa Arab lebih menarik,permainan ini dirancang dengan sistem dan cara permainan yang sama dengan permainan "Saidina/Monopoly" hanya setiap kotak-kotak yang disedikan berupa arahan-arahan	Pelajar, Guru,

 Lu'bah Al-Ihtikar	(mencakup kemahiran bahasa Arab dan bayaran zakat, sadaqah, dan infaq) yang mesti dilakukan oleh setiap kumpulan, setiap arahan mengandungi markah, kumpulan yang paling banyak markah dan banyak bayaran zakat, sadaqah dan infaq akan keluar sebagai johan permainan.	

Daripada hasil temu bual beberapa peserta Kurus penggunaan ICT dalam PdP Bahasa Arab yang dijalankan oleh PBAS 2013 menyatakan bahawa perisian program-program bahasa Arab ini boleh menjadikan PdP lebih menarik dan ianya boleh menjadikan para peserta kursus mengguna dan mengajar Bahasa Arab dengan lebih aktif, kreatif dan inovatif:

"....banyak program-program baru yang menarik yang didedahkan pada kursus ICT ini....sangat membantu meningkatkan kemahiran bahasa Arab kami...." (p 4.8)

" pengajaran bahasa Arab menggunakan ICT di zaman moden sekarang ni sangatlah tepat...yang paling utamanya boleh menjadikan PdP kita lebih aktif, kreatif dan inovatif lagi (p 2.8.)

6. PENGAJARAN DAN PEMBELAJARAN BAHASA ARAB DI PBAS

Tidak dapat dinafikan bahawa pengajaran bahasa Arab di sekolah-sekolah/maahad, universiti dan institusi-institusi masih menghadapi pelbagai kendala dan cabaran. Kendala dan cabaran tersebut dapat terlihat daripada pengajaran bahasa Arab yang tidak berkesan, hal ini sama ada faktor kurikulum (orientasi dan tujuan, bahan kandungan), metodologi pengajaran, sistem penilaian, tenaga pengajar, fasiliti, pemanfaatn alat bantu pengajaran, dan faktor soial budaya. Pada umumnya juga pengajaran bahasa Arab menghadapi kesukaran dalam menciptakan persekitaran bahasa Arab yang positif.

Dalam menyelesaikan masalah di atas, perlu diambil langkah-langkah konkrit yang boleh menampilkan pengajaran bahasa Arab dengan metode mutakhir yang efektif dan teknik pembelajaran menarik sehingga boleh memberikan pengajaran yang berkesan bagi peserta didik yang dilibatkan dalam proses PdP serta merasa seronok mengikuti pengajaran bahasa Arab (Effendi: 2001: 416). Hal ini sesuai dengan apa yang telah dinyatakan oleh Nurhadi dkk, (2004: 64) bahawa salah satu keutamaan PdP yang kooperatif adalah dapat meningkatkan motivasi belajar hakiki peserta didik.

PdP bahasa Arab yang dilaksanakan oleh PBAS sangatlah menitikberatkan kepada pengajaran bahasa Arab interaktif, yang menggabungkan 6 elemen penting PdP bahasa Arab, iaitu, kemahiran mendengar, bertutur, membaca, menulis dan menggunakan ICT, dan sistem penilaian. Pengajaran bahasa Arab di PBAS dilaksanakan sepenuhnya berbahasa Arab dan ianya berpusat kepada peserta didik, dengan melihat kesesuaian kurikulum (tujuan dan bahan kandungan) yang akan diajarkan, pemilihan metodologi yang efektif dan tepat, sistem penilaian yang terarah, tenaga pengajar berkualiti, serta penggunaan kemudahan dan alat bantu mengajar yang kreatif dan menarik.

Aktiviti dan program bahasa Arab yang dijalankan oleh PBAS sangatlah pelbagai, ianya mengikut permintaan, tujuan dan kesesuaian tahapan para peserta didik. Perhatikan rajah berikut ini:

Kategori	Jenis	Program
Pelajar	SMK, SMKA, SABK, KAA, SMA, SBPI, MITST, Sekolah Swasta	1. Motivasi Bahasa Arab (Ceramah) 2. Kelas Pemantapan Bahasa Arab 3. Perkemahan Bahasa Arab 4. Bengkel Bahasa Arab 5. Pertandingan Kemahiran Bahasa Arab 6. Kursus Bahasa Arab (Tujuan Khusus)
Guru	Guru Bahasa Arab,Guru Tahfiz, Guru Akademik/Sains	1.Konvensyen Bahasa Arab. 2.Kursus Metodologi Pengajaran Bahasa Arab. 3.Kursus Pakar Matapelajaran Bahasa Arab . 4.Kursus PdP Bahasa Arab menggunakan ICT. 5. Kursus Bahasa Arab Interaktif 6. Kelas Bahasa Arab Asas 7. Bengkel Perancangan aktiviti Bahasa Arab 8. Bengkel Bahasa Arab
Institusi	Institusi Kerajaan dan Institusi Swasta	1. Kelas Bahasa Arab Asas 2. Kelas Bahasa Arab Tujuan Khusus
Kaki Tangan Kerajaan	Staf	1. Kelas Bahasa Arab Asas 2. Kelas Bahasa Arab Tujuan Khusus
Masyarakat Awam	Umum	Kelas Bahasa Arab Tujuan Khusus (Komunikasi, Ibadah, Haji, Memahami Al-Qur'an)

Merujuk daripada hasil penilaian program tahun 2013 yang telah dilaksanakan (PBAS, 2013), PBAS telah berjaya menjalankan program dan aktiviti yang diikuti lebih daripada 3500 peserta dengan dengan jumlah masa yang mencapai 1533 jam dan jumlah kekerapan program sebanyak 62 kali. Adapun ringakasan pelaksanaan program PBAS tahun 2013 adalah seperti rajah berikut:

Program	Peserta	Jumlah Peserta	Kekerapan	Jam
Bengkel Bahasa Arab	Pelajar, Guru, Institusi, dan Kaki tangan kerajaan	1801 peserta	17 kali	187 jam
Kursus Bahasa Arab	Pelajar, Guru, Institusi, Kaki tangan kerajaan dan masyarakat awam	509 peserta	9 kali	851 jam
Kelas Bahasa Arab	Pelajar, Guru, Institusi, Kaki tangan kerajaan dan masyarakat awam	324 peserta	7 kali	258 jam
Perkemahan Bahasa Arab	Pelajar	317 peserta	3 kali	108 jam
Program Motivasi Bahasa Arab	Pelajar	477 peserta	14 kali	81 jam

Konvensyen	Guru	197 peserta	1 kali	20 jam
Kunjungan Sambil Belajar Bahasa Arab di Makmal PBAS	Pelajar, Guru, Institusi, Kaki tangan kerajaan	146 peserta	11 kali	28 jam
JUMLAH		**3771 peserta**	**62 kali**	**1533 jam**

7. KESIMPULAN DAN IMPLIKASI

Perkara yang paling penting dan utama dalam pelaksaan PdP Bahasa Arab adalah menghasilkan pembelajaran yang berkesan dan berkualiti serta menjadikan PdP bahasa Arab interaktif. PBAS ialah salah satu institusi di bawah kendalian JAIS yang menjadikan Bahasa Arab sebagai bahasa teras dalam pelaksanaan PdP sama ada di kalangan pelajar, guru, institusi, kaki tangan kerajaan dan masyarakat awam. Kajian ini bertujuan mengenal pasti proses PdP yang dikendalikan oleh PBAS melalui program-program serta aktiviti bahasa Arab, seperti kelas bahasa Arab, kursus bahasa Arab, konvensyen, bengkel bahasa Arab, motivasi bahasa Arab, perkemahan bahasa Arab, pertandingan bahasa Arab dan program-program lainnya untuk setiap kategori yang diajarkan. Dalam usaha mewujudkan PdP Bahasa Arab interaktif yang berkesan dan berkualiti ini, PBAS menggunakan kurikulum bersepadu, pendekatan serta metodologi yang berkesan. Kurikulum bersepadu yang dimaksud mengandungi elemen-elemen penting, iaitu: menggabungkan kemahiran- kemahiran bahasa Arab (mendengar, kemahiran bertutur, kemahiran membaca, kemahiran menulis) dengan ilmu bahasa Arab itu sendiri, menggunakan ICT (kemudahan infrastruktur yang dilengkapi peralatan Audio-Video dan ICT terkini), disertai penilaian dalam PdP. Adapun Pendekatan yang digunakan PBAS dalam proses PdP adalah pendekatan yang berpusatkan pada pelajar, objektif, proses, dan hasil dengan menggunakan metodologi moden berkesan sama ada dalam dan luar bilik darjah. Sedangkan metodologi pengajaran bahasa Arab diterapkan melalui pengajaran bahasa Arab dalam bahasa Arab, nasyid, pertandingan, aktiviti dan kreativiti, serta penggunaan ICT. Kajian ini diharapkan boleh mengemukakan saranan-saranan yang boleh membantu guru-guru, dan institusi-institusi dalam menjalankan PdP bahasa Arab, di samping untuk menjana idea serta mewujudkan inovasi baru dalam PdP bahasa Arab yang menarik dan berkesan serta mewujudkan PdP bahasa Arab yang aktif, kreatif dan interaktif.

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PENGGUNAAN PEMBELAJARAN BERASASKAN TUGASAN DAN AKTIVITI DALAM KALANGAN PELAJAR BAHASA ARAB UiTM

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Abstrak

Pembelajaran bahasa Arab di Malaysia semakin mendapat perhatian mutakhir ini. Rata-rata di peringkat sekolah rendah, menengah dan universiti ada menawarkan kursus-kursus bahasa Arab. Namun sehingga kini keberkesanan pembelajaran bahasa Arab masih menjadi isu dan persoalan dikalangan tenaga pengajar mahu pun penyelidik. Kaedah pengajaran merupakan salah satu kunci kepada kejayaan pembelajaran bahasa Arab. Pemilihan kaedah pengajaran yang menarik dan sesuai dengan matlamat pembelajaran dapat membantu mengimbangi masalah ketiadaan persekitaran bahasa Arab yang merupakan satu keperluan pembelajaran bahasa mereka. Pembelajaran berasaskan tugasan atau aktiviti merupakan salah satu kaedah yang mendapat sambutan terutama dalam pengajaran bahasa yang menggunakan pendekatan komunikasi. Berteraskan kaedah pemusatan pelajar, ia memberi peluang kepada para pelajar untuk melibatkan diri secara fizikal dan mental dalam menggunakan bahasa yang dipelajari. Aktiviti-aktiviti yang dilakukan dapat menghidupkan proses pengajaran dan pembelajaran serta menjadikan ia lebih bermakna. Diantara bentuk tugasan dan aktiviti yang dijalankan adalah seperti permainan bahasa, role play, drama, nyanyian, meringkaskan cerita daripada video, aktiviti fizikal harian seperti bersukan, memasak dan lain-lain. Kertas kerja ini membincangkan tentang pengalaman penggunaan teknik pembelajaran berasakan tugasan dan aktiviti yang dijalankan pada perkhemahan bahasa pelajar-pelajar bahasa Arab UiTM seramai 17 orang. Berdasarkan maklumbalas, kebanyakan pelajar menunjukkan sikap yang positif terhadap penggunaan kaedah ini. Pelajar didapati mempunyai motivasi yang tinggi dalam mengikuti setiap aktiviti di samping lebih berkeyakinan dan mempunyai keberanian untuk berkomunikasi bahasa Arab.

Kata kunci: Bahasa Arab, Bahasa asing, Strategi Pengajaran, Pendekatan Komunikatif, Pembelajaran berasakan tugasan,

1 PENDAHULUAN

Pembelajaran bahasa asing termasuk bahasa Arab akan dianggap berjaya berdasarkan sejauh mana kemahiran atau tahap spontan seseorang pelajar menguasai bahasa tersebut. Salah satu elemen utama dalam menghasilkan kemahiran atau penguasaan adalah persekitaran untuk bahasa yang dipelajari. Dalam konteks pengajaran bahasa asing, Ali Al-Khuly (2002) menyarankan agar dicipta persekitaran bahasa yang dipelajari bagi melatih pelajar mempraktik bahasa dengan lebih spontan. Salah satu cara yang dianggap sesuai dan berkesan bagi membina persekitaran bahasa adalah Pendekatan pembelajaran Berasaskan Tugasan (Task based Learning) dan pendekatan ini mempunyai hubungan yang amat rapat dengan pengajaran komunikatif. Ini kerana matlamat pendekatan Pembelajaran Berasaskan Tugasan secara umumnya adalah bagi merealisasikan matlamat pendekatan komunikatif. Sekiranya

pendekatan gagal dilaksanakan dengan berkesan maka hasil bagi menguasai sesuatu bahasa yang dipelajari mungkin tidak kesampaian atau memakan masa yang terlalu lama. Bahkan ramai dalam kalangan pelajar yang beranggapan proses pembelajaran bahasa menjadi sukar atau rumit dan tak kurang juga yang takut mempelajari bahasa tersebut.

2 PEMBELAJARAN BAHASA ARAB DI MALAYSIA

Menurut Hassan Basri (1990) pembelajaran bahasa Arab di Sekolah menengah telah di mulakan sejak sekian lama dengan tertubuhnya sekolah Menengah Kebangsaan Agama (SMKA). Pada ketika itu di samping kemahiran mendengar, bertutur, membaca dan menulis, konsep pembelajaran bahasa Arab lebih menekankan kepada penguasaan sorf (morfologi) dan nahu (sintaksis). Setelah diperkenalkan Kurikulum Bersepadu Sekolah Menengah dan juga Kurikulum Bersepadu Sekolah Rendah (KBSM dan KBSR-1991) kurikulum bahasa Arab dirombak semula dan dinamakan dengan bahasa Arab Komunikasi (BAK) yang diajar di peringkat sekolah menengah dan juga sekolah rendah. Matapelajaran ini diwajibkan kepada semua pelajar yang belajar di Sekolah Menegah Kebangsaan Agama (SMKA) dan Sekolah Berasrama Penuh (SBP). Manakala di sekolah Menengah Kebangsaan biasa (SMK) matapelajaran ini menjadi matapelajaran pilihan dan diajar kepada pelajar yang memilih Kelas Aliran Agama (KAA) sahaja. Setahun berikutnya diperkenalkan pula satu lagi kurikulum baru yang dikhususkan untuk tingkatan empat dan lima iaitu kurikulum bahasa Arab Tinggi (BAT). Ia juga diajar di Sekolah Menegah Kebangsaan Agama, Sekolah Berasrama Penuh dan Kelas Aliran Agama.

Sementara itu sekolah aliran Agama yang berada di bawah pentadbiran kerajaan negeri turut mengambil matapelajaran bahasa Arab sebagai matapelajaran wajib, di samping matapelajaran-matapelajaran lain yang berdasarkan silibus Al-Azhar. Matapelajaran-matapelajaran ini dipelajari di dalam bahasa Arab dan menggunakan buku-buku yang ditulis dalam bahasa Arab. Namun oleh kerana kemampuan pelajar yang terhad untuk memahami dan berkomunikasi di dalam bahasa Arab akhirnya kebanyakan kelas dikendalikan dalam bahasa Melayu kerana dikuatiri para pelajar tidak mampu memahami jika digunakan bahasa Arab sepenuhnya. Ini bermaksud dari sudut keberkesanan didapati kebanyakan pelajar di Malaysia gagal menggunakan bahasa Arab yang mereka pelajari dalam bentuk komunikasi. Ini kerana mereka tidak mencapai penguasaan sehingga ke tahap spontan seperti yang dihasratkan di dalam pelaksanaan Bahasa Arab Komunikasi. Dengan itu konsep pendekatan pembelajaran Komunikatif perlu diperhalusi dan difahami sebaik mungkin bagi memastikan pelaksanaan yang berkesan dan mencapai matlamat.

3 PENDEKATAN KOMUNIKATIF DAN PENDEKATAN PEMBELAJARAN BERASASKAN TUGASAN

Pendekatan Pembelajaran Berasaskan Tugasan berkait rapat dengan Pendekatan Komunikatif, malahan ramai penulis menegaskan bahawa Pembelajaran Berasaskan Tugasan adalah sebahagian daripada Pendekatan komunikatif seperti mana yang disebut di dalam laman sesawang Wikipedia. Malah pendekatan ini berperanan untuk membantu mencapai matlamat pengajaran Komunikatif iaitu dengan membina persekitaran bahasa yang seakan-akan semula jadi untuk para pelajar. Lantaran mengenal konsep pendekatan Komunikatif boleh dianggap sabagai pra-syarat bagi kejayaan pelaksanaan Pendekatan Pembelajaran Berasaskan Tugasan.

3.1 PENDEKATAN KOMUNIKATIF

Menurut Ismael Hassanein (2005) Pendekatan Komunikatif mula diberi perhatian dari tahun 1972 di bawah daya usaha Del Hymes, seorang ahli bahasa dan sains kemanusiaan. Pendekatan ini muncul selepas perkembangan kaedah pengajaran bahasa asing yang menggunakan pendekatan Audio-linguistik dinilai semula. Hymes berpendapat bahawa bahasa akan diperolehi melalui pendedahan terhadap ungkapan-ungkapan yang didengari dan digunakan melalui komunikasi dalam kelompok masyarakat seperti proses pembelajaran seorang kanak-kanak melalui persekitarannya. Bahasa bermula di peringkat awal kehidupan kanak-kanak dengan ungkapan yang mudah yang diguna dalam konteks kehidupan seharian tanpa perlu ditekankan peraturan tata bahasanya.

Menurut Hymes Kaedah pembelajaran komunikatif bermaksud pembelajaran yang menggalakkan pelajar menggunakan bahasa yang ingin dipelajari sebanyak yang boleh di dalam konteks kehidupan yang sebenar. Dengan itu pembentukan kelas pembelajaran yang sesuai amat penting untuk tujuan membentuk persekitaran yang membawa pelajar menggunakan bahasa yang dipelajari agar lebih dekat kepada kontek kehidupannya. Ini bermakna pendekatan komunikatif menggunakan aktiviti bahasa sebanyak yang boleh untuk mendorong pelajar bertutur atau berkomunikasi seperti aktiviti lakunan dan aktiviti penyelesaian masalah. Ini berbeza dengan pendekatan Terjemahan-Tatabahasa yang mengutamakan penguasaan kaedah tatabahasa dan tidak memberi penekanan terhadap penggunaan bahasa itu sendiri.

Berikut adalah beberapa bentuk aktiviti bahasa yang sering digunakan dalam pendekatan komunikatif dan kebanyakannya disarankan oleh Rod Ellis (2003) :

- penyelesaian masalah
- bercerita
- berlakun
- perkongsian pengalaman
- perbincangan berkumpulan
- membuat perbandingan
- perdebatan
- dialog dan temubual
- menganalisa berita atau maklumat
- penyenaraian data atau maklumat
- permainan bahasa dan lain-lain lagi

Di antara ciri-ciri utama pendekatan komunikatif ialah:

- mendekatkan pelajar kepada persekitaran bahasa yang dipelajari.
- berkait rapat dengan realiti kehidupan dan kehidupan harian.
- pelajar adalah tempat pemusatan pembelajaran (student-centered).
- pelajar digalakkan menggunakan bahasa yang dipelajari terutama dari espek pertuturan.
- di peringkat awal kesilapan yang dilakukan pelajar semasa bertutur tidak perlu diperbetulkan agar tidak menghalang semangat dan keberanian pelajar itu.
- memperbanyakkan activiti bahasa yang mendorong penglibatan pelajar di dalam kegiatan berbahasa samada aktiviti yang berbentuk individu atau berkumpulan.

Di Malaysia pendekatan komunikatif ini digunakan dalam pengajaran bahasa Arab di sekolah oleh Kementerian Pendidikan dan dikenali sebagai Bahasa Arab Komunikasi. Pendekatan ini

telah lama bertapak sejak Kementerian Pelajaran memperkenalkan Kurikulum Bersepadu Sekolah Menengah dan juga Kurikulum Bersepadu Sekolah Rendah (KBSM dan KBSR) pada tahun 1991. Walaupun perlaksanaan Bahasa Arab Komunikasi telah berjalan sejak sekian lama namun kejayaannya belum boleh dibanggakan sepenuhnya. Ini bukan berpunca daripada kelemahan pendekatan komunikatif tetapi berpunca daripada cara pelaksanaan yang kurang berkesan. Perkara seumpama ini turut berlaku di tempat lain selain di Malaysia, lantaran mendorong ahli bahasa mengkaji pendekatan-pendekatan baru antaranya adalah pendekatan Pembelajaran Berasaskan Tugasan yang bersifat sokongan atau tambahan bagi memastikan pendekatan komunikatif dapat dilaksanakan dengan berkesan.

3.2 PENDEKATAN PEMBELAJARAN BERASASKAN TUGASAN (*TASK BASED LEARNING*)

Menurut laman web Funiber Pendekatan Pembelajaran Berasaskan Tugasan telah diasaskan oleh N. S. Prabu dari Bangalore, India di . Beliau percaya bahawa para pelajar akan menguasai bahasa dengan lebih berkesan jika mereka fokus kepada tugasan yang dilaksanakan berbanding dengan focus terhadap bahasa itu sendiri. Turut mengambil anisiatif dalam mengembangkan pendekatan ini adalah David Nunan, Jane Willis, Rod Ellis, dan lain-lain yang akhirnya menghasilkan penulisan beberapa buah buku mengenai Pendekatan Pembelajaran Berasaskan Tugasan.

Bagi memahami konsep pendekatan Pembelajaran Berasaskan Tugasan berikut disenaraikan penjelasan beberapa penulis mengenai erti tugasan seperti yang dikumpul Rod Ellis (2003) di dalam bukunya Task Based Language Learning and Teaching. Richards, Platt, Weber (1985) mendefinisikan tugasan sebagai sebarang aktiviti atau tindakan yang dihasilkan daripada suatu proses memahami bahasa seperti melukis peta semasa mendengar tape atau mendengar sebarang arahan serta melaksanakannya. Manakala David Nunan (1992) menyatakan tugasan di dalam komunikasi adalah sesuatu kerja di dalam kelas yang melibatkan kefahaman pelajar, penghasilan atau berinteraksi di dalam bahasa yang dipelajari di mana pemerhatian diberi lebih kepada makna bahasa berbanding dengan bentuk bahasa.

Ciri-ciri Pembelajaran Berasaskan Tugasan secara asasnya adalah sama seperti ciri-ciri pendekatan Komunikatif. Namun pendekatan Pembelajaran berasaskan tugasan ini menekankan kewujudan tugasan yang dikendalikan oleh pelajar sendiri sebagai tambahan kepada apa yang ditekankan di dalam pembelajaran komunikatif. Di samping itu apa yang telah dihuraikan oleh Rod Ellis (2003) mungkin dapat memperincikan lagi apa yang dimaksudkan dengan Pembelajaran Berasaskan Tugasan. Di antara ciri-cirinya adalah seperti berikut:

- memfokus kepada keaslian bahasa yang dipelajari.
- mendekatkan pelajar kepada persekitaran sebenar dalam penggunaan bahasa.
- pembelajaran berpusatkan pelajar.
- mengutamakan penghasilan bahasa dari sudut komunikasi.
- melibatkan keempat-empat kemahiran bahasa.
- memberi penekanan kepada pemahaman bukan kepada tatabahasa semata-mata.
- guru bersifat sebagai pembimbing atau pemudah cara bukan pengajar atau penceramah.

Terdapat tiga peringkat pelaksanaan yang biasa digunakan dalam pendekatan Pembelajaran Berasaskan Tugasan:

1- Sebelum tugasan: Peringkat ini merupakan peranan guru atau pengajar bagi membuat penjelasan atau menyediakan perbendaharaan kata asas kepada para pelajar. Jika perlu pengajar boleh menunjukkan model bagaimana tugasan akan dijalankan.

2- Semasa Tugasan berjalan: Para pelajar melaksanakan tugasan kebiasaannya dalam bentuk kumpulan kecil atau secara berpasangan. Ketika ini pengajar bersifat sebagai pemerhati yang memantau dan sebaik-baiknya tidak masuk campur di dalam perbincangan agar pelajar dapat berintraksi sesama mereka dengan lebih berkesan.

3- Selepas Tugasan: Peringkat terakhir ini adalah selepas tugasan selesai di mana para pelajar boleh memberi rumusan atau ulasan terhadap apa yang mereka telah lakukan serta memberi komen yang membina. Jika perlu di peringkat ini tugasan yang telah dijalankan boleh diulangi.

N. S. Prabu memperinicikan tugasan kepada tiga bahagian seperti berikut :

1- Aktiviti Penyempurnaan maklumat *(Information gap activity)*: seperti aktiviti yang melibatkan penjelasan, huraian dan penceritaan.

2- Aktiviti Pernyataan sebab *(Reasoning gap activity)*: seperti aktiviti yang menghuraikan sebab atau alasan, jangkaan, ramalan dan sebagainya.

3- Aktiviti Pernyataan Pandangan *(Opinion gap activity)*: seperti aktiviti perbualan yang melibatkan perasaan, sokongan, komentar, hujahan dan sebagainya.

Dalam kalangan pelajar program Bahasa Arab yang baru diterima menyambung pelajaran di UiTM boleh dikatakan ramai antara mereka tidak mempunyai pengalaman atau pendedahan berkomunikasi dalam persekitaran bahasa bahasa Arab yang sebenar. Ini membuatkan peratusan kemampuan mereka berintraksi di dalam bahasa Arab boleh dikatakan amat rendah. Malah dibimbangi mereka akan mengalami kesulitan semasa berintraksi dengan pensyarah apabila digunakan bahasa Arab sebagai medium pembelajaran di dalam bilik kuliah atau di luar bilik kuliah. Lantaran itu pelaksanaan pendekatan Komunikatif dan Pembelajaran Berasaskan Tugasan melalui kem bahasa Arab yang di jalankan selama tiga hari dilihat amat perlu bagi memberi pendedahan yang pantas kepada golongan pelajar ini. Bahkan pelaksanaan pendekatan ini dapat membentuk suatu persekitaran bahasa yang mirip persekitaran bahasa Arab seperti yang disarankan Ali Al-Khuly dalam bukunya Al-Hayatt Ma'a Lughatain (الحياة مع لغتين) .

4 OBJEKTIF KAJIAN

1. Mendapat maklumbalas dan persepsi pelajar terhadap perjalanan program
2. Mengenalpasti motivasi pelajar terhadap program perkhemahan yang dijalankan
3. Mengenalpasti aktiviti-aktiviti yang menjadi kegemaran para pelajar

5 METODOLOGI KAJIAN

Kajian ringkas ini melibatkan 17 pelajar bahasa Arab peringkat Ijazah, Akademi Pengajian Bahasa, Universiti Teknologi MARA. Pelajar-pelajar telah mengikuti Perkhemahan Bahasa Arab selama 3 hari 2 malam bertempat Rock Eco Resort Ulu Yam

Selangor. Ia diadakan pada minggu ke 12 dalam sesi pengajian mereka dan dikendalikan oleh empat orang fasilitator. Ia bertujuan untuk mendedahkan pelajar dengan persekitaran bahasa Arab melalui aktiviti-aktiviti dan tugasan-tugasan bahasa yang ditetapkan. Diantara bentuk aktiviti yang dijalankan adalah seperti berikut:

1.	Teka siapa saya	Secara berpasangan atau berkumpulan. Pelajar memilih untuk menjadi sesuatu objek atau binatang dan meminta rakan meneka siapakah dia. Pelajar yang meneka boleh bertanya untuk mendapatkan gambaran atau maklumat dari rakannya.
2.	Memperkenalkan kawan	1. Pelajar mengisi carta maklumat tentang kawan 2. Pelajar memeperkenalkan kawan tersebut kepada kawan yang lain
3.	Teka silangkata	Pelajar diberi kertas yang mengandungi teka silangkata. Setiap pelajar hanya mempunyai dua perkataan sebagai jawapan. Perkataan yang diberi berbeza bagi setiap pelajar.perlu mendapatkan perkataan lain daripada kawan-kawan melalui perbincangan. Pelajar tidak dibenarkan memberitahu rakan tentang perkataan tersebut secara lansung sebaliknya hanya memberi clue
4.	Perbincangan maqaal (bacaan dan kefahaman)	Pelajar duduk dalam kumpulan masing-masing dan setiap orang diberi teks bacaan yang sama. Pelajar perlu mengeluarkan lima isi penting.
5.	Cerita kelakar (*nukat*) dan teka teki	Melalui permainan kotak beracun pelajar-pelajar dikehendaki menceritakan kisah-kisah lucu dan teka teki dalam bahasa Arab
6.	Penyampaian Puisi	Pelajar diberi teks puisi terlebih dahulu untuk tujuan bacaan nyaring dan kefahaman. Dua oarang pelajar membuat persembahan penyampaian puisi yang sebenar
7.	Memasak	Pelajar menyertai aktiviti memasak dan berkomunikasi menggunakan istilah-istilah berkaitan yang telah disediakan terlebih dahulu.
8.	Pembentangan ala debat	Pelajar diberi satu tajuk dalam kumpulan untuk dibahaskan. Pelajar diberi masa untuk menyediakan pembentangan menggunakan bahan-bahan spt kertas mahjung, keratan akhbar dll. Setelah selesai setiap kumpulan akan dilawati oleh fasilitator dan pelajar dikehendaki menghuraikan isi kandungan pembentangan. Pelajar juga akan melawat kumpulan lain untuk membahaskan tajuk yang dibincangkan. Didalam sesi rumusan para pelajar berkumpul dan membahas serta merumuskan pendapat masing
9.	Analisis nahu sorf melalui teks	Pelajar diberi teks secara individu dan mereka dikehendaki menganalisis kaedah nahu dan sorf dan dibincangkan dalam kumpulan.
10.	Penulisan perenggan	Pelajar menulis semula fakta-fakta utama yang dibincangkan dalam 'pembentangan ala debat' dalam bentuk penulisan akademik

Kajian ringkas ini menggunakan borang soal selidik, soalan temu bual ringkas dan pemerhatian bagi mendapatkan maklumbalas pelajar tentang program perkhemahan yang dijalankan. Data soal selidik dianalisis secara kuantitatif dengan melihat kepada peratusan dan kekerapan.

6 DAPATAN KAJIAN

1. Lokasi progam

	Sangat sesuai	3 (17.6%)	Sesuai	8 (47%)	Sederhana	4 (23.5%)	Kurang Sesuai	2 (11.7%)	Tidak sesuai

2. Fasilitator program

Fasilitator 1

15 (88.2%)	Sangat bagus	2 (11.8%)	Bagus		Sederhana		Kurang bagus		Kurang bagus

Fasilitator 2

15 (88.2%)	Sangat bagus	2 (11.8%)	Bagus		Sederhana		Kurang bagus		Kurang bagus

Fasilitator 3

15 (88.2%)	Sangat bagus	2 (11.8%)	Bagus		Sederhana		Kurang bagus		Kurang bagus

Fasilitator 4

15 (88.2%)	Sangat bagus	2 (11.8%)	Bagus		Sederhana		Kurang bagus		Kurang bagus

3. Kemudahan program

	Sangat bagus	3 (17.6%)	Bagus	14 (82.4%)	Sederhana		Kurang bagus		Kurang bagus

4. Aturcara program

15 (88.2%)	Sangat bagus	2 (11.8%)	Bagus		Sederhana		Kurang bagus		Kurang bagus

5. Manfaat program ini kepada kemahiran bahasa secara keseluruhan

16 (94.1%)	Sangat bermanfaat		Bermanfaat	1 (5.9%)	Sederhana		Kurang bermanfaat		Kurang bermanfaat

6. Keseronokan mengikuti program

7 (41.1%)	Sangat menyeronokkan dan menarik	8 (47%)	Menyeronokkan dan menarik	2 (11.9%)	Sederhana		Kurang menyeronokka dan kurang menarik		Tidak menyeronokkan dan tidak menarik

7. Tahap keyakinan dan keberanian untuk menggunakan bahasa Arab (pertuturan dan penulisan) selepas mengikuti program ini

11 (64.7%)	Semakin bertambah	4 (23.5%)	Bertambah sedikit	2 (11.7%)	Kurang		Semakin berkurang		

8. Keperluan untuk mengadakan program seperti ini

2 (11.7%)	Sekali dalam satu semester	11 (82.3%)	Dua kali dalam satu semester	3 (17.6%)	Tiga kali dalam satu semester	1 (5.8%)	Lain-lain (cadangan) _____

9. Manfaat program ini dalam kemahiran/aspek

✓ Pertuturan

16 (94.%)	Sangat bermanfaat	1 (5.9%)	Bermanfaat		Sederhana		Kurang bermanfaat		Kurang bermanfaat

✓ Penulisan

16 (94.%)	Sangat bermanfaat	1 (5.9%)	Bermanfaat		Sederhana		Kurang bermanfaat		Kurang bermanfaat

✓ Bacaan

16 (94.%)	Sangat bermanfaat	1 (5.9%)	Bermanfaat		Sederhana		Kurang bermanfaat		Kurang bermanfaat

✓ Mendengar

16 (94.%)	Sangat bermanfaat	1 (5.9%)	Bermanfaat		Sederhana		Kurang bermanfaat		Kurang bermanfaat

✓ Kosakata

16 (94.%)	Sangat bermanfaat	1 (5.9%)	Bermanfaat		Sederhana		Kurang bermanfaat		Kurang bermanfaat

✓ Nahu /Sorf

16 (94.%)	Sangat bermanfaat	1 (5.9%)	Bermanfaat		Sederhana		Kurang bermanfaat		Kurang bermanfaat

10. Sila nyatakan **tiga aktiviti** yang paling anda minati dalam perkhemahan ini?

	1	2	3
Memasak	23.5 (4)	5.8 (1)	5.8 (1)
Perbincangan maqaal (bacaan dan kefahaman)	23.5 (4)	5.8 (1)	5.8 (1)
Cerita kelakar (*nukat*)			
Penyampaian Puisi		5.8 (1)	11.7 (2)
Teka siapa saya	11.7 (2)	17.6 (3)	11.7 (2)
Pembentangan Ala Debat	29.4 (5)	29.4 (5)	11.7 (2)
Analisis nahu sorf melalui teks		5.8 (1)	5.8 (1)
Teka silangkata	5.8 (1)	17.6 (3)	11.7 (2)
Memperkenalkan kawan	5.8 (1)	11.7 (2)	23.5 (4)
Penulisan perenggan			17.6 (2)

11. Kekuatan dan kelemahan program serta cadangan penambahbaikan program

a) Kekuatan program

1	Keyakinan diri untuk bertutur dalam bahasa Arab meningkat. Kesemua fasi bersedia membantu
2	Aturcara program sangat memuaskan
3	Dapat menambah keyakinan dalam komunikasi. Fasi yang hebat
4	Boleh bertutur bahasa Arab dengan fasih
5	Aturcara sangat memuaskan dan tidak tertekan dengan aturcara
6	Program ini member keberkesanan dalam penambahbaikan mutu bahasa Arab di kalangan pelajar
7	Dapat membantu pelajar bercakap dalam Bahasa Arab dengan lebih yakin terutama dalam program debat
8	Dapat *improve* bercakap walaupun sikit dengan ayat-ayat ringkas
9	Meningkatkan keyakinan bertutur teruatama menambah vocab
10	Semua pihak bekerjasama terutama fasilitator
11	Tenaga pengajar yang cukup berpengalaman dan membantu
12	Alhamdulillah disamping mengukuhkan penggunaan bahasa Arab a dapt mengeratkan silaturrahim antara sahabat dan pensyarah
13	Menjadikan pelajar lebih yakin bertutur dalam bahasa Arab
14	Sangat membantu untuk mantapkan bahasa
15	Kebolehan bercakap pada setiap masa

b) Kelemahan program

1	Tempat kurang sesuai dan pengurusan masa di kalangan peserta
2	Tempat kurang sesuai, ada anjing
3	Kurang persediaan dari segi peralatan dan tempat tinggal
4	Tempat cantik tetapi ada sedikit ganggunan iiatu anjing
5	Tempat yang kurang sesuai
6	Kurang didiplin di kalangan pelajar
7	Memerlukan tempat yang lebih sesuai
8	Tempat tidak selesa kerana ada anjing
9	Tempat yang kurang selesa

c) Cadangan penambahbaikan

1	Berharap agar program ini dapat diteruskan pada masa akan datang
2	Cari tempat sesuai, wujudkan urusetia disiplin (ibadah), lebih masa untuk mandi sungai
3	Mengadakan program ini dengan lebih kerap di tempat yang menarik
4	Buat di tempat yangs esuai dan lawatan ke tempat yang mempunyai suasana Arab
5	Mengadakan program ini sekali lagi di tempat lain
6	Mengadakan lagi program seperti ini kerana ia dapat membantu pelajar lebih yakin untuk berkomunikasi dalam bahasa Arab
7	Adakan program ini seperti ini dilain masa di masa yang sesuai dan tidak sibuk dengan assignment
8	Cari lokasi yang lebih sesuai

Contoh jawapan temubual pelajar:

Pelajar 1

Mula-mula rasa takut tapi bila ada persekitaran (Arab) saya dapat mempertingkatkan penggunaan bahasa Arab sehingga 80%, begitu juga dengan rakan-rakan saya. Bahkan kami saling membantu untuk menambah perkataan Arab untuk dikuasai.

... Saya sentiasa rasa tercabar bila melihat orang lain bercakap maka saya akan berusaha untuk mengusai sebaik mereka atau lebih baik dari mereka walaupun Nahu Sorof saya tidak berapa baik.

Pelajar 2

Membina persekitaran bahasa Arab yang tiada di dalam perkarangan kampus.

.. Aktiviti-aktiviti di sini memberi kita peluang untuk bercakap dengan penuh keyakinan malah berhujah tanpa rasa takut dan malu.

Pelajar 3

Sebelum datang ke program ini saya tak mampu bercakap dengan baik, sekarang saya dapat bercakap dengan lebih pantas dan lebih baik. Program ini amat bermanfaat dan ia perlu diteruskan dan dijalankan di mana-mana kepada semua orang (golongan yang belajar bahasa Arab).

.. Antara program yang dijalankan disini adalah debat (Ala Debat) yang pada mulanya masing-masing rasa takut tetapi kami digalakkan berhujah. Apabila kami cuba untuk berhujah, berlatih dan bercakap secara berterusan akhirnya kami boleh bercakap. Ini dapat mempertingkatkan bahasa kami dan membantu kami mempertingkatkan mutu pelajaran dan membantu menghadapi peperiksaan.

Contoh jawapan temubual fasilitator

Fasilitator 1

Sebagai seorang pensyarah saya nyatakan bahawa program ini berjaya dan berkesan. *Program ini menarik dan suatu pendekatan baru kerana pelajar belajar tanpa buku tetapi membolehkan peserta berlatih bercakap.*
Dicadangkan kepada semua university.

Terdapat aktiviti yang pelbagai dan membuatkan pelajar tidak pernah rasa jemu atau malas untuk berusaha dan melibatkan diri di dalam aktiviti serta percakapan dengan cara yang santai.

Program ini juga mungkin sesuai untuk pelajar fakulti lain yang ambil bahasa ketiga.
Fasilitator tidak perlu banyak mengajar sebaliknya sekadar memantau dan membantu dalam perkara-perkara tertentu sahaja.

7 Kesimpulan

Secara keseluruhan peserta perkhemahan ini telah memberikan maklum balas yang positif terhadap aktiviti-aktiviti yang dijalankan. Hampir kesemua pelajar memberi maklumbalas positif dari segi manfaat dan keseronokan mengikuti program. Kebanyakan pelajar dapat melihat aspek positif terutama manfaat program ini dalam membantu meningkatkan keyakinan mereka dalam aspek pertuturan. Melalui aktiviti dan tugasan yang diberi, pelajar secara tidak lansung berpeluang untuk bertutur samada dengan rakan rakan atau pun fasilitator. Berdasarkan pemerhatian, pelajar merasa lebih selesa dan berani untuk bertutur semasa program ini dijalankan berbanding semasa pembelajaran di dalam kelas yang agak formal. Dari segi jenis tugasan yang diberi, aktiviti pembentangan ala debat, teka siapa saya, memperkenalkan kawan merupakan di antara aktiviti yang digemari oleh para pelajar. Ini berkemungkinan disebabkan ciri-ciri aktiviti ini yang memerlukan interaksi yang lebih sesama pelajar berbanding aktiviti-aktiviti lain. Pelajar merasa seronok apabila dapat melibatkan diri secara aktif dan merasa tidak terbeban untuk berkomunikasi dalam bahasa Arab walau pun berhadapan dengan kekangan bahasa seperti maslaah kekurangan kosakata, aspek tatabahasa dan lain-lain.

Umumnya program ini telah berjaya meningkatkan motivasi pelajar dalam menggunakan bahasa Arab. Dengan aktiviti-aktiviti yang dijalankan, proses pembelajaran berlaku secara semulajadi, tidak disedari dan tiada tekanan. Penyertaan dan kesungguhan pelajar dalam setiap aktiviti yang dijalankan membuktikan pembelajaran bermakna bagi mereka. Tugasan dan aktiviti yang dijalankan secara semulajadi dan santai sama ada secara berkumpulan atau individu menjadikan pembelajaran mereka lebih seronok dan ceria.

Walau bagaimanapun maklumbalas negatif dapat dilihat dari aspek lokasi program. Ramai pelajar yang telah member maklum balas yang negatif berhubung lokasi program. Ini kerana lokasi tersebut telah dicemari oleh anjing-anjing yang berkeliaran yang menyebabkan banyak kemudahan yang disediakan tidak dapat digunkana seperti bilik seminar, surau dan lain-lain. Justeru adalah dicadangkan agar pihak penganjur lebih berhati-hati dengan pemilihan lokasi pada program akan datang.

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READING PROFICIENCY AT TERTIARY LEVEL: ENHANCING THE SKILLS OF ESL ACADEMIC READERS

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Abstract

ESL readers sometimes face problems in reading especially at tertiary level. This pilot study was conducted to investigate the reading strategies used while reading familiar and unfamiliar passages. Think-aloud protocol and interview were used to collect data from five respondents. Based on their Malaysian University English Test (MUET) reading comprehension scores, two (2) of the respondents were high proficient readers while three (3) respondents were average proficient readers were. The high proficient readers responded well while the average proficient readers seldom responded during the think-aloud session. The number of reading comprehension strategies used by the respondents in reading the unfamiliar passage was higher compared to reading the familiar passage. This concludes that the familiarity of text affects reading comprehension. The findings have implications to the teaching of English to non-native speakers.

Keywords: reading comprehension strategies, ESL reading.

1 INTRODUCTION

Reading is one of the ways to obtain information. It is also one of the methods in learning a second or foreign language. Kannan and Lingan (2012) reported that undergraduates needed to boost their language skills specifically in their second language reading skills (ESL). Reading can assist the readers in obtaining new information which leads to the development of their communication skill; one of the soft skills required by graduates (Roselina, 2009). Graduates are expected to be able to speak and write well. In order to be able to speak and write well, graduates must be prepared with knowledge and some of the knowledge is obtained through reading. This reflects the importance of reading at the tertiary level and later in life.

Upon entering tertiary level education, the English for the Second Language (ESL) readers are required to read from many sources. Reading in ESL requires the non-native speakers to translate what they are reading from the second language (L2) into their first language (L1) (Yau, 2010). The readers are required to understand the language as well as to comprehend the messages conveyed by various authors. The difference in language can pose problems to the readers in comprehending what they are reading especially the academic texts. This, in turn, can hinder their learning process which then lead to demotivation towards their learning.

Furthermore, long and complicated academic reading texts (Sengupta, 2010) make the reading comprehension activities more difficult. Having prior knowledge or previous experience can

assist in reading new topics. This can help readers to quickly understand and thus make reading comprehension easier.

The purpose of this study is to investigate the reading comprehension strategies used when reading familiar and unfamiliar passages. The main research question for this study is what are the reading comprehension strategies used by the ESL students when reading familiar and unfamiliar passages?

2 LITERATURE REVIEW

2.1 Reading Comprehension

Throughout the years, reading has been viewed from three perspectives; bottom-up, top-down and interactive (Noreiny, 1998). Bottom-up is synonym to decoding while top-down refers to comprehension. Interactive refers to the combination of both bottom-up and top-down models of reading, where the top-down and bottom-up takes place simultaneously. This development also reflects how reading is viewed from time to time. Previously, reading is viewed as the decoding process where readers decode the words into meaningful messages. Then, Goodman (1976) refuted the definition by saying that reading is a sequential process where the decoding of the words takes place first before the attempt to understand the meaning. Goodman (1976) then proposed that reading comprehension is about choosing the relevant cues in understanding the text.

Hesham Suleyman (2005) defined reading as the connection between the reader and the messages in the text. Ibrahim (2011) includes the reader's personal experience in comprehending the text read. This is followed by Siong (2004) where she included social and cultural elements in reading comprehension. This proved that reading is no longer viewed as solely a decoding process. Instead, it involves elements of knowledge such as cultural and social practices. Hence, the current definition of reading comprehension includes these external elements.

2.2 Reading Proficiency and Reading Strategies

Reading strategies are one of the tools that can assist readers in reading comprehension. There are many reading strategies listed by researchers. Block (1986) categorised reading comprehension strategies into two types; general comprehension strategies and local comprehension strategies. General comprehension strategies refer to strategies that assist in comprehending the text while local comprehension strategies refer to strategies utilised to understand linguistic units of the text.

In addition, there are researchers who categorized the reading strategies into cognitive strategies, metacognitive strategies and affective strategies (Alexander & Jetton, 2000; Weinsten & Mayor, 1987; as cited in Faizah, Noraini & Zalizan, 2010; Faizah, Noraini & Zalizan, 2010). Cognitive strategies are the mental steps used in comprehending the text read while metacognitive strategies are the evaluation of the reading strategies opted in the reading comprehension. Affective strategies are procedures taken to ensure that the reading process turns out smoothly.

Different levels of reading proficiency affect the use of reading comprehension strategies. Previous studies (Faizah, Noraini & Zalizan, 2010; Faizah, 2008) stated that students with lower proficiency used fewer strategies as compared to those who are high-proficient in their ESL reading comprehension. Apart from that, the low-proficient readers opted for the local comprehension strategies rather than the general reading comprehension strategies. The low-proficient readers spent more time to understand the linguistic units of the passages rather than trying to understand the message conveyed by the author.

2.3 Prior Knowledge and Reading Comprehension

Having prior knowledge on the texts read can affect the readers' reading comprehension (Alderson, 2000). By having prior knowledge, the comprehension process becomes easier as compared to learning new things. Readers are able to integrate with the existing knowledge that they have, interpret the new knowledge read and comprehend the message sent by the author.

A study by Erten and Razi (2009) found a significant finding that cultural familiarity has on reading comprehension. The respondents who read the adjusted text while carrying out some tasks had better understanding as compared to the respondents who read the original text. Another study done by Kendeou and van der Broek (2007) found that the adjustment towards the reading process was based on the reader's prior knowledge and having prior knowledge would affect the reader's memory in their reading comprehension.

The previous studies reflected the importance of having prior knowledge in reading comprehension. Knowing some background knowledge can affect the reader's reading processes and hence directly affects the learning experience.

2.4 Think-aloud Protocol

Think-aloud protocol is a verbal session in which the respondents pause for a while to verbalize their thoughts while doing a task before continuing on (Ward & Traweek 1993, p.474; as cited in Berne, 2004; Katalin, 2000; Yoshida, 2008). This method allows the researchers to further understand what actually happened in the respondents mind while they were carrying out the assigned tasks. In other words, this method gives access to the researchers to understand the reading strategies used by the readers while they read passages.

There are two types of think-aloud protocols (Yoshida, 2008). They are concurrent and retrospective. Concurrent think-aloud protocol refers to the act of pausing to verbalize their thoughts during carrying out their tasks. Retrospective think-aloud protocol refers to the act of pausing to verbalize their thought when they have completed their tasks.

Apart from the advantages, there are some obstructions towards this method. While verbalizing their thoughts, readers may not verbalize accurately as their reading activities are disrupted. Ward and Traweek (1993, p.472; as cited in Berne, 2004) reminded that many deeper level of cognitive activities may not be verbalized during the verbal protocol session.

This method has been used for data collection. In trying to understand the reading comprehension strategies utilised by different proficient readers, Faizah, Noraini and Zalizan (2010) used the think-aloud protocol as one of their methods in collecting data. They tried to

understand the reading strategies – cognitive strategies, metacognitive strategies and affective strategies – applied by the readers while reading academic passages.

3 METHODOLOGY

The respondents were the first semester students from the English for Professional Communication (LG240) programme. To obtain their reading proficiency level, the researchers collected their MUET reading comprehension scores. The maximum score for this reading comprehension test is 120. The lowest score recorded was 69 while the highest score recorded was 115. From the 47 respondents, the score with the highest frequency was 91 (nine respondents). Five respondents recorded marks below 80 and five respondents recorded marks above 100. From the scores recorded, the majority of the respondents were the average proficient readers and only a few numbers of high-proficient readers. None of the respondents were low proficient readers. Figure 1 represents the overall MUET reading comprehension scores.

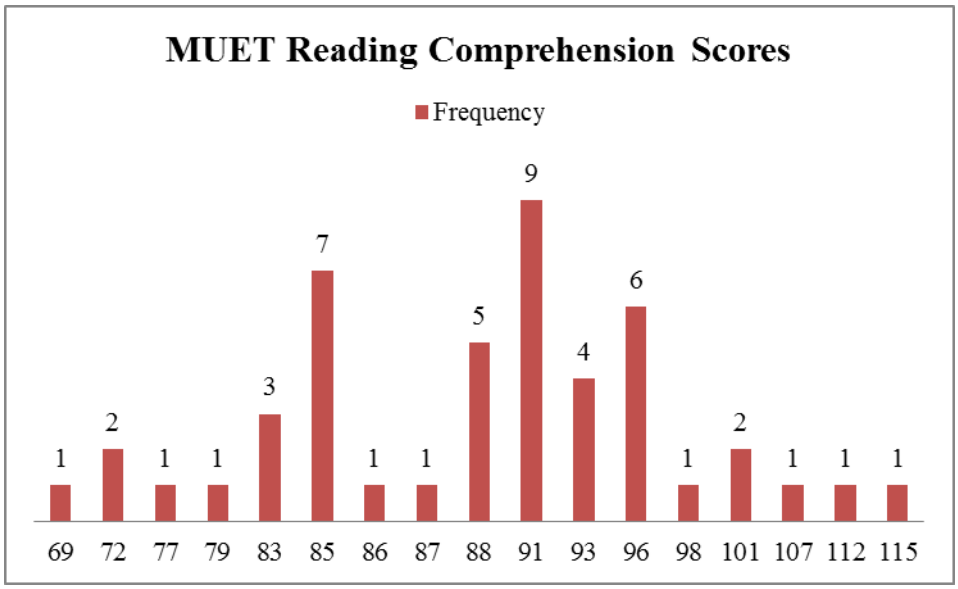

Figure 1: MUET Reading Comprehension Scores

From the MUET reading comprehension scores, the researchers purposely picked five respondents; three from the average proficient group and two from the high proficient group. The researchers then approached the potential students and invited them to take part in the study.

3.1 Verbal Protocol Session

The second phase was the data collection phase where the think-aloud protocol and the interview sessions were carried out. For the think-aloud protocol, all respondents were briefed on how to administer it. Before the actual think-aloud protocol took place, a practice session was carried out using a different passage. Once the respondents felt comfortable, the actual passages were given. The respondents were first given the familiar passage to be read. Then, they were given the unfamiliar passage. In order to understand all the strategies, an

interview session was carried out immediately after the respondents completed the two passages. Every verbal protocol sessions were audiotaped.

3.2 Instruments

Two types of passages were prepared: familiar and unfamiliar passages. For the familiar passage, the topic chosen was about Malaysia. While for the unfamiliar passage, the topic chosen was related to things outside Malaysia. In the process of selection, five familiar and five unfamiliar passages were given to the content experts to be rated. The purpose of the rating was to assist the researchers to find the most suitable familiar and unfamiliar passages to be used in the study. The criteria of the passages are summarised in the tables below:

Table 1: Criteria of the Familiar Passages

	Number of words	Readability		
		Passive sentences (%)	Flesch Reading Ease	Flesch-Kincaid Grade level
Passage 1	383	7	43.3	14.1
Passage 2	420	30	50.3	11.2
Passage 3	526	10	58.9	9.3
Passage 4	478	27	47.6	10.5
Passage 5	407	15	51.6	11.6

Table 2: Criteria of the Unfamiliar Passages

	Number of words	Readability		
		Passive sentences (%)	Flesch Reading Ease	Flesch-Kincaid Grade level
Passage 1	430	37	54.7	10.2
Passage 2	547	32	51.5	11.2
Passage 3	560	40	56.8	11.3
Passage 4	542	37	59.9	10.5
Passage 5	288	31	50.7	9.8

The choice of the passages is based on the readability level. The accepted readability level according to Flesch Reading Ease for tertiary students is between 0 - 30 while the accepted readability level according to Flesch-Kincaid Grade level is above 12. Hence, for this study, the range chosen was between 30 – 50 based on Flesch Reading Ease and between 10 – 12 based on Flesch-Kincaid Grade level because the respondents in this study were semester one students (freshmen). Thus, all passages selected were within the acceptable range of readability level of both Flesch Reading Ease and Flesch-Kincaid Grade level.

Three raters rated the passages. For the familiar passages, three raters gave passage 1 as the most suitable passage to be used in this study. For the unfamiliar passages, two of the raters rated passage 2 as the most suitable while one rater rated it as not suitable because it was quite lengthy. However, the rater commented that this passage was understandable regardless of its length.

Therefore, for the familiar passage, Passage 1 was chosen. That passage described a Malaysian scenario during the fasting month when people go to buy food at the bazaar. The existence of varieties of food makes the bazaar unique. For the unfamiliar passage, Passage 2 was chosen. This passage described how the Tibetan community carried out their wedding ceremony.

4 DATA ANALYSIS

The think-aloud and interview transcriptions were analysed based on the reading comprehension strategies listed by Block (1986). Table 3 is the list of the reading comprehension strategies.

Table 3: Reading Comprehension Strategies

General Strategies	Codes	Local Strategies	Codes
Anticipate content	*(G1)*	*Paraphrase*	*(L1)*
Recognize text structure	*(G2)*	*Reread*	*(L2)*
Integrate information	*(G3)*	*Question meaning of a clause or sentence*	*(L3)*
Question information in the text	*(G4)*	*Question meaning of a word*	*(L4)*
Interpret the text	*(G5)*	*Solve vocabulary problem*	*(L5)*
Use general knowledge and associations	*(G6)*		
Comment on behaviour or process	*(G7)*		
Monitor comprehension	*(G8)*		
Correct behaviour	*(G9)*		
React to text	*(G10)*		

(Note: The codes are used when analysing the transcription)

4.1 Think-aloud Session

4.1.1 Reading strategies used when reading familiar passage

Table 3 represents the types of reading comprehension strategies identified from the transcribed think-aloud sessions. In reading the familiar passage, the first high proficient reader (HP1) recorded the application of three general strategies. The general strategies applied were interpret the text (G5), monitor comprehension (G8) and react to the passage (G10). The second high proficient reader (HP2) recorded the application of one general strategy which was the questioning of the information in the passage (G4).

While for the first average proficient reader (AP1), second average proficient reader (AP2) and third average proficient reader (AP3), they reported back what they have read in the form of a summary instead of verbally expressing their thoughts.

4.1.2 Reading strategies used when reading unfamiliar passage

In reading the unfamiliar passage, the number of reading comprehension strategies used were slightly higher. HP1 recorded six reading comprehension strategies applied; five

general strategies and one local strategy. The general strategies applied were anticipate content (G1), integrate information (G3), question information in text (G4), use general knowledge and associations (G6), and react to text (G10). The local strategy applied was question the meaning of a clause or sentence (L3).

For HP2, the respondent applied three general strategies while reading this passage. The general strategies applied were question information in text (G4), use general knowledge and associations (G6), and react to text (G10).

For AP1, there were no response recorded during the think-aloud session. AP2 and AP3 responded the same where both merely reacted (G10) to the passage.

Table 4 summarises the reading comprehension strategies used by the five respondents in reading familiar and unfamiliar passages and the frequency of the occurrences of the reading comprehension strategies.

Table 4: Summary of the reading comprehension strategies

		Reading Comprehension Strategies	Code	Frequency	Respondents
Familiar	**General Strategies**	Interpret the text	G5	2	HP1
		Monitor comprehension	G8	1	HP1
		React to the text	G10	3	HP1
		Question the information	G4	1	HP2
Unfamiliar	**General Strategies**	Anticipate content	G1	1	HP1
		Integrate information	G3	1	HP1
		Question information	G4	4	HP1, HP2
		Use general knowledge and associations	G6	6	HP1, HP2
		React to the text	G10	6	HP1, HP2, AP2, AP3
	Local Strategies	Question the meaning of a clause or sentence	L3	1	HP1

From the table, the most frequent strategy used in reading the familiar passage is **react to the text (G10)**. The respondents expressed emotionally their thoughts about the passage. For instance, "*…I like how the passage describes Ramadan…*" (HP1) and "*...I like how the passage describes about the bazaar…*" (HP1). This is followed by **interpreting the text (G5)**, where the respondents made a conclusion about a paragraph of the passage. The respondent concluded "*…it's a multi-racial…*" (HP1) when the paragraph describes about the variety of cuisines sold at the bazaar which displays their own history. Next, the least frequency strategies adopted were to **monitor comprehension (G8)** and to **question information (G4)**. The respondents checked their comprehension by asking questions like

"*...this passage is talking about Ramadan bazaar, am I right?...*" (HP1) and "*…apa maksud dia (what is he trying to say)…*" (HP2).

For the unfamiliar passage, the most frequent strategies utilised were to use **general knowledge and associations (G6)** and to **react to the text (G10)**. The respondents connected their existing knowledge in comprehending the passage read like "*…it's almost similar to traditional Chinese wedding…*" (HP2) and "*...presented with a lot of scarves…could suffer from suffocation…*" (HP1). In addition, the respondents expressed their reactions like "*…sharing wife! That's a bit shocking…*" (HP2) and "*…it's weird, it's weird…*" (AP2). The least frequent strategies applied in reading unfamiliar passage were to **anticipate content (G1)** and to **integrate information (G3)**. The respondent predicted what the content of the passage would be. Apart from that, the respondent also connected the information presented within the passage like "*…both of them are married off by their uncles, not just the girl…*" (HP1). One local strategy which was **questioning the clause or sentence (L3)** was recorded while reading the unfamiliar passage. HP1 questioned the phrase *"flicks a fingertip of the tea above her head"*.

5 DISCUSSION

Having background knowledge affects the reading comprehension process (Alderson, 2000). From this study, it was found that the familiar passage was easier to comprehend. Having some background knowledge allowed the respondents to use their personal experience in verifying the passages. For the familiar passage, all respondents had been to bazaars during the fasting month. Therefore, the respondents visualized the bazaar situation while reading the passage. One respondent concluded the situation as "*…multi-racial…*" (HP1) from the various types of food sold at the bazaar. Eventhough the respondents came across a difficult word like "conviviality", the respondents managed to read and comprehend the whole passage. One respondent mentioned that the difficulty stopped the respondent for a while. However, the respondent managed to understand the meaning of the word by rereading the passage and trying to understand the contextual meaning of the whole paragraph.

In reading the unfamiliar passage, more strategies were adopted in comprehending the passage. From this study, a higher number of strategies were recorded when the respondents read the unfamiliar passage. Curiosity led the respondents to apply more reading comprehension strategies in understanding the passage. The respondents asked several questions like "*...why the maternal uncle, not the father…*" (HP2) and "*…that wife is going to marry her brother-in-law as well?*" (HP1). The questions reflected the respondents' thinking process while reading the passage.

Apart from topic familiarity, the respondents' reading proficiency level also played an important role in reading comprehension. To the high proficient readers, the reading comprehension process for both passages was neither difficult nor easy. Two factors that may lead to this were their fairly good vocabulary knowledge and their satisfactory reading proficiency.

To the average proficient readers, they found reading unfamiliar passage demotivating. They mentioned in the interview that, the more they read the passage, the more confusing it was. One respondent initially did not know the meaning of "Tibetan" before. The respondent also

refused to read the passage until the end. In addition, the respondent admitted that improvement on the vocabulary was needed in order to improve reading comprehension.

Regardless of the differences in proficiencies, all respondents agreed that they would reread the paragraph or words if they come across difficulties when they read the passages. When they came across any difficulty, the first step they took was to reread. Then, they would try to understand the meaning conveyed by the author. However, if they did not manage to comprehend, they would ask for another reader's opinion.

Finally, there are many factors that could affect the reading comprehension process. From the study, it can be concluded that having background knowledge and the differences in reading proficiency levels could affect reading comprehension.

6 CONCLUSION

This study found that although the respondents had high MUET reading comprehension scores, they faced difficulties when they read unfamiliar passages. Hence, the high proficient readers tended to use many strategies while reading. The most frequent reading comprehension strategy used by the high proficient readers when reading unfamiliar passage was the use of general knowledge and associations followed by the second most frequent reading comprehension strategy; react to the text. They use their general knowledge in order to understand the content presented by the author. Some might agree while some might disagree with the author. This was where the readers reacted to the passages.

Hence, it is essential for tertiary students to read and acquire some background knowledge on the topics before going into class. When teaching of the topics is done in class, the prior knowledge will assist them in comprehending what they have read earlier. As a result, the learning process is efficient, enjoyable and motivating.

Conversely, lecturers teaching English language (ESL/EFL) to non-native speakers can also benefit from this study. The reading comprehension strategies used by the respondents in this study serve as a guide for the lecturers to teach their non-native speaker learners in reading and understanding of texts used in class. Educators could assist non-native speakers by encouraging them to apply appropriate reading comprehension strategies. This, in turn, could make the teaching process more effective and efficient.

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STUDENTS' PERCEPTION TOWARDS TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH IN LEARNING ARABIC LANGUAGE: CFS, IIUM EXPERIENCE

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Abstract

Task-Based Language Teaching (TBLT) is a new approach in teaching second language particularly in Arabic language. The approach, which employs student-centred approach, is viewed as more effective than the traditional way. This approach is slowly gaining its popularity among Arabic language educators and learners all around the world. In Malaysia, the Centre for Foundation Studies, International Islamic University Malaysia (CFSIIUM) is one of the first institutions of education to implement this new way in teaching Arabic language. As such, this study was conducted in order to find out the students' perception towards the implementation of task-based language teaching (TBLT) in this learning institution. 313 respondents were randomly selected from the students in Arabic elementary level studying at CFSIIUM. The instrument used in the survey was survey questionnaires. The quantitative results were used to examine students' perception towards the implementation of task-based language teaching (TBLT) in Arabic language. The findings indicated that the respondents were positive in learning Arabic language using this approach and they were motivated to learn this language.

Keywords: Students' perceptions, Task-based language teaching (TBLT), Arabic as a second language

1 INTRODUCTION

This study focuses on students' perceptions of Task-based language teaching (TBLT) in learning Arabic language as a second language. The topic was chosen because it is related to the implementation of the new approach in the Centre for Languages & Pre-University Academic Development (CELPAD), IIUM. CELPAD, IIUM is the centre responsible for offering language courses which is also a graduation requirement for all students in IIUM. Among the language courses offered are Arabic proficiency courses. In 2012, CELPAD started to use TBLT approach in Arabic language teaching. The introduction of the new approach has created major changes in the way of Arabic language teaching and learning in

IIUM. Students have to adapt to a totally different approach than what they were accustomed to in their secondary school. Outside the Arabic speaking world, particularly in Malaysia, there are hardly any institutions that employ such approach in Arabic language teaching. Thus, it is interesting to find out how this new implementation is perceived by the students themselves. Since this approach is rather new in Arabic teaching, the researchers have yet to find any studies in Malaysia that report on perceptions of students studying Arabic using similar approach. This is the prime reason that had prompted the current study. Understanding the students' perception of TBLT seems to be the most important step for any institutions undertaking this new approach for it would give a better understanding and preparation in delivering the curriculum.

1.1 Arabic Language Requirement in IIUM

IIUM is an international university which uses English language as the first medium of communication and instruction, while Arabic language comes as a second medium of communication and instruction. All new students registering in IIUM, are required to sit for language placement examinations namely English Placement Test (EPT) and Arabic Placement Test (APT) administered by the Centre for Languages and Pre Academic Development (CELPAD). The purpose of the examinations is to determine their level of English and Arabic language proficiency. Those students who meet the language requirement may continue their core courses according to their programme. Meanwhile, those who do not meet the language requirement must learn English and Arabic language courses before they can pursue their studies. The language requirement for English and Arabic language varies according to their programme. Those students who intend to pursue their studies in Arabic based programme like Bachelor in Arabic or Bachelor in Shari'ah Law will have to undergo six levels of Arabic, while those who are majoring in English based programme will only need to undergo two levels of Arabic.

1.2 Background of Arabic Language Teaching and Learning

Task-based language teaching (TBLT) is not a common approach in teaching Arabic language for non-native speakers of Arabic in Malaysia. Most Arabic language teachers in Malaysia still rely heavily on grammar drills or knowledge-giver via grammar-translation method. Before 2012, teachers of Arabic language courses in CELPAD mostly used traditional method in their classrooms. Students depended totally on their teachers: from explaining the subject, translating the text, preparing the language practises to choosing the groups of vocabularies that they must memorize. Students were not trained to think and to expand what they have learned. Meanwhile, teachers relied totally on textbooks. They only taught what is written in the textbook using grammar-translation method. Most of them did not use their creativity to attract students nor motivate them to use and learn more outside classroom. They failed to realize what has been stressed by Leaver and Willis (2004) and that of the findings of Chomsky (1959, as cited in Leaver & Willis, 2004) who have demonstrated convincingly that both language learning and language use must be a creative process. Chomsky (1959, as cited in Leaver & Willis, 2004) stipulates that a basic rule system that underpins all languages is innate and that, given exposure to a specific language, children will naturally create the specific rules of that language for themselves. Learning is thus seen as a process of discovery determined by internal processes rather than external influences.

In the past, teaching focused more on reading and writing skills in CELPAD. Only students in the upper levels were exposed to speaking and listening skills. Many believe that this approach is among the reasons why IIUM graduates who are not majoring in Arabic based programs cannot communicate in Arabic language not even converse in the most basic phrase such as 'how are you' (كيف حالك). Grammar-translation based approach which had been practiced for many years have failed to have the desired effect of helping learners to practically use the language learned. Instead of acquiring a sense of when and how to use which vocabulary, learners only learn all the carefully selected words that they will need for the exams and then promptly forget them.

1.3 The Implementation of TBLT in Arabic Language Courses

Realizing this problem, CELPAD has taken a drastic action to change the approach of teaching to become more student-centered (ie. TBLT approach), in which it allows for more meaningful communication, and provides for practical extra-linguistic skill building. TBLT is a way of tapping into learners' natural mechanisms for second-language acquisition (Leaver & Willis, 2004). Some other practitioners have adopted TBLT out of desire for a meaning-focused approach that reflected real-life language use. They believe that language needs to be transferred to real-world activities and that is best accomplished by doing some of these activities in the classroom (Brown et al, 1989). In foreign language learning contexts where students have little exposure to the target language outside the classroom, TBLT can be specifically helpful (Jeon & Hahn, 2006). Others, like Prabhu (1987), adopted tasks because they firmly believed that task-based interaction stimulated natural acquisition processes. There are special characteristics offered by TBLT approached as stated by Larsson (2001) when he describes about the advantages of TBLT. According to him, TBLT helps to:

1- Improve students' communicative skills.
2- Increase general ability of social interaction.
3- Encourage students to gain deeper sense of understanding.
4- Activate student to be actively acquire the knowledge and not passive receivers.
5- Motivate students to learn in a way that the prospect of a final examination rarely manages to do.

The basic principle of TBLT is that by having learners perform tasks, it will help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work. According to Ellis (2002), the task function in TBLT works as 'devices for creating the conditions required for language acquisition'. Thus, it is not the content of the lesson that is the focal point but the process of classroom interaction that generates opportunities for learning. The focus is not on the product or on what to learn, but rather on the process or on how to learn. TBLT offers what traditional method failed to accomplish. This is the main reason why CELPAD has decided to adopt TBLT as a new approach in the second language learning in IIUM.

2 PROBLEM STATEMENT

Over the last few decades, TBLT approach has been used in many countries in second and foreign language learning. Nevertheless, this approach is not widely followed and practised as an educational approach in Arabic language teaching in Malaysia. In fact, the educational culture of the task-based learning/teaching (TBLT) is completely new to

Malaysian students especially in Arabic as a second/foreign language learning even though Arabic language has been taught in Malaysia for decades. Hence, there are little discussions of TBLT in teaching and learning Arabic in Malaysian context. The closest attempt to study TBLT approach in Arabic language teaching is that of Salih Tinggari (2012). The study focuses on teachers' perception of TBLT which had been conducted at the Centre for Foundation Studies IIUM Petaling Jaya and IIUM Gombak campus, as well as their opinion of the effectiveness of this methodology for teaching Arabic language. However, the issues related to learners' perception of language learning especially for Arabic language learning have not been explored; whereas, language learners' beliefs surrounding language learning processes have an undeniable impact on their learning. Due to this information gap regarding learners' perceptions, the present study seeks to examine CFS IIUM students' perception of TBLT in this learning institution. As such, this makes the current study the first study conducted in Malaysia.

3 OBJECTIVES

Thus, the aim of this present study is to examine the perceptions of the students in the Elementary level on the TBLT approach in Arabic language learning in CFSIIUM. Specifically, the objectives of this research are to find out learners' preferred tasks and motivation after learning Arabic via TBLT.

4 RESEARCH QUESTIONS

The present study is an attempt to investigate the students' perception of TBLT approach in the Centre for Foundation Studies, IIUM. For this purpose the following research questions were formulated:

1- What are the Arabic language tasks that the students prefer?
2- How has learning Arabic using TBLT motivated them?
3- In what ways have speaking and writing tasks helped them?

5 RESEARCH METHODOLOGY

5.1 Participants

A total of 313 students of Elementary Level studying Arabic language at the Centre For Foundation Studies of International Islamic University Malaysia participated in the survey. These participants were chosen randomly from different programs with the age range of 18-19 years old. All the participants have had at least one semester (4 months) of learning Arabic language as a foreign language.

5.2 Survey Instrument

A perception questionnaire was used to measure students' view of TBLT in this institution. This questionnaire was adopted from Jeon and Hahn (2006). According to Jeon and Hahn (2006), the questionnaire items are partly adapted from Nunan's (2004) checklist for evaluating communicative tasks. The questionnaire included some Likert-type items and one open ended questions. It consists of four parts: the first part included questions to collect information about their program and language learning level. The second section asked

questions to gain insights into students' acceptance towards task based approach. The third section, sought to find students' views on classroom TBLT practice. In the second and third sections, students were asked to answer each question using a 5-point scale ranging from 'strongly disagree' to 'strongly agree'. In the fourth part, students describe how TBLT approach has motivated and encouraged them in learning Arabic language as a foreign language.

5.3 Data Collection Procedure

The questionnaires were distributed to the 313 participants from the Elementary Quranic Language at the Centre For Foundation Studies of IIUM. They were asked to fill out the questionnaire and they were assured that the information provided by them would be kept confidential. The students' perceptions were gathered by assessing their responses to the questionnaires.

5.4 Data Analysis

The Likert-type items of questionnaires, which were constructed to find out students' preference of language tasks, their views on motivation as well as speaking and writing tasks were given a numerical score (e.g., strongly disagree = 1, disagree =2, neutral =3, agree =4, strongly agree =5). The returned questionnaires were then analyzed by using descriptive statistical tool to show percentages, mean and standard deviation.

6 FINDINGS

Table 1: The Language Tasks Preferred By The Respondents

	TASK	N	MEAN	SD
1	Participating in language games	313	3.91	0.943
2	Producing personal dictionary	313	3.72	0.956
3	Producing videos	313	3.69	1.008
4	Conducting interviews	313	3.62	1.019
5	Producing greeting cards	313	3.56	0.966
6	Participating in role-plays or dramas	313	3.56	1.005
7	Participating in demo presentations	313	3.34	1.051
8	Producing/Presenting scrap books	313	3.27	0.96
9	Participating in forums or debates	313	3.23	1.099

SD – Standard Deviation

Table 1 lists and ranks the language tasks favoured by the respondents in Arabic class using TBLT approach. The respondents were to answer the following questions: I like ... (Producing greeting cards/producing personal dictionary/conducting interviews/producing videos/producing scrap books/participating in demo presentation/participating in role plays or dramas/participating in debates or forums/participating in language games). They had to choose the degree of agreement from strongly disagree (1); disagree (2); neutral (3); agree

(4); strongly agree (5). Their responses were calculated into mean and standard deviation, which means the closer the mean to 5, the more favourable this task is to the respondents.

It is evident from the table that all the language tasks are favoured by the respondents (mean ranges from 3.23 to 3.91). While language games (mean 3.91), personal dictionary (mean 3.72) and producing videos (3.69) merge as the top three most preferred tasks, the least preferred task is participating in debates or forum (mean 3.23). It is also important to note that the preferred language tasks are passive activities and less stressful (games, dictionary, videos, greeting cards). In contrast, the more stressful and more demanding tasks (debate, demo presentation, role play or drama) are not favoured much by the respondents.

Table 2: The Motivation after Learning Arabic Using TBLT

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I have been motivated to learn Arabic on my own by participating in the language tasks given.	0.3%	3.2%	0%	65.5%	31%
Language tasks given help me improve my Arabic vocabulary.	0%	0.3%	0%	53%	46.7%
I apply the language skills learned in other subjects.	2.2%	22%	0.6%	56.6%	18.6%
I apply the language skills learned in my daily life.	1%	16.5%	1%	64.2%	17.3%

Table 2 displays the responses for questions on motivation in learning Arabic using TBLT approach. There are four statements for students to state their agreement from strongly disagree, disagree, neutral, agree to strongly agree. Their responses were tabulated in percent. It is clear from the table that most students agree with the statements regarding motivation that respondents obtain from learning Arabic through TBLT approach.

Table 3: The Motivation after Learning Arabic Using TBLT (summary)

	DISAGREE	AGREE
Language tasks given help me improve my Arabic vocabulary.	0.3 %	99.7 %

I have been motivated to learn Arabic on my own by participating in the language tasks given.	3.5 %	96.5 %
I apply the language skills learned in my daily life.	17.5 %	81.5 %
I apply the language skills learned in other subjects.	24.4 %	75.2 %

Table 3 summarizes the degree of agreement into two categories – agree or disagree, in which the percentages of strongly agree and agree have been merged, while strongly disagree and disagree are added together. It is obvious from this table that the responses sway heavily to the agreement rather than disagreement. 99.7 % of the respondents agree that the language tasks given have helped them to improve their Arabic vocabulary. 96.5 % states that they have been motivated to learn Arabic on their own by participating in the language task given. Meanwhile, many respondents have also agreed that they could apply the language skill learned in their daily life (81.5 %). And some concur that they could apply the language skills learned to other subjects (75.2 %). From these it can be said that most respondents have opined that learning Arabic through TBLT has motivated them to learn more on their own and to apply the language use in their daily life.

Table 4: The Responses to Speaking Tasks

Speaking tasks in class help me to:	**N**	**MEAN**	**SD**
Develop confidence in communicative skills.	313	4.45	0.587
Develop confidence in presentation skills.	313	4.38	0.669
Respond appropriately to simple questions.	313	4.37	0.591
Participate in simple conversations.	313	4.31	0.638

SD – Standard Deviation

The responses to Speaking tasks are shown in Table 4. Again students were asked to rate their agreement based on the four statements about the speaking tasks conducted in class. They had to choose the degree of agreement from strongly disagree (1); disagree (2); neutral (3); agree (4); strongly agree (5). Their responses were calculated into mean and standard deviation, which means the closer the mean to 5, the more the respondents agree with the statement.

The results visibly show that the majority of the participants agree that the speaking tasks have helped them in developing their confidence and responding in Arabic (all mean is more than 4). As can be seen plainly from the table, the speaking tasks carried out in class have developed their confidence in communicative skills, in which this is the highest degree of agreement (mean 4.45). This is followed by developing confidence in presentation skills (mean 4.38), responding appropriately to simple questions (mean 4.37) and participating in simple conversations (mean 4.31). All in all, the respondents agree that their level of

confidence have been developed through the TBLT tasks. Furthermore, the tasks have assisted them in responding and participating in simple conversations in Arabic.

Table 5: The Responses to Writing Tasks

Writing tasks help me to:	**N**	**MEAN**	**SD**
Write simple sentences.	313	4.49	0.589
Write simple paragraph.	313	4.30	0.654
Apply basic grammatical rules at sentence and paragraph levels.	313	4.26	0.681
Identify and correct common errors in sentence structures, grammar and vocabulary.	313	4.24	0.727

SD – Standard Deviation

Table 5 summarizes the respondents' feedback on writing tasks. They were asked to respond the same way as they did for speaking tasks. The participants were instructed to rate their agreement based on the four statements about the writing tasks conducted in class. They had to choose the degree of agreement from strongly disagree (1); disagree (2); neutral (3); agree (4); strongly agree (5). Their responses were calculated into mean and standard deviation, which means the closer the mean to 5, the more the respondents agree with the statement.

The findings noticeably demonstrate that the majority of the respondents concur that the writing tasks done in class have helped them in writing simple sentences (mean 4.49) and writing simple paragraphs (mean 4.30). Not only that, writing tasks have also assisted them in applying basic grammatical rules at sentence and paragraph levels (mean 4.26) as well as identifying and correcting common errors in sentence structures, grammar plus vocabulary (mean 4.24). In short, writing tasks through TBLT approach have assisted the participants in their writing activities and in applying and correcting their own errors.

7 DISCUSSIONS

The results of the present study have revealed that the learners from the elementary level of Arabic actually held positive views on learning Arabic using TBLT approach. Although majority of them did not have any basic Arabic when they first started the semester, they still perceive that TBLT approach have helped them in learning speaking, writing and vocabulary. This finding seems to contradict the finding on staff perceptions study carried out by Salih Tinggari (2012), which shows that TBLT is not suitable for elementary level.

In addition to that, the respondents also feel that TBLT approach has motivated them in learning Arabic more on their own outside class. Moreover, they believe that they could apply the language skills that they learn in class into their daily life and other subjects. This is in line with the literature review that says TBLT approach, which is student centred, allows

for more meaningful communication and could provide more practical extra-linguistic skill building (Brown et al, 1989).

The findings from this study also reveal the types of tasks that they prefer. It seems that the learners highly favour language tasks which are more passive and less demanding such as language games, producing personal dictionary, producing videos and making greeting cards. Meanwhile, language tasks, which require more productive skills like debates, demo presentations, role plays or dramas are less preferred by the respondents. It is understood that for beginners to participate in tasks like these could be stressful as these tasks require proficiency in Arabic and self-confidence of the learners. This knowledge is imperative to curriculum designers and teachers when lesson plans are made for the beginners of Arabic.

More importantly, teachers must have a clear understanding about TBLT and its principles. They must definitely be open and ready to implement TBLT, so necessary experience and mastery of the approach could be acquired. It is vital to recommend that continuous trainings, workshops and sharing sessions be conducted for teachers to guide and motivate them to implement TBLT because teachers play a pivotal role in facilitating, guiding, encouraging and inspiring their students to successfully learn the language. This is in line with the suggestion made by Salih Tinggari (2012) that conducting trainings and workshops is significant in moulding effective teachers.

8 CONCLUSION

In conclusion, the findings of the study seem to have demonstrated that students in CFS IIUM embrace TBLT approach in a positive way. Their willingness to adapt to the new methodology of teaching has definitely shown good effects in enhancing their interests toward Arabic language learning. It is learned from the study that the participants prefer language tasks which are less demanding and passive like participating in language games, producing personal dictionary and producing videos, while demanding tasks such as participating in debates and presentation are not much favoured by them. The respondents also view the language tasks through TBLT in class has motivated them to discover more on their own and to apply the language use in their daily life. In addition to that, the respondents believe that their level of confidence have been developed through the TBLT tasks, which have assisted them in responding and participating in simple conversations in Arabic. As far as writing skills are concerned, writing tasks through TBLT approach have helped the participants in their writing activities and in applying and correcting their own mistakes.

Understanding the learners' perceptions, may help teachers in developing a suitable module for teaching Arabic language to the elementary level students and as such contribute to the success of the new approach. This study is far from perfect since there were many limitations. For future research, it is recommended that the study use other sensitive tools to tap more direct data rather than on beliefs or perceptions only.

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STUDY RESOURCES USAGE AMONG SHIRAZ UNIVERSITY STUDENTS

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Abstract

University students have ample resources within their access which can provide them with useful information. It is of paramount importance to know how to learn from the available study resources and how to make the best use of them. This study sought to determine the extent to which university students used the available study resources outside of class and whether or not students of different educational levels, gender and major differed in their use of them. Shiraz University students majoring in Teaching English as a Foreign Language (TEFL) at the Bachelor's level and all Master's degree TEFL and Linguistic majors at the aforementioned university were involved in the present study. The main instruments for gathering data were a psychometric Likert scale questionnaire together with semi-structured interviews. The use of Chi-square test and coding procedures showed that the results were statistically significant and major, level of education and gender all influenced Shiraz University students' use of the foregoing resources.

Keywords: Study resources, major, gender, educational level

1 INTRODUCTION

Learning does not only take place inside the classroom environment. Students have a lot of resources within their access which can provide them with useful information. This research aims at studying the resources used by juniors majoring in TEFL, M. A. TEFL majors and M.A. students majoring in Linguistics at Shiraz University.

Knowing how to use the vast numbers of available resources and how to learn from them is of overriding importance. Information professionals have long sought to comprehend what factors are relevant in encouraging a person to seek out information (Alex-Ozoemelem, 2009) and evidently more effective learners surpass their less effective counterparts in the range and extent of use of learning resources. Successful students are endowed with the mettle to know how to learn from the available resources. According to Murray (2000) high-achieving students know how to learn.

To make effective use of study sources, students need efficient instruction. In early stages, many students would most probably face some problems using resources and they may be in need of help. Similarly, McCarthy (1995) asserts that if students are to improve their effectiveness, they need more instruction to become more skilled in using resources. There is a Chinese proverb saying 'Give me a fish and I eat for a day. But teach me how to fish and I eat for a lifetime'. Therefore, one of the demanding tasks of teachers is to teach them how to make the best use of resources.

2 REVIEW OF LITERATURE

For tireless inquirers of knowledge, the value of different study resources is crystal clear. Although digital technology has made some changes in students' learning patterns in different branches of knowledge, the value of different kinds of resources should not be neglected.
Changes in the information environment have influenced the information behavior of students (Dimzov 2012) and the way in which they search, find and use information resources for learning. Libraries as one of the places wherein vast numbers of resources are available should not be moved to the periphery and all university students should take heed of the role it can play in their educational development. Hsieh-Yee (1996) pointed out that students viewed libraries as an important part of their education. One of the demanding tasks of students is to locate the relevant resources in the library and to make the most of them.

Libraries in Iran date back to many centuries ago. Hosseini (1993) confirms that Khaje-Nasir founded an invaluable information centre with a library keeping more than 400000 books. Libraries play important roles in mass education of the public. People of all ages can use study resources which are available to them in libraries. In a research study, Gessner et al. (2011) maintained that libraries offer the following advantages: (1) providing space, (2) fostering community, (3) providing access to deep research collections, (4) providing research assistance, (5) and nurturing the development of scholars. Anderson (1994, p. 395) states, "Of all the buildings which make up the town , the library is the one which all may use−from the smallest child to the oldest senior citizen. When a community has a library, it somehow seems as if the community has achieved legitimacy, is solid and sure."

Knowing how to use the library is one of the most important skills students should learn in college (Libaw and Mrtinson 1967) and skillful use of the library could help them to insure that the main task of higher education had been fulfilled. Gessner et al (2011) conducted a study at two different research sites (Cornell University Library and Columbia University Library) and found that students expressed varied opinions about the continued utility of librarians, while also communicating their need for assistance with information management strategies and their frustration with citation management applications. McCarthy (1995) conducted a line of research and found that students tended to blame the library's resources and staff for their ineffective searches, and did not identify their own inadequacies in using library resources.

College students should manage to spend enough time on extra-curricular studies and to use the accessible resources. However, the picture is not that rosy. Ford (1986, cited in Hsieh-Yee,1996) confirms that college students make little use of library collections. In another study Mays (1986, cited in Hsieh-Yee,1996) contends that undergraduates tend to regard libraries as study halls and

consider them superfluous to their educational program. In her article, Dunn (1986, cited in Hsieh-Yee, 1996) reported that undergraduates made considerable use of informal, interpersonal sources, but ranked teachers first and the library second in terms of their importance in providing information.

Careful planning and organized efforts would lead to programmed learning which is one of the main intentions of competent students. It can obviously end in fruitful results. Revill (1970) lists some of the advantages of programmed learning in the library as follows:

1. Every student learns at his own pace.
2. Every student has immediate knowledge of results and instant feedback.
3. The teaching staff has a record of students' performance.
4. Every student learns in isolation, so that his errors and successes are not known to the class.
5. Every student avoids in large measure an interpersonal relationship with the lecturer, at least during his P. L. session.

Journals are among study resources which are widely used in the libraries. Today great numbers of journals on very different subjects are available in the libraries of nearly all the universities in the world. Mehrad and Moghadasi (1994) asserted that up to 1665 there were no scientific journals. From 1665 to 1950 the number of scientific journals reached 100000 and in the last 200 years the number of periodicals has doubled nearly every 15 years.

We are living in a changing world and instructors and students should be familiar with the idea of change. They should try to make the most of the changes, as they appear, to make progress. Durbin (1998) declares that the world in which teachers and students are working is changing. Information and communications technology (ICT) is altering how and where people work.

It is clear that libraries which can be directly influenced by the new technology should make some adjustments. Stoffle, Renaud, and Veldof (1996) claim that academic libraries must change fundamentally and irreversibly and they should be able to respond to constantly changing customer needs.

The use of multimedia –different media- conveying information has become quite widespread. It has produced great changes in higher education and these changes would surely cover larger scopes. Savage & Vogel (1996) affirm that multimedia is at the center of a revolution in information technology that extends far beyond the campus. They maintain that multimedia technology would prompt a fresh look at course material, leading to more engaging presentations, and would lead to the discovery of more effective ways of conveying information.

One of the most useful resources in education is the internet. It provides researchers, students, professors and business people with a great number of services. It removes many of the limitations which users may face dealing with other resources. Reich, Brook, Commwell, and Wicks (1995, p. 304) state, "The technology of the internet is transforming communications. It erases the boundaries of time and space and allows new communities and relationships to flourish." In an article, entitled Internet resources for education, Gallegos, Kratz and Spain (1995) confirmed that there is a wealth of education information on the internet and more is added daily. They offered a neat list of subject resources for students and researchers in

education. The new technology provides students with a lot of resources and it can be predicted that students will get access to more efficient sources in the future.

The time has come for students to accustom themselves to independent learning. Vos (1991) argues that since for many courses the time allowed for independent study is much greater than class contact time, we should design independent study in great detail to support effective independent learning.

All study sources used by students outside of class can play very important roles in the educational development of students.

In this study, the researcher aims at answering the following questions:

1. Are graduates (M.A. students) and undergraduates (B.A. students) different in their use of available resources?
2. Are male and female students different in their use of resources?
3. Are juniors majoring in TEFL, M.A. TEFL majors and M.A. students majoring in Linguistics different in their use of resources?

3 METHODS AND PROCEDURES

This investigation encompassed both quantitative and qualitative data. Different research instruments were applied on different participants of the study. The procedures used with participants and together with instruments have been introduced in this section.

3.1 Participants

All juniors majoring in TEFL, M.A. TEFL majors and M.A. students majoring in Linguistics at Shiraz University were included in this study. The subjects involved were of two different levels of education referred to here as undergraduate (juniors) and graduate (M.A. students).

Table 1 The Composition of the Participants with regard to Level

Level	Frequency	Percentage
Undergraduate	26	46.4
Graduate	30	53.6
Total	56	100

Table 2 The Composition of the Participants with regard to Major

Major	Frequency	Percentage
Juniors	26	46.4
M.A. TEFL	17	30.4
M.A. Linguistics	13	23.2
Total	56	100

3.2 Instruments

The necessary data were collected via a questionnaire constructed by the researchers and a semi-structured interview. The questionnaire contained 36 questions. The validity of the questionnaire was established by some of the instructors at Shiraz University. The questionnaire was tested on 25 subjects and it was retested after 15 days. The reliability coefficient was 0.89 which was significant at .001level. The resources mentioned in the questionnaire are the internet, ERIC, journals, different kinds of books, etc.

3.3 Procedures

The questionnaire was administered to all subjects in their classes. They were given enough time to complete the questionnaire. Most of the respondents returned their questionnaires on the administering day itself but some of them gave them back a few days later. The response rate was 88.8%. From 63 questionnaires given to subjects only seven questionnaires were not given back to the researchers. Some of the participants were interviewed in groups by the researchers before class time and some of them after class time. They were asked to talk about their use of study resources and limitations in using some of the resources.

4 RESULTS AND DISCUSSIONS

One of the questions to be answered in this study was whether students of different educational levels were different in their use of the resources. It was found that graduates used the resources more than undergraduate students. This can be due to the fact that M.A. students show more interest in increasing their knowledge of their fields of study. It can also be explained by the fact that M.A. students are sometimes more under the pressure of their professors to use the resources.

The Chi-square test was used to show whether or not frequency differences have occurred on the basis of chance with 4 degrees of freedom and the obtained X^2 value of 296.09 was significant at the .001 level. This means that the differences in the use of resources by graduates and undergraduates are beyond what would be expected by chance.

Table 3 The Observed Frequencies of Responses Given by Graduates and Undergraduates

Level	Always	Usually	Sometimes	Seldom	Never	Total
Undergraduates	16	73	151	149	533	922
Graduates	83	161	286	319	266	1075
Total	99	234	437	468	759	1997

Table 4 The Expected Frequencies of Responses Given by Graduates and Undergraduates

Level	Always	Usually	Sometimes	Seldom	Never	Total
Undergraduates	45.71	108.04	201.76	216.07	350.42	922
Graduates	53.29	125.96	235.24	251.92	408.57	1075
Total	99	234	437	468	759	1997

$X^2 = 296.09$ $\alpha = 0.001$
DF= 4 Critical Value of X^2=18.467

Another question which the researcher sought to answer was whether males and females were different in their use of the resources. It was shown that they were different and males used the resources more than females. The degree of freedom was 4 and the obtained X^2 value of 48.04 was significant at .001 level. This indicates that the differences in the use of resources by males and females were not caused by chance.

Table 5 The Observed Frequencies of Responses Given by Males and Females

Gender	Always	Usually	Sometimes	Seldom	Never	Total
Female	47	95	174	150	387	853
Male	52	139	258	318	362	1129
Total	99	234	432	468	749	1182

Table 6 The Expected Frequencies of Responses Given by Males and Females

Gender	Always	Usually	Sometimes	Seldom	Never	Total
Female	42.6	100.7	185.92	201.41	322.33	853
Male	56.39	133.29	263.17	266.58	426.65	1129
Total	99	234	432	468	749	1182

$X^2 = 48.04$ $\alpha = .001$
DF= 4 Critical Value= 18.467

That the difference between the use of males and females was significant may be due to the fact that some families care more for the achievement of their sons in their studies. This is in line with what Hosseini and Razavieh (1972 cited in Jowkar, 1999) found in their research. They argued that families paid more attention to the academic achievement of their sons in comparison with their daughters. Ono and Zovodny (2003) also found that females used some resources such as the internet less frequently and less intensely than boys. This condition that females show less tendency to use the resources can be improved by more persistent work on the part of women. This is in line with the claims of Zahedi (1991) that women should show more tendency to learning and to increasing their knowledge.

Of the three groups of subjects, namely juniors, M.A. TEFL majors, and M.A. students majoring in Linguistics, M.A. TEFL majors used the resources more than others and M.A. students of Linguistics used the resources more than juniors. Likewise, Gessner, et al. (2011) found that the

use of library collections varied widely among students, disciplines, and research topics. In the present research, with 8 degrees of freedom, the obtained X^2 value of 327.4 was highly significant at 0.001 level.

Table 7 The Observed Frequencies of Responses Given by Juniors, M.A. TEFL Majors and Linguistics Majors

Major	Always	Usually	Sometimes	Seldom	Never	Total
Juniors (TEFL)	16	73	151	149	533	922
M.A. TEFL	64	81	153	158	149	605
M.A. Linguistics	19	80	133	161	77	475
Total	99	234	437	468	759	1997

Tabel 8 The Expected Frequencies of Responses Given by Juniors, M.A. TEFL Majors and M.A. Linguistics Majors

Major	Always	Usually	Sometimes	Seldom	Never	Total
Juniors (TEFL)	45.71	108.04	201.76	216.07	350.42	922
M.A. TEFL	30	70.9	132.41	141.8	229.98	605
M.A. Linguistics	23.56	55.69	104	111.38	180.64	475
Total	99	234	437	468	759	1997

$X^2 = 327.4$ $\alpha = .001$

DF= 8 Critical value of $X^2 = 26.125$

The results do not match the findings of McCarthy (1995) that there was no significant difference among class year and effective use of library resources. In the semi-structured interview, students were asked to mention their limitations for not using some of the sources. Some of the respondents asserted that they needed to receive more instruction from their instructors. This finding supports the claims of McCarthy (1995) that students need more instruction to become more skilled using library resources.

Among the limitations mentioned were shortage of time and lack of familiarity with some of the sources. Some of the students claimed that they should be more motivated by their instructors so that they can use more efficient use of study resources. This is in line with the arguments of Brown (1973) that many of the resources available for creative teaching and learning are not used. In 1986, Ford argued that college students make little use of library collections and Alex-Ozoemelem (2009) mentions that the obstacle to the use of a library's resources is that they are not seen as being straightforward.

Some of the respondents did not very often use some of the sources. This condition can be amended if careful strategies are taken to attract students to use the resources. In the same way, Berry (1998) asserts that change in the operation of libraries should find ways to attract those who do not currently use the library.

5 SUMMARY AND CONCLUSIONS

Students have a lot of resources within their access which can provide them with useful information. Among these sources, books, journals and the internet play important roles in the educational development of students. The time has come for the students to accustom themselves to independent learning and to the effective use of the resources.

It was found that level of education, gender and major influence the use of the resources. There was a significant difference between level of education and the use of the resources, in that graduates used the sources more than undergraduates. By the same token, males and females were different in their use of the resources: male students used resources more than females. It was also found that the differences of the use of the sources among juniors, M.A. students majoring in TEFL and M.A. students of Linguistics were highly significant in as much as M.A. TEFL majors, M.A. Linguistics majors and juniors made the most use of the resources, respectively.

It can be argued that steps should be taken by instructors, officials in higher education and the students themselves to make the most creative and effective use of the resources. All students should be supplied with different study resources and they should be motivated to make effective use of them.

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THE DILEMMAS OF NON-NATIVE ESL TEACHER TRAINEES: A CASE STUDY OF MALAY ESL TEACHER TRAINEE IN INSTITUTE OF TEACHER EDUCATION IN SARAWAK

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Abstract

It is undeniable that teachers are the vital players of any education system. The education system can be efficiently and systematically designed, but without dedicated and committed teachers, it will lead to a futile effort (Sünbül, 2001, p. 224). The majority of ESL teachers in the world are non-native speakers compared to native speakers (Canagarajah, 1999). However, how is the non-native speakers overcome the challenges as qualified ESL teachers? The purpose of this study is to explore and investigate the dilemma faced among the non-native ESL teacher trainees who are Malay ESL teacher trainees in Institute of Teacher Education (ITE) in Sarawak. This is a qualitative study which utilizes a case study approach that explores the specific knowledge of previously experienced, concrete problem situations and solutions enacted by the trainee teachers concerning their teaching endeavours. The respondents of the study comprise of full time Malay teacher trainees of Teaching English as A Second Language (TESL) in Institutes of Teacher Education in Sarawak, Malaysia. Purposeful sampling was carried out as the samples are "information rich" (Patton, 1990, p.169). The data were collected using classroom observation and unstructured interviews. A three-step coding approach, which includes the open, axial and selective coding stages (Sarantakos, 2005), are used to organize the collection of data. The "within-case-analysis" was used to compare the data for overlap and redundancy (Bogdan and Biklen, 1998). Then, using "cross-case-analysis" (Miles and Huberman, 1994) to identify the dilemma they are facing in their quest as ESL teachers in Primary schools in Malaysia. It was found that the Malay ESL teacher trainee in ITE in Sarawak faced dilemmas of interference of L1 (mother tongue), negative attitude as ESL teacher trainee, motivation as ESL teacher trainee, and the conflicts which are culture and social conflict. Therefore, the inculcation of positive teachers' attitudes and behaviours of future teachers in Institute of Teacher Education (ITE) especially their preparations and the challenges that await them in their preparation as English language teacher and how they will face the dilemmas to face the challenges they will eventually face in their future career.

Keywords: dilemma, Malay ESL teacher trainee, Institute of Teacher Education (ITE), Teaching English as Second Language (TESL)

1 INTRODUCTION

Even though English language is considered a second language in Malaysia (Kachru 1976, 1981), majority of the teachers are non-native teachers (Canagarajah, 1999). However, there were major concerns of English language literacy in Malaysia especially on the Malaysian students who were unable to attain the reasonable English literacy after spending eleven years of English language learning in schools (Naginder, 2006; Nor Hashimah Jalaludin, Norsimah Mat Awal & Kesumawati Abu Bakar, 2008). Several studies conducted by several researchers found that the most directly influenced by the English language literacy is Malay community. The Malay community faced problems adjusting their learning and culture in the use of English language especially through social and educational

situations. However, when the Malays joined the ITE as TESL teacher trainees, they are still facing the problems which I coined it as 'dilemmas' of the ESL Malay teacher trainees in ITE in Sarawak.

As future TESL teachers, the Malay ESL teacher trainees should have suitable criteria and qualification in order to meet the demand of competent TESL teacher. A statement states that "[a]ll English language educators should be proficient in English regardless of their native languages…[t]eaching skills, teaching experience, and professional preparation should be given as much weight as language proficiency." Therefore, "[a]ll educators should be evaluated within the same criteria" (TESOL, 2006). It is important for TESL teachers to be proficient in the language and assessment is needed to specify to as what language teachers should know and be able to do (Burns and Richards, 2009).

In addition, future TESL teachers should not just be proficient in the language but they should have the quality of a teacher as outlined by the Malaysian Teacher Standard (MTS). Malaysian Teacher Standard (2009) outlined three main content standards, which outlined the overall good quality of a teacher. MTS focuses on the professional values within the teaching profession, knowledge and understanding of education, and skills of teaching and learning. All these standards are divided into three to eight competencies which can be used by the future ESL teacher trainees to be more innovative in their teaching, assess students at a much higher level of thinking such as problem solving, decision making and being able to continually learn, think, do and create (Zakaria, 2000; Abd Rashid, 2002). The MTS should be the standard for ESL teachers especially teacher trainees to follow as a guide. This would enable the teacher trainees to understand and be well prepared in their quest as future teachers. Thus, it would help them to find the best ways to align their standards based on the MTS and prepare them to face the new challenges in the modern era (Goh, 2010).

There have not been many studies, which investigate the dilemmas faced by the Malay ESL teacher trainees in Institute of Teacher Education (ITE) in Sarawak especially from the Malay Sarawak ethnic. Thus, it triggered my curiosity to know the challenges they are facing in their preparation as future TESL teacher in ITE in Sarawak. This study presented early findings from my PhD thesis, which utilizes my preliminary data from preliminary study. This study looks at how the Malay ESL teacher trainees in ITE in Sarawak face the challenges and dilemmas in their quest to be TESL (Teaching English as Second Language) teacher in Primary schools in Malaysia. I coined this as 'dilemmas' faced by the Malay ESL teacher trainees because the teacher trainees have to face a lot of struggles and challenges in their language learning to be TESL teachers, the use of English language in ITE and at the same time the Malay ESL teacher trainees have to maintain social relationship among their Malay friends who labeled them as 'cocky' and 'show off'. These are some of the challenges, which the non-native ESL teacher trainees have to face in their struggle to be TESL teachers.

Therefore, this study aims at looking at the dilemmas faced by the Malay ESL teacher trainees in ITE in Sarawak. This study would shed some lights on what are the dilemmas or challenges faced by these non-native ESL teacher trainees in their preparation to become TESL teachers in primary schools.

1.1 Background

Sarawak is a unique state in Malaysia where it was once ruled by the Brooke family from 1841 to 1946 and then by the East India Company from 1946 to 1963. During these periods from 1841 to 1963, English language was used as the language of administration in Sarawak. However, when Sarawak joined Federation of Malaya to form Malaysia in 1963, Sarawak had to accept Bahasa Malaysia as the National language and official language for 'official purposes of communication'. The Federal Constitution of Malaysia (1997; 187-188) defined 'official purposes of communication' as 'any purpose of the Government', whether Federal or State, and includes any purpose of a public authority.

Even though the people of Sarawak realized that Bahasa Malaysia was appropriate to be made as a national language to unite all ethnics in Malaysia through means of communication, but there was a strong dissatisfaction to using Bahasa Malaysia as an official language in Sarawak due to these circumstances: 1) Sarawak has the highest overall English literacy compared to Malay language; 2) the majority ethnic group which is the indigenous group did not want to be excluded to enjoy the benefits of English-medium education in which they are just beginning to enjoy such as overseas scholarships and career advancement; and 3) the Sarawak leaders felt that their elite status, which was based in their mastery of English, would be threatened once English lost its status as the official language of Sarawak (Leigh, 1974).

In addition, the facilities to train and develop Malay literacy was still lacking in Sarawak at that time. Porrit (1997) posited that Sarawak had 'a fragmented education system based on race and religion with an inbuilt bias in favor of the town dweller' (296). During the time schools in Sarawak were ran by the Christian Missionaries for English schools, Chinese schools were ran by Chinese clans and small number of Malay schools ran by the Government.

Sarawak had to negotiate in delaying the implementation of National Language Policy due to unreadiness and lack of infrastructure to use Bahasa Malaysia as an official language. However, Sarawak was given a ten-year transition period in the implementation of Bahasa Malaysia in the state. Legally, Sarawak had the option to delay the implementation of Bahasa Malaysia as the official language as long as they wish. Leigh (1974) noted that according to the Constitution of the state of Sarawak, 'there was no requirement for the Borneo states to act in 1973' (89). However, Sarawak accepted the revised National Language Act in stages.

After the '13th May' riot in Peninsula Malaysia, it had triggered the urge to have a common language to foster ethnic differences in Malaysia. Therefore, the Sarawak legislature agreed to change the medium of instruction from English to Bahasa Malaysia for government schools in 1973 (Bruton, 1993). The change started in 1976, which involved Primary One and was completed in 1989 for the Upper Sixth Form. It was an essential step for Sarawak in the introduction of Malay-medium education as it had increased the Bahasa Malaysia proficiency of Sarawak ethnic (Omar, 1994). The increase of proficiency showed a positive development for Malaysia. The level of proficiency in the Malay-medium education was considered as sufficient for the conduct of governmental tasks in Bahasa Malaysia in both state government offices and people in Sarawak.

In relation to this, Sarawak State Legislature had accepted Bahasa Malaysia as the official language in 1985 and the use of Bahasa Malaysia in Sarawak courts was enforced in 1989. However, there were still usages of English language in the court if the court sees any needs to use English and by the permission of the court. The use of English in official government purposes was still largely used which saw that in October 1997, the State Secretary of Sarawak issued a reminder for organisations remain using Bahasa Malaysia in official communication in the government departments.

There were eventually strong resistance on the implementation of the Language Policy but the series of events had finally led Sarawak to accept Bahasa Malaysia as the official language in the state. However, from a state which used English as the medium of communication and resorted to change the medium of communication to Bahasa Malaysia due to the National Language Policy, it is important to look at how the people in Sarawak especially the Malays are affected by the change of language policy. Studies conducted in Peninsula Malaysia on the Malays investigating their level of English language literacy had shown a worrying result. Studies by Omar (1987), Adnan (2001) Azizan and Kaur (2001), Clammer (1996), Rajadurai (2010) cannot be generalized to the Sarawak situation especially Malays in Sarawak due to different sociocultural context of Sarawak. Thus, this study explored the dilemmas faced by the Malay Sarawak ESL teacher trainees in ITE in Sarawak.

1.2 Past Studies

It is relevant for me to bridge the gap of the previous studies by other researchers to give the actual disposition of the issue at hand. The research made on English language learning in the schools and institutes of higher education in Malaysia found that when Malaysian students joined Universities or other higher learning institutions after completing their secondary education, they do not have the ability to meet the demand of academic literacy and critical literacy abilities as outlined by the Universities. Therefore, it is essential to review the past studies conducted in Malaysian schools and institutes of higher education in Malaysia to understand the existing problems, which could lead to this dilemma.

Research conducted in Malaysian schools revealed that there was a strong influence of the national language or Bahasa Malaysia in the students' English learning Normazidah Che Musa, et. al, 2012). The interference of Bahasa Malaysia was found as an important inhibiting factor among the Form one students in rural schools in Pahang, Selangor and Melaka. The findings showed that the students faced difficulties with the wrong use of articles, subject-verb agreement, and copula 'be'. It was found that all the errors are not only due to mother tongue interference but also interference of the Malay grammar. (Maros et al, 2007).

In another study by Nor Hashimah Jalaludin et al (2008) found that the lack of grammar in the aspects of morphology and syntax had affected the students because there were no affixes and plural inflections in the Malay language. The confusion of the grammatical structure had caused the students to use wrong copula 'be', subject-verb agreement and relative pronouns. However, the findings were not just on the lack of grammar and confusion of the grammatical structure, it was also found that the social surroundings such as unenthusiastic attitude, lack of interest towards learning the language and the environment that do not encourage the students to use English language.

In addition, when the students completed their secondary education and continue their studies in institutes of higher education in Malaysia, they are still struggling to learn and re-learn English language which they have gone through for 11 years. The students are coping with the intense academic environment such as problems in note-taking skills due to their weakness in listening skills (Rosniah Mustaffa, 2006). In addition, Ahmad Mazli Muhammad (2007) also found that the students also have difficulties in adapting their university culture with their past school learning culture which made them unable to appropriately respond to an academic text. Studies also found that students were also not ready with the intensity of reading materials, which they have to read and comprehend in the university (Radha, 2007). The findings were supported by Zaira Abu Hasan (2008) who found that students who are less proficient readers in English struggle to locate information from the reading text and this affect their constructive comprehension towards the reading texts.

In another relevant study by Noor Hashimah Abdul Aziz (2007) who conducted a study to look at the language learners anxiety in higher education. It was found that the learners in institutes of higher learning education felt nervous speaking in English due to their problems in expressing themselves in the English language. The respondents in the study also stated that they were only able to use English in limited situations because they prefer to use more Bahasa Malaysia. This finding had revealed that more students who are culturally confined with their own culture tend to use their mother tongue especially among Malays who are comfortable to use Bahasa Malaysia to communicate rather than be labeled as 'show off' or 'kafir' or infidel (Rajadurai, 2010).

2 RESEARCH METHODOLOGY

2.1 Research Design

This article investigates and explores the dilemmas faced by the Malay ESL teacher trainees in their quest to be TESL teachers in Malaysian Primary Schools as they struggle between their culture and language learning. A case study approach was employed to gain in-depth and holistic understanding of learners' lived experiences and perspectives. It is also possible to understand different phenomenon through information gathered from interviews and observations of the participants (Yin, 1994). By using unstructured interviews, the Malay ESL teacher trainees are able to express their feelings and dilemmas in more in-depth. Case studies allow 'an investigation to retain the holistic and meaningful characteristics of real-life events' in context (Yin, 1994: 3). This study was based on a single case of Malay ESL teacher trainee in ITE in Sarawak.

It is important to maintain the rigour of this study. Therefore, to ensure reliability, the procedure for data collection and analysis were closely documented in operational terms to establish a chain of evidence, where there are explicit links to the research questions asked, the data collected and conclusions drawn. To minimize bias in interpreting the data, construct validity of the results was established by gathering data from multiple sources.

2.2 Participants

For the purpose of this study, one Malay ESL teacher trainee from TESL program was selected for the study. For the purpose of this study, the name of the participant was pseudonyms. The participant chose to be called as '*Wak*'. *Wak* is a Malay ESL teacher trainee

from Kuching, Sarawak. He speaks Malay Sarawak with his family in Kuching and never speaks English with his family. After completing his secondary school in Kuching, he joined ITE as an ESL teacher trainee. In this study, the criteria for the selection of participants are first, participants had to be Malay teacher trainees in Institute of Teacher Education (ITE) in Sarawak; and second, they had to be a TESL teacher trainee in ITE. I had to be careful with the selection of the participant, as the participant should be willing to provide the actual information and not making up stories.

2.3 Data Collection

The data collections used in this study were two months classroom observation in January and February 2013, two audiotaped interviews with one Malay ESL teacher trainee and ethnographic field notes. The interviews were unstructured and focused on the participant's dilemmas especially in the classroom events, and how such events meant to him. The classroom observations took place three times in a week from 0715 a.m. to 1245 p.m. The Malay teacher trainees' experiences in language learning and their attitude were observed. Finally, ethnographic field notes consisted mainly of information about the institutional context of the study and notes taken during classroom observation.

2.4 Data Analysis

The written data from the classroom observations were essentially ready for analysis. Therefore, I focus on the audio from the interviews, transcribed and coded for potentially relevant issues. The potential data would be to identify the dilemmas faced by the Malay ESL teacher trainees. The "within-case-analysis" was used to compare the data for overlap and redundancy (Bogdan and Biklen, 1998). Then, using "cross-case-analysis" (Miles and Huberman, 1994) it lead to major themes which I coded and focused on the most relevant which were interference of L1 (mother tongue), negative attitude as ESL teacher trainee, motivation as ESL teacher trainee, and the conflicts which are culture and social conflict. I then select suitable excerpts that best exemplified each of the central themes to allow for a textual representation of the participant's voice.

3 RESULTS

The dilemmas of the Malay ESL teacher trainee are described based on the interview data from the interview. The data are transcribed and coded to get the themes based on the interview.

3.1 Interference of L1 (Mother tongue)

Wak faced a lot of problems in speaking and writing in English due to the interference of his L1. He faced problems in the structure of English language with his mother tongue language especially when he tried to communicate in English among his ESL friends in the classroom.

> *…the differences between the languages err…when my mother tongue…Malay Sarawak and to learn the English language…the structure is confusing…not in order…*
>
> *(int. 1: 1-3)*

Wak faced difficulty in writing when he has to spend a lot of time re-thinking, re- arranging and re-structuring the words and sentences to follow the correct English language structure. He tried to reduce the interference of his Malay language but he was not able to avoid it because he was unable to avoid using his Malay language. It was also observed that *Wak* felt comfortable in using Bahasa Malaysia or Bahasa Melayu Sarawak in his communication in the classroom.

3.2 Negative Attitude as a TESL teacher trainee

Attitude plays a psychological factor in reflecting ESL teacher trainee 'true' behavior towards their willingness to be future TESL teacher. In this study, Wak reflected his true attitude towards his attitude in becoming future TESL teacher.

> *Attitude…but, yes…sometimes whatever I do, laziness will still occur…*
>
> *(int. 1: 63)*

> *Ermmm…I don't really care about people's perception. They can think what they want to think. Let them be…*
>
> *(int. 1: 64 – 65)*

> *We are not paying attention because of those things la… like handphone, switch on our laptop as if doing our work but actually play facebook… doing something else la… lost fokus but ya la… some us no motivation, some of us have lazy attitude …*
>
> *(int 1: 75-76)*

I found that the teacher trainees came late during morning class at 0715. The real attitude of the teacher trainees could really be seen when they were seen walking lazily to the class.

> *…when I entered the classroom at 0700 this morning, I could only see ten out of twenty teacher trainees in the class. I thought they don't have any class this morning but, I was wrong. I can see Mr. Y walking to class carrying his laptop and reference books to the class. Where are the other teacher trainees? I looked outside the window of the third floor and saw them walking slowly from their hostel. Most of them are Malay teacher trainees. Why are they late? They came in at 0740 and were warned by Mr. Y. However, they just smile and sit without showing any remorse of their attitude.*
>
> *(Observation 1)*

Wak admitted that his attitude towards the learning to be as TESL teacher could sometimes be mediocre. He felt lazy to complete all the work given by the lecturers. He did not care if the lecturers are not happy with his attitude.

3.3 Motivation as TESL teacher trainee

Motivation is the driving force for people to be successful in whatever things people do. Motivation can be an important tool to push people to be successful in their profession. In the case of *Wak*, he felt in 'love' with the language before he decided to join the TESL program in ITE. The 'love' for the language triggers him to enroll in the Teacher Education program.

> *Err…I feel I tell back why I choose TESL. Why I choose TESL is firstly because I love the language, I love the language. I love speaking English la, love in English la, asal suka la sebab asal memang asal bila kita buat apa memang boleh la.*
>
> *(int 1: 56-58)*

> *When Wak was discussing with his group for a presentation, he was very active giving ideas and comments.*

3.4 The conflicts

3.4.1 The cultural conflict

Being a Malay, Wak is very much attached to the Malay language he speaks everyday. He would interact with his Malay friends using Bahasa Malaysia or Malay Sarawak language even with his Malay friends in the same TESL group. Wak believed that he had to ensure in not forgetting his mother tongue.

> *For me lah…we have to use more of our mother tongue (Bahasa Malaysia or Malay Sarawak). The language that we use since we were born that is Malay language…*
>
> *(int 1: 11-12)*

3.4.2 The identity conflict

Wak also faced conflict among his friends and Malay friends. He had to be careful when speaking English in front of his Malay friends as not to be labeled as 'poyo' or tried to 'show off' in front of his friends.

> *…commonly they think I am 'showing off'. They thought…like 'show off'…poyo…why do I need to speak English when I am talking among my Malay friends…*
>
> (int 1: 24-25)

When *Wak* spoke English with his classmates in the cafeteria, his friends from other programs would make fun of his English. He had to limit his usage of English outside class because he was warned by his 'seniors' to not 'show off' their speaking skills in front of the

'seniors'. *Wak* is always careful every time he communicates in English. He would ensure that he only speaks English in the classroom only. He does not want to be 'labeled' by his 'seniors' and lost the respect of the 'seniors'.

4 LIMITATIONS

This study explored and investigates one respondent from one ITE in Sarawak who experienced the dilemmas in both academic and cultural settings. In addition, it did not provide in-depth exploration of other Malay ESL teacher trainee in ITE. Due to the nature of this study, which focuses on the Malay Sarawak ethnicity, the findings could not be generalized to other Malay ethnics in Malaysia. Therefore, I am not making a sweeping generalization on Malay Sarawak ESL teacher trainees, which could trigger dissatisfaction among Malay Sarawak ethnic community. I believe that many ESL teacher trainees from other ethnics in Sarawak could relate to *Wak's* dilemmas in their preparation as TESL teacher in primary schools and take solace in the fact that they are not alone.

5 DISCUSSION

The exploration of Wak as the respondent for this study had revealed the dilemmas faced by the Malay ESL teacher trainee in ITE in Sarawak. It is essential to know the dilemmas faced by the Malay ESL teacher trainees, as they would be future ESL teacher.

The issue of learners who have to use Bahasa Malaysia or Malay Sarawak among the same ethnic community should be seen as something, which could make the ESL teacher trainees at lost. As a future TESL teacher, they should be eager to practice using the language especially with their course mates and lecturers. They should also continue practicing English even after class so that it could improve their speaking fluency and proficiency. The data showed that they have been accused and isolated when they speak English with their friends. Wak also faced the situation where he had to take the risks as being misunderstood, made fun off, judged, and given the silent treatment.

The notions of identity evolved in the interviews and observations where Wak had to struggle with dilemma of his Malay identity and English language. Learning English is something which others percept as 'high standards' or '*being a mat salleh'* (changing to a native speaker). *Wak* faced many thought provoking questions in terms of his ethnicity or religion. As a Malay, he is *'expected to speak Malay'* (Rajadurai, 2010). The act of speaking English in front of other Malay ethnic friends would cause him to face the anger of his friends and risk of being mocked. The struggle to speak English caused him to juggle to find his own identity. Babha (1994) coined the term "splitting" identities. The split can create anxiety, angst-ridden self, in the struggle to use the language and be accepted in the English spoken community. However, it is a positive sign as the struggle for identity could help open possibilities to success.

The effect of National Language Policy had affected the Malay teacher trainee in this study. However, with the right attitude and motivation, the Malay teacher trainees would be able to excel in their endeavor as ESL teacher. It is beyond the lecturers' control to monitor them in their use of the language. It is up to the teacher trainees to be positive and re-calibrate their target as future ESL teacher. They should build within themselves the positive attitude of Malay ethnic community who would like to excel in their future profession to use English in their academic and non-academic settings. Therefore, they could reject the notion of "Malay"

who speaks English language as foreign, pagan, and, even, evil and its speakers as rude, snobbish, arrogant, un-Malay, and un-Islamic (Ratnawati, 2005).

Moreover, the Malay ESL teacher trainees should be supported by exposing them to real-life environments of TESL site, which could provide them with supportive environment to practice their English language skills and share their ideas on language learning. By bridging the Malay ESL teacher trainees with the schools community through language activities, it would boost their confidence in becoming TESL teachers and can contribute as supportive platform to practice their English speaking skills.

It is a big challenge especially for the non-native speakers of English to become TESL teachers. With this in mind, the ITEs should understand the challenges which would turn into dilemmas if the Malay ESL teacher trainees are accused, judged, scorned, and blamed for not having the 'perfect' and 'ideal' stigma of excellent ESL teacher trainees. As teacher trainees who are still in the process of learning and adapting to the institute of higher education's 'environment', ITEs can help empower the Malay teacher trainees' proficiency by exposing them with programs that can provide them with exploration of using the language in context. However, the "dilemmas" will remain as dilemmas if the Malay ESL teacher trainees still remain in their "shells".

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THE EFFECTS OF THREE TYPES OF TASK ENGAGEMENT ACTIVITIES ON INCIDENTAL ACQUISITION OF SECOND LANGUAGE VOCABULARY

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Abstract

Cognition, motivation and affect are the three dimensions of mental functioning, each having a share in determining learning processes including second language acquisition. Despite the extensive effort to explore cognitive processes involved in task performance within task-based language teaching (Robinson, 2001; Skehan, 1998, 2003), the effect of task-related emotional and motivational states on learning achievements is a fairly unexplored area. The study reported here investigated the comparative effects of cognitive, emotional and motivational engagement with a reading-while-listening task on incidental acquisition of L2 vocabulary. The three types of task engagement strategies were applied as pretask activities to task procedure. Multivariate analysis of covariance and follow-up-analyses revealed an enhancing effect for all three types of task engagement activities on immediate post-tests. However, the enhancement was not observed for measurements on delayed post-tests as a result of the remarkable decay in retention and ease of activation scores. Moreover, the effects of the three types of pre-task involvements were not differential. The findings have implications for integrating emotional, motivational and cognitive elements to form-focused tasks aimed at facilitating second language acquisition.

Keywords: incidental vocabulary acquisition, task engagement, emotional involvement, cognitive involvement, motivational involvement, pre-task

1 INTRODUCTION

Since Plato's time, human mind has been conceived of functioning at three levels of cognition, affection and conation. However, in the tripartite partitioning of mental functions, the superiority has often been attached to cognitive aspects of mental functioning over emotional and motivational processes (Dai & Sternberg, 2004). This philosophical legacy has historically led to the formulation of psychological theories that unduly rationalize intellectual functioning by marginalizing the role of affect. Pure cognitivism, for instance, with its emphasis on the processing of information ignores the regulatory functions of emotion and motivation (Snow & Jackson, 1997). In the same vein, studies within task-based language teaching (TBLT), as a prominent methodological option for second language acquisition (SLA), have mainly focused on the cognitive processes involved in task-induced acquisition. However, tasks do not simply engage learners in cognitive gymnastics; rather, the emotional and motivational engagement induced by the task procedure can have an enormous impact on the learning procedure and outcome (Swain, 2011). The study reported here investigated the distinctive effects of cognitive, emotional and motivational involvements with a vocabulary enhancement task on incidental acquisition of vocabulary. The three types of involvement were applied to the task procedure through pre-task interventions.

2 BACKGROUND TO THE STUDY

2.1 Incidental Vocabulary Acquisition in TBLT Context

The issue of the relationship between the processing conditions upon exposure to unfamiliar words and the nature of the memory development of those words is not a new conception in language learning literature. As early as 1972, Craik and Lockhart proposed their thought-provoking theory of 'depth of processing' according to which semantic and conceptual processing of words led to a deeper processing of new words compared to the processing that involved only formal aspects of words. The duality of the focus on conceptual or formal properties of the linguistic input was later on crystallized as a general dichotomy between focus on form and focus on meaning within TBLT framework (Ellis, 2003).

Inspired by the focus on form movement, Laufer and Hulstijn (2001) offered their 'involvement load hypothesis' to account for the cognitive and motivational processes involved in the processing of new words as induced by the nature of activities assigned by the task in hand. Since then, a wide range of variables related to the processing of unfamiliar words through meaning-focused tasks have been scrutinized by second language vocabulary acquisition researchers (see Kim, 2011 for a review). Context support (e.g., Webb, 2008), topic familiarity (e.g., Pulido, 2003), input mode (e.g., Brown, Waring & Donkaewbua, 2008; Vidal, 2010) frequency of occurrence (e.g., Rott, 1999; 2007), dictionary use (Hulstijn & Laufer, 2001) and glossing (e.g., Rott, 2005) are some key factors deemed to contribute to input enhancement in the acquisition and retention of new words.

One of instructional techniques for the elaboration of input during text-based meaning-focused tasks, in a way suggested by Laufer (2005), was glossing. The main purpose in applying such techniques as glossing into task design is to provide elaborative reference to the words' meaning without distracting learners from the main focus of the task. Although the research results about the effectiveness of glossing in incidental acquisition of vocabulary is not consistent, the bulk of findings tend to advocate the usefulness of glosses compared to no gloss conditions (Azari, 2012). The efficacy of input enhancement techniques through focused tasks in promoting incidental acquisition of vocabulary is in tune with the general definition of incidental vocabulary acquisition as "the process of learning one thing while intending to learn another" (Brown, et al., 2008: 136). Meanwhile, Hulstijn (2003) considered the absence of pre-announcing a vocabulary test prior to a task performance as the main criterion for incidental acquisition of vocabulary. Led by these two essential principles of incidental vocabulary acquisition, the current study employed within-text L1 translation glosses as the input enhancement technique to facilitate incidental acquisition of vocabulary.

2.2 Motivational Involvement

The situated approaches to L2 motivation (Dornyei, 1994) underscore the relevance of learning-situation variables such as the teacher, classmates, task features and task implementation. In this perspective, state motivation (Tremblay, Goldberg & Gardner, 1995) refers to the transitory and temporary motivational responses of language learners to the characteristics of the immediate learning situation. With regard to tasks as a major variable in the learning situation, 'state motivation' depends to a large extent on the characteristics of task design and implementation. The kind of motivation induced by task characteristics is known as 'task motivation' (Julkunen, 1989, 2001), and it is admitted that TBLT provides a favorable context to deal with L2 motivation in a situated manner (Dornyei, 2002:138).

An important variable of the TBLT situation in inducing state motivation is the motivational strategies applied by the teacher and learners to different phases of task performance (Dornyei, 2001). Given the central role of motivational attributes in the learning process, motivational strategies can increase the chances of learning achievements intended by task designers (Cheng & Dornyei, 2007). The term 'motivational involvement' in this study refers to the instructional intervention in the form of pre-task activities to induce intrinsic elements of task motivation for the ultimate purpose of enhancing learners' engagement with the task.

The dynamicity of motivational constructs has been stressed more vehemently in recent conceptualizations on L2 motivation (Dornyei, 2010; Pawlak, 2012). Based on the dynamic task processing model, the three motivational phases postulated by process models of motivation (Dornyei & Otto, 1998), i.e., pre-actional, actional and post-actional stages can be matched to the three phases of task activities in classes (Ellis, 2003). The pre-actional stage, which concerns choice issues such as the formation of goals and intentions, corresponds to the pre-task stage from TBLT perspective. In this study the intended motivational involvement is elicited by a selected number of motivational strategies suggested by Dornyei (2001) as follows (the details of operationalization procedure appear in the methodology section below):

- Present and administer the task in a motivating way
- Increase the learners' expectancy of success
- Make learning stimulating and enjoyable to the learners
- Use goal-setting methods
- Build learners' confidence in their learning abilities

2.3 Emotional Involvement

The role of the emotional state of a language learner has never been a central issue for the researchers of second language learning and teaching (Swain, 2011). In the SLA literature, the study of affective variables has been restricted to the impact of such variables as stress, anxiety and attitude toward target language and society. A quick review of these researches indicates that a big majority have focused on negative affects. As a matter of fact, studies concerning the role of positive affect in language learning are almost lacking (Fredrickson, 1998).

Traditionally, distinctive negative emotions have been linked with specific action tendencies (Fredrickson, 2001). For example, fear is associated with the tendency to escape and anger with the tendency to attack. In line with this argument, some researchers have tried to associate distinctive positive emotions with particular action tendencies such as joy being linked to aimless activation and interest with attention (Frijda, 1986). Fredrickson evaluated these associations as vague and proposed instead a general theory to account for the effect of positive emotions on cognitive and behavioral changes which is known as The Broaden and Build Theory (Fredrickson, 1998; 2001).

According to this theory, which is associated with positive psychology, negative emotions narrow down momentary actions as a result of instinctive approach-avoidance tendencies while positive emotions broaden thought-action repertoires promoting the individual's personal resources including intellectual, social and psychological resources (Fredrickson, 1998, 2001; Fredrickson & Branigan, 2005). 'Joy', for example, broadens thought-action tendencies by creating the urge to play and 'interest' does so by creating the urge to explore

and take in new information (Fredrickson, 2001). So, positive emotions broaden thought-action repertoires while negative emotions narrow them.

'Broaden and build theory' is comprised of two complementary hypotheses: The Broaden Hypothesis states that positive emotions widen action-thought tendencies. Fredrickson and Branigan (2005) were able to demonstrate in laboratory conditions that positive emotions stimulated by short video clips broadened the scope of attention, an important cognitive phenomenon. A good number of empirical studies carried out by Fredrickson and her associates in her Positive Emotions and Psychophysiology Lab at the University of Michigan and later at the University of North Carolina are corroborative of the broadening effect of positive emotions on such cognitive processes as attention and perception (for a review see Fredrickson, 2012).

The second hypothesis within the 'broaden and build theory' is the Build Hypothesis according to which experiencing positive emotions leads to 'resourcefulness and optimal functioning' (Fredrickson, 2012). Put together, these two hypotheses advocate the observation that positive emotions are involved in broadening the scope of attention, cognition and action as well as building physical, intellectual and social resources in the individual (Fredrickson, 1998). According to Fredrickson (2001), "experiences of positive affect prompt individuals to engage with their environments and partake in activities" (219).

Common techniques employed in the empirical studies to provoke positive emotions in participants are showing video clips or pictures and playing music (Gross & Levenson, 1995). The present study used a film clip to induce positive emotion and provide for the emotional involvement.

2.4 Cognitive Involvement

From cognitive perspective, focused tasks facilitate the acquisition of language forms by providing the conditions for cognitive processes involved in perceiving, storing and retrieving the linguistic knowledge (Ellis, 2003). Therefore, from cognitive point of view, the effectiveness of tasks depends to a large extent on the type and quality of mental actions involved in task performance (Moonen, de Graff, & Westhoff, 2006). In TBLT tradition, the cognitive challenge elicited by a task has been ascribed to task features and conditions particularly in oral and written production tasks (e.g., Rahimpour, 1997; Robinson, 2001, Skehan, 1998). Moreover, the cognitive load imposed by some other types of tasks is another key factor affecting task performance. Rahimpour (2010) postulated that "part of the complexity and difficulty of tasks lies with the cognitive load imposed by a task" (p. 192).

In the case of vocabulary acquisition through text-based tasks, the cognitive load of a task is typically attributed to the linguistic and schematic knowledge involved in completing a task (Ajideh, 2006). Providing learners with this knowledge prior to task engagement, according to information processing theories (McLaughlin & Heredia, 1996), will facilitate task engagement and the learning that results from it. Therefore, for the purpose of the current study, cognitive involvement is defined as a pre-task intervention to provide learners with linguistic and schematic knowledge in order to reduce the cognitive load imposed by the input-based task.

3 METHOD

3.1 Operationalizing the Independent Variable

The three types of pre-task involvement strategies (motivational, emotional and cognitive involvements) comprised the independent variable of the study. These three types of intellectual involvement were operationalized through different kinds of pre-task activities described below.

3.1.1 Motivational Involvement

The motivational involvement entailed the operationalization of motivational strategies proposed by Dornyei (2001). The intended motivational strategies were pursued through teacher talk, questioning/answering and video show, all of which were integrated into the pre-task phase of the task implementation for one of the experimental groups. First, the teacher presented a ten-minute lecture on the three phases of task, criteria for success in the task, how to improve their performance on the task as well as discussing the importance of vocabulary in daily success (the topic of the text was vocabulary of success). Then a short questioning and answering focusing on students' personal experience went on between the teacher and students. Finally, a video clip made by the researcher containing some fascinating pictures displaying Anthony Robins' career and family life was shown to the class.

3.1.2 Emotional Involvement

In this study, emotional involvement is defined as involving learners in experiences of positive emotions through a pre-task which gets participants to watch a short video clip aimed at inducing positive affect. The instrumentality of the video clip in arousing positive affect is validated by means of a standard questionnaire for measuring positive affect (Thompson, 2007). The details of the operationalization procedure are given in the methods section.

3.1.3 Cognitive Involvement

The pre-task activity designed to induce cognitive involvement entailed the activation of schematic and linguist knowledge. The learners in the cognitive involvement group were first read out a short text presenting a biography of Anthony Robins, the author of *The Giant Steps*, and the general theme of his publications. Then a whole-class brainstorming session went on about word power and effective communication in social relations and career success. Amid the brainstorming, some of the non-target words from the reading-while-listening text were written on the board and illustrated by the teacher.

3.1.4 Control

The control group was engaged in different kinds of activities for the pre-task phase. They read a passage on effective communication and answered 5 comprehension questions that followed. The activity took about twenty minutes.

3.2 Operationalizing the dependent Variable

The dependent variable was incidental acquisition of SL vocabulary resulting from the engagement with a reading-while-listening task. The incidental vocabulary acquisition was measured at the level of its four subcomponents:

1. Short-term retention of vocabulary as measured with a test of passive vocabulary immediately after the task engagement
2. Short-term ease of activation of vocabulary as measured with a test of active vocabulary immediately after the task engagement
3. Long-term retention of vocabulary as measured with a test of passive vocabulary two weeks after the task engagement
4. Long-term ease of activation of vocabulary as measured with a test of active vocabulary two weeks after the task engagement

3.3 Research Questions and Hypotheses

The following three questions were the main focus of the study:

1. What is the effect of the three types of task engagement activities (motivational, emotional and cognitive involvements) applied to the pretask phase of a reading-while-listening task on short-term retention and ease of activation of second language vocabulary?
2. What is the effect of the three types of task engagement activities (motivational, emotional and cognitive involvements) applied to the pretask phase of a reading-while-listening task on long-term retention and ease of activation of second language vocabulary?
3. In case of effectiveness, is there any difference between motivational, emotional and cognitive involvements applied to the pretask phase of a reading-while-listening task in affecting short-term and long-term acquisition of vocabulary?

To initiate the study, the following three hypotheses were proposed:

1. The Motivational, emotional and cognitive task engagement activities applied to the pretask phase of a reading-while-listening task have enhancing effects on short-term retention and ease of activation of second language vocabulary.
2. The Motivational, emotional and cognitive task engagement activities applied to the pretask phase of a reading-while-listening task have enhancing effects on long-term retention and ease of activation of second language vocabulary.
3. There are no significant differences between the motivational, emotional and cognitive task engagement activities applied to the pretask phase of a reading-while-listening task in affecting short-term and long-term retention and ease of activation of second language vocabulary.

3.4 Participants

The participants in the study were 106 junior students of English as a foreign language at the Islamic Azad University, Tabriz Branch from 4 intact classes. Then the 4 intact classes were randomly labeled as control group, motivational involvement (MI), emotional involvement (EI) and cognitive involvement (CI) groups including 24, 27, 26 and 29 students, respectively. One week before the study proper, the participants in all 4 study groups were given a pretest including reading, listening and vocabulary items. A one-way analysis of variance for the pretest scores indicated non-significant differences between

groups. However, regarding the relatively small number of participants in each group and in order to counteract against the shortcomings of intact groups, it was decided to use pretest scores as the covariate to account for participants' pretreatment conditions.

3.5 Material

The main task was a reading-while-listening task. The text for the reading-while-listening task was extracted from a popular success book *Giant Steps*, written and read out by Anthony Robins (Robins, 1997). The 20 target words had been signified by L1 glosses within the text. The reading text was followed by a whole-class discussion of the topic of the text *The Vocabulary of Success*. The students were asked to use as many arguments and illustrations from the text as possible to ensure active participation in the discussion.

To choose the target words, 40 words from the reading-while-listening text which were conjectured to be less familiar to the students were selected and then put to a survey from the students. The survey asked whether students considered each word as familiar or not. If *yes*, they were supposed to provide an equivalent or explanation in L1. 20 words from among those which were checked as unfamiliar by all participants were selected for the study.

The pretest included reading and listening comprehension items taken from archive versions of TOEFL iBT as the overall listening and reading skills were assumed to be relevant to the task performance.

The post-tests were comprised of a vocabulary retention test and a vocabulary ease of activation test. The retention test was a test of passive vocabulary including 10 four-option multiple choice items in which learners had to choose a Persian equivalent of the target words provided within a sentential context in English. In order to neutralize the effect of guessing, a 5th option stating 'I'm not sure' was added to the response options. The ease of activation test, on the other hand, included 10 fill-in-the-gap sentence translation items from Persian to English. The English translations of the sentences were provided except for the target words.
To elicit positive affect for the emotional involvement group, a humorous movie of about 15 minutes from the English comedy series, *My Family* was shown in the pre-task phase. To ascertain the validity of the pre-task video in inducing positive affect for the emotional involvement group, an internationally reliable short form the positive and negative affect schedule (PANAS-SF) developed by Thompson (2007) including selective 10 items measuring positive and negative affect was employed.

3.6 Procedure

Both control and experimental groups participated in a text-based task preceded by a pre-task phase and succeeded by a post-task phase. The main task was a listening-while-reading task involving reading a text while listening to the text read out by the author. The target words had been highlighted using within-text L1 glosses. The post task entailed a whole-class discussion of the information presented by the reading-while-listening text. The discussion was stimulated by a set of triggering questions that summarized the main points in the text.

The two tests for measuring short-term retention and ease of activation of target vocabulary were administered immediately after the task completion. The tests for measuring long-term retention and ease of activation were administered two weeks later.

4 DATA ANALYSIS AND RESULTS

We investigated the comparative effects of three types of task engagement activities applied to the pre-task phase of a reading-while-listening task, i.e., emotional involvement (EI), motivational involvement(MI), and cognitive involvement (CI) on four dependent variables, i.e. short-term retention (STR), long-term retention (LTR), short-term ease of activation (STEA) and long-term ease of activation (LTEA) of L2 vocabulary. The descriptive statistics (means, standard deviations and number of participants) of measures for the four dependent variables are presented in Table 1.

Table 1: Means and standard deviations of pre-task intervention on dependent measures

Pre-task Intervention	N	STR	STEA	LTR	LTEA
Control	24	2.08(1.558)	1.62(1.173)	1.79(1.215)	1.62(1.096)
Motivational Involvement	27	3.52(1.827)	2.74(1.457)	2.22(1.423)	1.96(1.192)
Emotional Involvement	26	3.54(2.044)	2.73(1.538)	2.00(1.386)	1.88(1.243)
Cognitive Involvement	29	3.66(1.987)	2.76(1.480)	2.31(1.491)	1.79(1.292)
Total	106	3.24(1.95)	2.49(1.482)	2.09(1.384)	1.82(1.202)

Preliminary assumption-testing was conducted to check for normality, linearity and homogeneity of variance-covariance matrices and no serious violation was noted. Kolmogorov-Smirnov test of normality, Box's test of equality of covariance matrices and Leven's test of equality of error variances all produced non-significant results. To detect the hypothesized differences between the three groups, a between-groups multivariate analysis of variance with pre-test as covariate (MANCOVA) was conducted using the scores on the four dependent measures. The MANCOVA results demonstrated an overall significant difference between the four groups on the combined dependent variables (incidental acquisition of vocabulary). Wilks' Lambda was significant at .000. Tests of between-subjects effects indicated significant differences across the four groups for short-term retention and ease of activation. However there was no difference between groups in their long-term retention and ease of activation scores (Table 2). These analyses indicated that there was a significant difference at least between two of the groups in terms of their STR and STEA scores.

Source	Pre-task Involvement	Type III Sum of Squares	Mean Square	F	Sig.	Partial Eta Squared	Observed Power
Involvement	**STR**	42.901	14.300	12.726	.000	.274	1.000
	STEA	23.171	7.724	9.085	.000	.213	.995
	LTR	5.478	1.826	2.617	.055	.072	.626
	LTEA	1.055	.352	.508	.678	.015	.150

Table 2: Test of between-subject effects for four independent measures

Follow up analyses for paired comparisons of mean scores of each dependent variable for involvement type groups separately indicated significant differences between the control group on the one hand and EI, MI and CI groups on the other. However EI and CI groups were not different on their STR and STEA scores. On the other hand, between-groups analyses for LTR and LTEA scores indicated no significant difference between any pairs of groups. The results of pair-wise analyses of the four groups are presented in Figure 1.

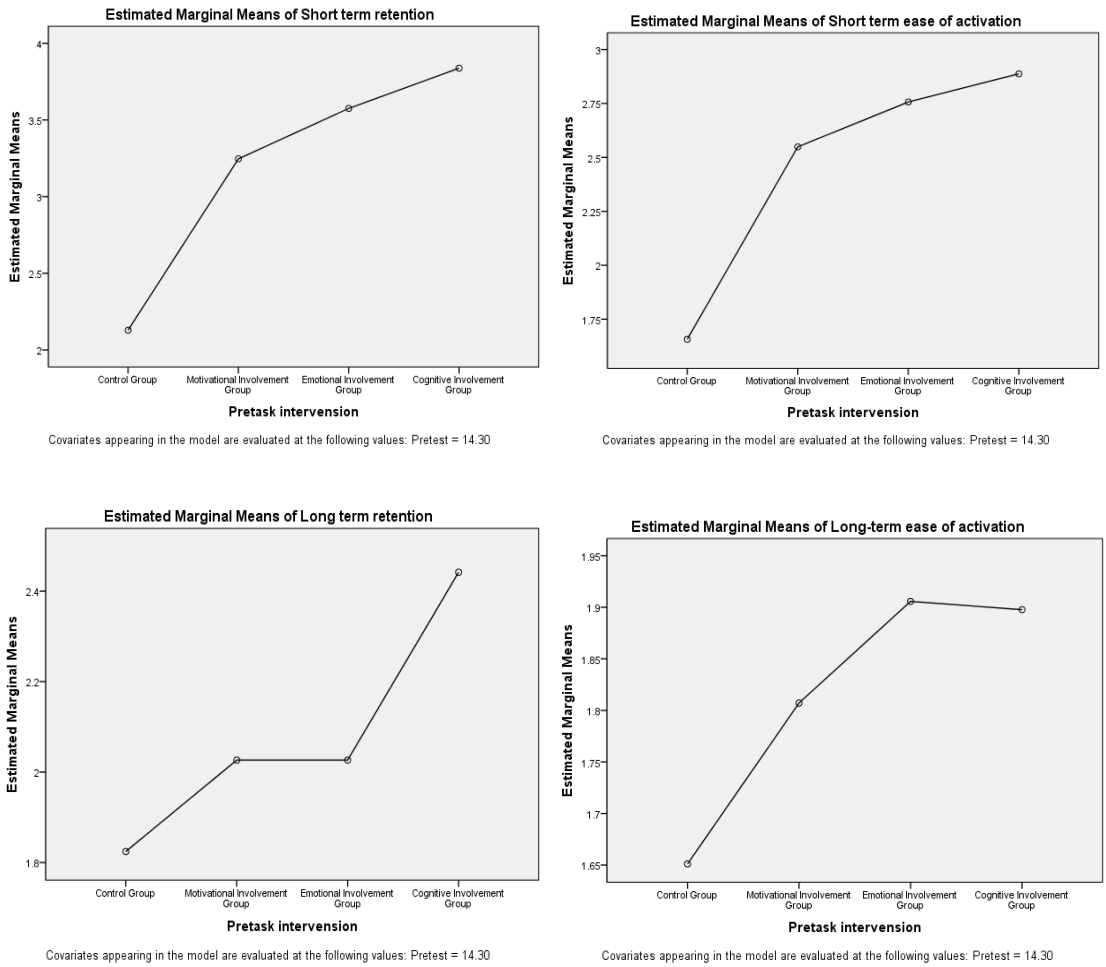

Figure 1. Comparing means of pre-task intervention groups on four dependent measures

The results of data analysis confirmed that all three types of involvements elicited by pre-task interventions had enhancing effects on STR and STEA. But this enhancing effect was not observed for LTR and LTEA. In fact, EI, MI and CI improved both retention and ease of activation scores in the immediate post-test whereas they did not have any significant effect on the performance on the delayed post-tests. Therefore, Hypothesis 1 was accepted whereas Hypothesis 2 which predicted an enhancing effect for emotional, motivational and cognitive involvements on long-term retention and ease of activation of vocabulary was rejected. Since no significant difference was indicated between the three experimental groups, Hypothesis 3 which predicted lack of significant differences between emotional, motivational and cognitive task engagement activities in affecting incidental acquisition of vocabulary also proved to be acceptable.

5 DISCUSSION

TBLT must not be seen as a monolithic scheme in language pedagogy. The theoretical postulations and practical suggestions within task-based framework are versatile enough to integrate less attended aspects of intellectual functioning such as emotional and motivational processes into task procedure. In the study reported here, the differential roles of cognitive, emotional and motivational involvements applied to the pre-task phase of an input-enhancing task in facilitating the incidental acquisition of a set of unfamiliar words presented through a reading-while-listening text were put into scrutiny. The results demonstrated that all three

types of task-engagement strategies proved equally effective in promoting retention and ease of activation scores related to the target words in the immediate post-test. However, the enhancing effect underwent a high rate of decay so that the effect almost disappeared upon the delayed post-tests.

According to the Noticing Hypothesis, which is a founding theory of TBLT, the linguistic input must be noticed during a meaningful processing before it is acquired. Noticing linguistic elements of input during task engagement depends, to a large extent, on task characteristics and task conditions which may encompass cognitive, emotional and motivational aspects of task performance. Despite the wide coverage of the cognitive processes involved in task performance (e.g., Rahimpour, 1997; Rahimpour, Salimi & Farrokhi, 2012; Robinson, 2001; Skehan, 1998), there is a lack of studies investigating emotional and motivational aspects of task conditions. A partial recognition of motivational processes appears in the Involvement Load Hypothesis (Laufer & Hulstijn, 2001) according to which tasks eliciting higher levels of involvement yield better retention of vocabulary. Nevertheless, if placed in a general vision of task engagement, the motivational element of task performance can be expanded to other dimensions of motivation including enjoyment, expectancy of success, investment of effort and perceived value of the task in hand. These aspects of task motivation were operationalized in this study through motivational strategies applied to the pre-task phase of the task and proved effective in promoting vocabulary retention and recall.

On the other hand, the conduciveness of cognitive involvement in task performance has been well-recognized by information-processing theories (McLaughlin & Heredia, 1996). According to these theories, attentional resources of learners in processing newly-encountered information are limited in capacity. Therefore, the cognitive processes of perceiving and storing the details provided in the input are facilitated when the cognitive load imposed by the task demand is lowered (Rahimpour, 2010). Activating some of the linguistic and schematic knowledge required to fulfill the purpose of the reading-while-listening task proved effective in decreasing the cognitive load of the task setting the attentional resources free to be focused on the aspects of lexical knowledge related to the target words that had been introduced through the reading-while-listening task. Thus, the input-enhancement technique of glossing appeared effective when it was accompanied by the pre-task intervention to reduce the cognitive demands of the task.

Furthermore, the emotional involvement through pre-task intervention turned out to have an enhancing effect on short-term retention and ease of activation of target words. This finding is in line with Fredrickson's Broaden and Build Theory, according to which the experience of positive affect encourages the individuals to involve more and more in what is going on in the environment (Fredrickson, 2001). Involving learners in positive affect experience through pre-task activities promoted the learners' engagement with the subsequent learning situation rendering learners capable to make an optimal use of their cognitive resources in attending to the input provided by the main task.

The third hypotheses hypothesis intended to compare the effects of cognitive, emotional and motivational engagement with task on short-term and long-term retention and ease of activation of L2 vocabulary. The results (Table 2) did not indicate any significant difference between the three types of intellectual involvement in terms of their impact on the effectiveness of focused task designed to promote vocabulary acquisition. The lack of superiority for any of the cognitive, motivational or emotional involvements over the others,

as indicated here, provides further evidence for theories that advocate integrative and interdependent functioning of cognitive and affective processes in performing mental actions (Dai & Sternberg, 2004). This thinking is in contrast with the postulations cherished by advocates of pure cognitivism in overemphasizing the role of cognitive information processing at the cost of downplaying the effective role of emotional and motivational processes in perceiving, storing and retrieving knowledge. This point was reiterated by Dai and Sternberg (2004) when they wrote that "levels of intellectual functioning are typically not an invariant property of a cognitive system, but depend on one's motivational and emotional states" (p. 6).

On the other hand, motivational and emotional aspects of mental functioning can affect the learning process only indirectly through such cognitive process as attention, noticing and appraisal (Schumann, 1997). Hence, neither emotional nor motivational processes, by themselves, can gain supremacy over cognitive processes (Rahimpour, Ajideh, Amini, & Farrokhi, 2013).

This finding is in line with dynamic system view of mental functioning (e.g., Dolcos, Iordan & Dolcos, 2011) which consider cognition, affection and motivation in close interaction with each other in regulating human mind. The dynamic system view is supported by both neurobiological evidence (e.g., Damasio, 1994; Gray, 2004;) and cognitive psychological research (e.g., Bower, 1981; Eysenck & Kean, 2010; Fredrickson, 1998, 2001; Scherer, 2005). According to dynamic system views of intellectual functioning, cognition affects affective and motivational system through appraisal processes, and affective processes, on the other hand, have clear effects on such cognitive processes as perception, attention and memory. However, the dynamic system view contends that neither cognitive processes nor motivational and affective ones have primacy or supremacy over the others.

To sum up, the three types of task-engagement activities turned out to promote the short-term acquisition of vocabulary from an input-enhancing task. However, the promotion disappeared in the long-term measures. This finding provides further evidence for integrated views of mental operation in which the trilogy of mind operate in close interaction with each other (Dai & Sternberg, 2004). Here, we examined cognitive, emotional and motivational interventions in task procedure discretely in isolated learning situations. Further studies are anticipated to scrutinize the three types of interventions in and integrated manner during the task engagement.

6 CONCLUSION

Ellis (2003) concedes that task-based language teaching is not a unified approach; rather, tasks can be applied to language pedagogy through different approaches (p. 31). He goes on to argue that the principles and techniques advocated by proponents of Humanistic Language Teaching (Moskowitz, 1977) were one of the earliest attempts to cherish the basic axioms of TBLT. Humanistic approaches underline self-actualization as the route for learners to achieve their full potential for growth (Stevick, 1990). Some of the axiomatic beliefs shared by humanistic education and TBLT include the emphasis on holistic development of the learner, personal relevance of the subject matter to the learner, relevance of imagination and creativity and goal-oriented classroom activities. From humanistic perspective then, TBLT is urgently in need to recognize the significance of affective variables (both emotional and motivational dimensions) to permit self-actualization of learners. With this assumption in mind, there would be a theoretical urgency to integrate emotional and motivational

concomitants of the learning process into the design and implementation of tasks. Not only do tasks engage learners in cognitive processes concerning input, output and interaction (Skehan, 2003), but also, in their authenticity, tasks procure the required conditions for the emotional and motivational aspects of the immediate learning situation to play a role in the acquisition process.

These findings convey significant pedagogical implications to all those who are involved in SLA practice including material developers, methodologists, teachers and teacher educators. Also, task-based language teaching is in urgent need to include a motivational element by adding situation-specific and task-related motivational strategies. The duty of promoting task-related motivation is incumbent upon syllabus designers and teacher educators. By and large, the inclusion of cognitive, emotional and motivational processes in a language teaching program can open up a new trend in SLA practice.

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THE EFFECTS OF WATCHING ENGLISH AND MALAY SUBTITLED ENGLISH MOVIE ON ESL STUDENTS' ENGLISH VOCABULARY

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Abstract

The research studies on the effects of watching an English movie with English and Malay subtitles. The objectives of the study is to determine whether ESL students' English vocabulary are affected when watching an English movie with English and Malay subtitles .The study uses a one-shot case study method. Samples from the study were taken from seventy-two Universiti Teknologi Mara, Lendu, Melaka students who were randomly selected. They were divided into two groups; English subtitles group and Malay subtitles group. T-test is used to analyse the data taken from students' performance scores. The findings indicate that the participants performed better after watching the movie with English and Malay subtitles.

Keywords: Subtitles, vocabulary, ESL students

1 INTRODUCTION

Subtitles have become one of the learning tools in assisting language learning. Winke, Gas and Sydorenko (2010) reported that subtitled videos are mostly practised in language classes. Even though the videos are not provided with subtitles, they can easily do the subtitles themselves by using software like Adobe Premier, iMovie or ViewPoint. Moreover, Zarei and Rashvand (2011) also stated that foreign language learners can learn a new language from watching subtitled television programmes.

Vocabulary learning is not a subject or lesson that ESL students or students can learn during schools or universities (Schmitt, 2008). This is because vocabulary learning and teaching has often been disregarded (Hu & Deng, 2007). However, vocabulary knowledge is vital in acquiring language (Yuksel & Tanriverdi, 2008). Second language students need to have good vocabulary knowledge as it is an important aspect of learning a language. Vocabulary knowledge can also affect language enhancement. Not only that, it can also make second language students to comprehend easily either by verbal or nonverbal languages (Al Nassir, 2012). Hu and Deng (2007) mentioned that second language students often face difficulty in memorising words. They further explained that to see students' capabilities in English, it can be seen from their vocabulary bank.

The objective of this research is to identify the effects of ESL students' English vocabulary when watching an English movie with English and Malay subtitles.

1.1 Statement of the Problem

Vocabulary learning is one of the important aspects in learning languages (Kalajahi, 2012; Schmitt, 2008). Schmitt (2008) states that, educators and learners of second language do not know how exactly to develop their vocabulary and to guide their students. This is because, in academic books or syllabuses, they do not have proper or clear guidelines on vocabulary learning. As vocabulary learning is vital and various positive results on subtitled English movies can help vocabulary learning, it is important to bring these mediums, which are subtitled English movies as a fun way of learning English in Malaysia.

As subtitled movies provide verbal and nonverbal cues, can this medium help ESL students to identify the meaning of words and use the words in a correct way? This is because, sometimes, when students watch English movies with subtitles, they may just infer the meaning of the vocabulary. They may not know exactly on how to use the vocabulary in sentences. So, it is important to see by watching an English movie with English subtitles or by watching an English movie with Malay subtitles will affect ESL students' English vocabulary more.

However, in Malaysia, ESL students may have limited access to obtain English subtitles. This is because, most of English television programmes and movies that can be seen on Malaysian channels are only provided with Malay subtitles. But, the other option that people can do is to download English subtitles from websites. From the setting described above, it can be seen that there is still a limitation in obtaining English subtitles. Dodd (2007) also stated that at present, using subtitles in learning English is not utilised well. With limited access to subtitles on English movies, is ESL students' English vocabulary affected after they watch an English movie with English subtitles and Malay subtitles?

1.2 Research Questions

This study attempts to answer the following research questions:

Is ESL students' English vocabulary affected when watching an English movie with English subtitles?

Is ESL students' English vocabulary affected when watching an English movie with Malay subtitles?

2 LITERATURE REVIEW

2.1 Vocabulary

In learning a foreign language, it is important to learn vocabulary (Kalajahi, 2012; Schmitt, 2008). According to Kalajahi (2012), acquiring vocabulary has received much attention since second language and foreign language learners have problems in developing their vocabulary banks. Moreover, it is also an issue for these learners on how they can learn more vocabulary and how to teach them on how to enhance their vocabulary. Al-Khasawneh

(2012) discussed on the importance of vocabulary knowledge when communicating in second or foreign language. This is because, sometimes, second language or foreign language learners cannot communicate in a second or foreign language due to lack in vocabulary.

The study focuses on two main components of vocabulary which are words meaning and language usage that would be identified based on the researcher interest which is to identify the effects of watching English and Malay subtitled English movie on ESL students' English vocabulary. The two components will be discussed in follows.

2.2 Words Meaning

Sydorenko (2010) noted that subtitled videos can help language learners to learn vocabulary. Even though learners could learn new vocabulary, they were not aware that they had learnt new vocabulary. Most of them described that they often guessed the vocabulary meaning, but they did not know whether their guesses were correct or not (Sydorenko, 2010).

Vanderplank (1988), Harji, Woods and Alavi (2010) and Tai (2008) stated that subtitled programmes could enhance language students' vocabulary ability. In a study done by Koolstra and Beentjes (1999), they made comparison whether subtitles distracted Dutch children from hearing English words or not. Their findings showed that students could recognize more words in subtitled programmes compared to programmes without subtitles. 82.29% of Standard 6 students of three primary schools in Rotterdam, Netherlands acquired more vocabulary from subtitled programmes in contrast to non-subtitled programmes. Moreover, Dutch children did not encounter any difficulties to switch from reading and listening while watching subtitled programmes (Koolstra & Beentjes, 1999). However, they also described in their study that vocabulary acquisition could happen when children watched non-subtitled television programmes. Even though movies were not translated into the target language, learners could acquire new words without understanding actual meaning. Their findings showed that vocabulary acquisition occurred, but these findings could be argued because it was an experimental study. Students were aware that they being observed, therefore, they paid more attention when watching the movies compared to when they were at home (Koolstra & Beentjes, 1999).

In contrast, Sheng-Jie (2004) reported that English movies with Chinese subtitles distracted viewers from understanding the movie because they focused so much on reading subtitles. Hence, when viewers focused on the visual and subtitles, their eyes would get tired as they needed to focus on two main things in order to comprehend the movies. In addition, the viewers would also lose the enjoyment of the movies as they tended to focus too much on the subtitles. Vanderplank (1988) also mentioned the same issues with Sheng-Jie.

2.3 Language Usage

Zarei (2009) disclosed that the types of subtitles that participants watched influenced their vocabulary. Zarei found that watching English videos with English subtitles were effective method for vocabulary recognition and recall. English subtitles were helpful compared to other subtitles; standard subtitles and reverse subtitles. Mitterer and McQueen (2009) add if subtitles are similar to the language of the movies, it helps to indicate vocabulary that is being said by actors. This leads to learning how to pronounce vocabulary correctly.

A study done by Alipour, Gorijan, and Kouravand (2012), examined on the effects of watching movies with English and Farsi subtitles and authentic and pedagogical movies on 40 participants. The participants were from English institutes of Ahvaz, Iran. They then were separated into two different groups of authentic and pedagogical groups. Afterwards, they needed to involve in 12 sessions where instructions were given on how to elicit vocabulary from the movie, Tangled. Next, they had to sit for post-test sessions where they needed to answer multiple-choice questions on vocabulary. The post-tests were administered after each time, which is three times of watching pedagogical movie in three parts. They watched the first part with Farsi subtitles, the second part with English subtitles and the last part without subtitles. These procedures were similar to authentic group. The finding of the study, indicated that authentic group performed better in learning of vocabulary contrast with the pedagogical group. The researchers used sample t-test for their first research objective, whereas for the second research objective, they used one-way ANOVA and Post-hoc Turkey test. The next finding signified that the participants who watched the movie with English subtitles outperformed than others that watched with Parsi Subtitles or without subtitles. Therefore, from the study it can be concluded that English authentic movie and subtitles help to enhance English vocabulary.

3 METHODOLOGY

3.1 Research Design

This study uses a one-shot case study design. The dependent variables for this study are words meaning and language usage.

3.2 Sample

The target group for the study was 72 students from Universiti Teknologi Mara, Lendu, Melaka. The students were randomly selected based on their SPM English results. Since there were two groups, English and Malay subtitles groups, the students were divided fairly into two different groups. Each group consisted of students that received the same amount of grades for their SPM English results. The two groups were matched in terms of their SPM English results.

3.3 Treatment

The movie that was selected for students to watch is “The Devil Wears Prada”. The movie was shown in two manners, with English and Malay subtitles. It was chosen as it depicts a real-life situation and students might relate to the plot of the movie. Not only that, the vocabulary used in the movie is suitable for their level and contains vocabulary that is considered highly relevant for today’s language usage. It is perceived to be vocabulary that young adult use in their daily life. In addition, as the movie is produced in the year of 2006, it is assumed that the ESL students that were participating in the study were not familiar with the movie. This is because, during the released year of the movie, the ESL students were still in primary schools and most probably they did not recognize and interested in this movie.

3.4 Instrumentation

The instrument used in the study was a vocabulary test. It is a multiple choice type of questions. This test was answered by the ESL students after they were exposed to the treatment. The test consists of two main sections. The first section is questioned on words meaning and the second section is based on language usage. Each section is including of 15 questions. For each question, the estimated time for the students to answer is one minute. So, the amount of time to finish the test is 30 minutes. Moreover, this vocabulary test was extracted from the movie. The researcher needed to watch the movie thoroughly in order to construct the questions. Then, the questions and answers for the test were verified by experts in the field. Afterwards, the test would run on the SPSS reliability test.

In addition, a set of questionnaires was used as a triangulation for the study. The questionnaires were to ascertain students' performance in their vocabulary test. The questionnaires included 15 items, which used a 5 point Likert scale format. The scale was included from strongly disagree, disagree, neutral, agree and strongly agree. According to Sekaran (2003), a set of questionnaires is a compilation of questions that participants in a study can answer. It is most efficient when researcher knows exactly the requirement and method of data analysis. The questionnaires for this study containing questions that were adapted from previous literatures (Bird, 2005; Bravo, 2009; Ching, 2008). The questionnaires were given to the ESL students after they completed answering the multiple-choice vocabulary test.

3.5 Data Collection Procedures

After 72 ESL students were chosen, these students were directed into two different groups. The first group watched "The Devil Wears Prada" with English subtitles whereas the second group watched the movie with Malay subtitles. Then, the English subtitles group was instructed to enter a classroom. When these students were seated, they were given a set of vocabulary questions. This is to identify their entry vocabulary knowledge. They were given 30 minutes to answer the questions.

After the students finished answering, the questions were collected by the researcher. Then, they were involved in watching the movie with English subtitles. The movie took about 109-minute. When the movie finished, the students were required to answer a vocabulary test. They were given 30 minutes to answer the vocabulary test. Then, the test was gathered by the researcher.

Afterwards, a set of questionnaires was circulated to the students. They were given 8 minutes to answer. Lastly, the questionnaires were collected and students were given a permission to leave. The entire session was lasted for about 2 hours and 48 minutes. These procedures were repeated to the Malay subtitles group.

3.6 Data Analysis

The study is consisting of a multiple-choice vocabulary test and a set of questionnaires that were answered by the ESL students. The data gathered involved in statistical procedures of SPSS. This is to test the research hypotheses (Sekaran, 2003). As the objectives of the study is to identify the effects of watching an English movie with English subtitles and Malay subtitles on ESL students' English vocabulary, it involves comparison of two subtitles; which are English subtitles and Malay subtitles. Therefore, to compare these two subtitles, sample t-test will run to calculate the significance difference between the vocabulary scores for English subtitles and Malay subtitles group.

4 CONCLUSION

The findings of this study will bring insight to various parties. Firstly, as this study is the first few attempts that is conducted in Malaysia. This study will provide knowledge on the effects of watching an English movie with English and Malay subtitles on ESL students' English vocabulary. The findings of the study may bring empirical data for future researchers. Moreover, readers also will have a deeper understanding of their English vocabulary when watching subtitled English movies. Other than that, this study may contribute to the awareness of using subtitled English movies in one of the learning methods.

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Interlanguage/ Intercultural Communication and Awareness

ASPEK KALA DALAM STRUKTUR AYAT NAFI BAHASA ARAB: SATU ANALISIS RINGKAS

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Abstrak

Kertas kerja ini bertujuan (1) membentangkan analisis ringkas aspek kala dalam struktur ayat nafi bahasa Arab dan (2) membantu para pelajar memahami pengunaan partikel nafi dalam struktur ayat bahasa Arab. Pemahaman penggunaan partikel nafi mengikut kesesuaian makna kala dalam gaya bahasa nafi adalah penting. Oleh yang demikian, kertas kerja ini menumpukan penggunaan partikel لَمْ dan لَمَّا khusus untuk penafian pada kala lampau dan penggunaan partikel لَا dan لَنْ yang digunakan khusus untuk makna masa pada kala hadapan. Analisis ringkas dijalankan dengan menjadikan penggunaan partikel nafi yang menjadi fokus kajian yang ada dalam al-Qur'an sebagai teras dalam menentukan makna secara semantik. Sementara itu, penggunaan partikel nafi ini dalam pertuturan seharian akan cuba diselaraskan maknanya berdasarkan makna semantik tersebut. Hasil kertas kerja ini menunjukkan kepentingan pemahaman berbentuk teori dan praktikal mengenai aspek kala lampau, kala kini dan kala hadapan dalam gaya bahasa nafi kepada para pengajar dan pelajar. Kertas kerja ini juga akan menjelaskan jenis partikel yang lebih banyak digunakan di dalam pertuturan yang sebenar bagi kedua-dua makna kala nafi tersebut. Peranan partikel nafi bukan sahaja penting di dalam binaan struktur ayat bahasa Arab tetapi juga merupakan teras dari segi semantik ayat. Sekiranya partikel nafi tidak digunakan dengan tepat, ia tidak akan dapat menepati erti makna dan kala nafi yang dikehendaki.

Keyword: Aspek kala, gaya bahasa nafi, bahasa Arab

1 PENGENALAN

Gaya bahasa nafi merupakan satu aspek bahasa. Namun pendekatannya berbeza di antara bahasa. Ia adalah satu unsur asas di dalam berbahasa ketika menyatakan sesuatu perkara atau keadaan yang bercanggah dengan pendirian diri.

Gaya bahasa nafi dalam bahasa Arab merupakan gaya bahasa yang penting selain gaya bahasa yang lain. Pembentukan gaya bahasa nafi ini melibatkan penggunaan salah satu partikelnya, iaitu لَيْسَ, مَا, لَا, لَاتَ, إِنْ, لَنْ, لَمْ, لَمَّا dan كَلَّا. Partikel-partikel ini ada yang bersifat khusus bagi ayat namaan (جملة إسمية) dan ada juga yang khusus bagi ayat kerjaan (جملة فعلية), malah ada juga antaranya yang digunakan di dalam kedua-dua bentuk ayat tadi. Ia bertujuan untuk menyatakan makna penafian (النفي) terhadap sesuatu perkara.

Aspek kala pula merupakan unsur yang telah disebut dan dikaji oleh ahli nahu terdahulu. Di dalam bahasa Arab, aspek kala berperanan di dalam pembentukan asas-asas linguistik. Menurut Kamāl ʻAbd Ar-Rahīm Rashīd, pengkategorian kata (الكَلاَم) bahasa Arab kepada huruf, kata nama dan kata kerja adalah dari kesan unsur kala. Kesan aspek kala juga telah membawa kepada pembahagian jenis-jenis ayat dalam bahasa Arab kepada ayat namaan dan ayat kerjaan. Demikian juga perihal fleksi (الإعراب) dan ʻ*āmil* (عامِل) bahasa Arab, ia dilihat sangat berkait rapat dengan kesan kala, yang mana banyak makna kata kerja tentang masa ditunjukkan dengan tanda baris fleksi tertentu pada hujungnya (Kamāl ʻAbd Ar-Rahīm Rashīd, 2008).

Manakala dari sudut gaya bahasa nafi, aspek kala dapat diterjemahkan dengan melihat kepada makna nafi pada tiga kala: kala lampau, kala kini dan masa hadapan. Gaya bahasa nafi banyak terdapat di dalam uslub Al-Quran dan disampaikan dengan bahasa yang indah. Ia mengandungi aspek kala secara tersurat dan tersirat, sesuai dengan tahap bahasa kitab Allah yang menjadi mukjizat dan tiada bandingan.

2 DEFINISI

Terdapat beberapa definisi yang perlu diperjelaskan dalam kertas kerja ini, iaitu:

2.1 Nafi:

i. Perkataan “nafi” yang terdiri dari morfem "ن ف ي" dari sudut bahasa merangkumi maksud penidakan atau penafian (الجَحْد), penyingkiran dari suatu tempat (التَّنْحِية), pengusiran (الطَّرد), penjauhan (الإبعاد), pemisahan (التَّفرِيق) dan makna penafian terhadap kejadian sesuatu perbuatan (Abū Al-fadl Jamāluddīn, T.t). Makna nafi dari sudut bahasa yang terakhir ini dianggap lebih hampir dengan maksud nafi dari segi istilah, yang mana penggunaannya adalah untuk menafikan ayat kerjaan (جملة فعلية) dan bukannya ayat namaan (جملة إسمية).

ii. Nafi menurut istilah pula adalah penafian atau penidakkan terhadap makna sesuatu ayat dengan menggunakan salah satu partikel nafi dan maknanya bertentangan dengan maksud *ithbāt* dan *ījāb*. Menurut Ibn Yaʻīsh (T.t), nafi bermaksud suatu pendustaan (الإكذاب) terhadap suatu yang *muthbat*.

2.2 Ayat Nafi Bahasa Arab:

Ayat nafi bahasa Arab adalah ayat yang mengandungi makna nafi dan disampaikan melalui penggunaan salah satu partikelnya yang sudah dikenal pasti, iaitu لَيْس, مَا, لَا, لَات, إِنْ, لَنْ, لَـمْ, كَلَّا dan لَمَّا

2.3 Aspek Kala:

Aspek kala adalah unsur yang ditunjukkan melalui suatu struktur ayat dari sudut gaya bahasa nafi yang dapat diterjemahkan kepada tiga kala: kala lampau (الماضِي), kala kini (الحَال) dan masa hadapan (المستَقبل).

3 TUJUAN KAJIAN

Kertas kerja ini bertujuan:

i. Membentangkan analisis ringkas aspek kala dalam struktur ayat nafi bahasa Arab.
ii. Membantu para pelajar memahami pengunaan partikel nafi dalam struktur ayat bahasa Arab mengikut aspek kala yang betul.

4 PERSOALAN KAJIAN

Kertas kerja ini bagi menjawab persoalan kajian berikut:

i. Bagaimana untuk menafikan ayat kerjaan?
ii. Bagaimana menafikan kata kerja kala lampau dalam ayat kerjaan?
iii. Bagaimana menafikan kata kerja kala kini dalam ayat kerjaan?

5 ASPEK KALA PARTIKEL NAFI

Partikel لَا digunakan untuk menafikan kata kerja kala lampau. Selain itu partikel مَا dan إِنْ turut digunakan untuk menafikan kata kerja kala lampau. Manakala partikel لَمْ، لَنْ dan لَمَّا khusus digunakan untuk menafikan kata kerja kala kini. Dalam waktu sama, partikel لَا dan مَا turut dilibatkan bagi menafikan kata kerja kala kini.

5.1 Aspek Kala Partikel Nafi لَا

Kamāl ʻAbd Ar-Rahīm Rashīd (2008) menyatakan majoriti ahli nahu berpendapat bahawa partikel لَا digunakan bersama kata kerja kala kini dan mengkhususkan makna kala pada masa hadapan. Pengkaji bersetuju dengan pendapat ini kerana sebagaimana majoriti ahli nahu yang mengatakan partikel مَا digunakan bagi menafikan kata kerja kala kini dan menunjukkan makna masa kala kini, begitu juga dengan partikel لَا yang dikhususkan oleh kebanyakkan ahli nahu bagi kata kerja kala kini tetapi dengan makna kala hadapan.

Di dalam karangan Hasan Bin Al-Qāsim Al-Murādī (1992) Al-Akhfash dan Al-Mubarrid menyatakan bahawa penggunaan partikel لا bersama kata kerja kala kini adalah tidak semestinya menunjukkan hanya makna kala pada masa hadapan, bahkan ada ketika ia membawa makna masa pada kala kini. Sebagai contoh ungkapan "جاءَ زيدٌ لاَ يَتَكَلَّم".

Sementara itu, partikel لَا kerap digunakan untuk menafikan kata kerja kala kini yang merangkumi pengertian kala kini dan kala hadapan. Sebagai contoh "لَا أُحِبُّ التَّمَاهُل". Ia membawa pengertian bahawa saya tidak menyukainya sekarang dan pada masa hadapan. Oleh itu, kita boleh simpulkan di sini penggunaan partikel pada kata kerja kala kini merangkumi pengertian kala kini dan kala hadapan. Apabila kata kerja kala kini dikhususkan dengan penggunaan kata yang menunjukkan makna kala kini seperti 'الآن' ia sesuai dinafikan dengan menggunakan partikel مَا (Muhsin ʻAlī ʻAṭiyyatt, 2007).

Kebanyakkan penggunaan partikel لَا adalah bersama kata kerja kala kini dan sedikit sahaja yang datang bersama kata kerja kala lampau. Sekiranya ia digunakan pada kata kerja kala lampau,

kebanyakkannya berlaku pengulangan pada partikel yang sama, contohnya "وَلاَ صَلَّى فَلَا صَدَّقَ" (Al-Qiyāmatt: Ayat 31). Namun begitu, terdapat beberapa situasi yang mana partikel لَا tidak diulang bersama kata kerja kala lampau (Kamāl ʻAbd Ar-Rahīm Rashīd, 2008), iaitu:

i. Ayat yang mengandungi makna doa, seperti "لا فَضّ فُوكَ".
ii. Ayat yang mengandungi makna *al-qasam*, seperti "و الله لا فَعَلْتَ".

Kedua-dua partikel لَا di dalam contoh di atas digunakan bersama kata kerja kala lampau di dalam ungkapan yang mengandungi makna doa serta *al-qasam* menunjukan makna kala pada masa hadapan. Oleh yang demikian, pengkaji menyimpulkan bahawa partikel لَا digunakan dengan makna kala pada masa hadapan pada kedua-dua *sīghatt* iaitu kata kerja kala lampau yang bermaksud doa dan *al-qasam*, serta pada kata kerja kala kini sepertimana yang telah dijelaskan di awal tadi.

5.2 Aspek Kala Partikel Nafi لَن

Kamāl ʻAbd Ar-Rahīm Rashīd (2008) partikel لَن digunakan khusus bersama kata kerja kala kini dengan makna nafi pada masa hadapan. Ibnu Hishām pula memberi takrifan bahawa لَن merupakan partikel nafi yang menunjukkan kepada makna kala hadapan (الاستقبال) (Jamāluddīn Ibn Hishām Al-Ansārī, T.t). Kamāluddīn ʻAlī Al-Farkhān (1997) juga menyatakan bahawa partikel لَن hanya digunakan sebagai nafi dengan makna kala hadapan.

Menurut Az-Zamakhsharī (T.t) partikel لَن lebih mempunyai unsur pengukuhan (التأكيد) dari sudut makna nafi melalui penggunaannya serta membawa makna penafian yang abadi (التأبيد). Sebagai contoh beliau menyatakan di dalam kitab tafsirnya *Al-Kashshāf* bahawa لَن di dalam ayat "إنّ الذينَ تَدْعُونَ مِن دونِ اللهِ لَنْ يَخْلُقُوا ذباباً" (Al-Hajj: Ayat 73) membawa maksud *at-ta'bīd* dan perkara yang dinafikan melaluinya adalah mustahil berlaku secara logik.

Walau bagaimanapun, ahli nahu yang terkemudian berbeza pendapat dengan pandangan Az-Zamakhsharī mengenai makna لَن dari sudut *at-ta'kīd* dan *at-ta'bīd*. Kebanyakkan ahli nahu menolak kedua-dua makna tersebut, namun ada juga dari mereka yang menerima kedua-duanya serta sebahagian yang lain pula bersetuju dengan makna *at-ta'kīd* sahaja, seperti As-Sayūtī (1996) dan Ibn Al-Khabbāz.

Menurut Az-Zajjāj (1997) Ibnu Yaʻīsh merupakan antara mereka yang sependapat dengan Az-Zamakhsharī mengenai makna لَن dari sudut *at-ta'kīd* dan *at-ta'bid*, tetapi beliau mempunyai pandangan yang berbeza dari segi persepsi mengenai makna *at-ta'bid* berbanding Az-Zamakhsharī . *At-ta'bīd* menurut Ibnu Yaʻīsh adalah terbatas selama masa hidup di dunia sahaja, bukan sebagaimana yang dikatakan oleh Az-Zamakhsharī iaitu merangkumi kedua-dua masa hayat di dunia dan akhirat. Sebagai contoh Ibnu Yaʻīsh menyatakan bahawa makna firman Allah s.w.t "لَنْ تَرَانِي" (Al-Aʻrāf: Ayat 143) bukan bermaksud "kamu tidak akan dapat melihatku juga pada hari akhirat", sebaliknya maksud yang dikehendaki sebenarnya ialah "لَنْ تَرَانِي فِي الدُّنيا".

Majoriti ahli nahu menolak makna *at-ta'kīd* dan *al-ta'bīd* bagi partikel لَن. Antara ahli nahu tersebut ialah seperti Ibnu Hishām (Al-Ansārī: 1991 & 1998) yang telah menjelaskan bahawa

makna ungkapan "لَنأَقُوْم" boleh membawa dua maksud, iaitu samada "selama-lamanya saya tidak akan berdiri", atau boleh juga diertikan dengan "saya tidak akan berdiri pada bila-bila masa pada zaman hadapan". Secara tidak langsung ungkapan "لَنأَقُوْم" adalah sama dengan ungkapan "لَا أَقُوْم" yang tidak mengandungi unsur pengukuhan *(at-ta'kīd)*.

Dipetik dari Kamāl 'Abd Ar-Rahīm Rashīd (2008) Ibnu 'Usfūr berpandangan bahawa nafi melalui partikel لَا yang menunjukkan makna kala pada masa depan adalah lebih kukuh berbanding dengan partikel لَن, ini kerana لَا ada kalanya digunakan sebagai *jawāb al-qasam* dia dalam al-Quran, manakala perihal sebaliknya bagi partikel لَن yang tidak didatangkan sebagai *jawāb al-qasam.* Menurutnya penafian ke atas suatu kata kerja apabila di*qasam*kan maka ia merupakan lebih kukuh dari sudut makna.

As-Suhaylī (dipetik dari Jalāluddīn As-Sayūtī, 1998) pula mengatakan bahawa لَن digunakan untuk nafi bagi makna kala pada masa hadapan yang hampir (المستقبل القريب), dan perkara yang dinafikan melaluinya tidak akan berlanjutan ke makna masa hadapan yang jauh (المستقبل البعيد) sebagaimana perihal partikel لَا.

Sementara itu, menurut Muhsin Alī Atiyyatt (2007) sekiranya kita katakan "لَن أَكتُبَ الدَّرْسَ", ia bermaksud saya sama sekali tidak akan menulis pelajaran itu pada masa hadapan. Sebaliknya jika kita ungkapkan "لَا أَكتُبَ الدَّرْسَ" ia bermaksud yang pertama tidak ada pengukuhan, dan yang kedua ia menafikan kala kini dan kala hadapan. Ini berbeza dengan partikel لَن yang menafikan kala hadapan sahaja.

Penganalisis memilih untuk bersetuju dengan pandangan majoriti ahli nahu bahawa لَن digunakan untuk makna kala pada masa hadapan serta pandangan Ibnu Hishām dan Al-Azharī (Dipetik dari Kamāl 'Abd Ar-Rahīm Rashīd, 2008) mengenai makna *at-ta'kīd* dan *at-ta'bīd* melalui penggunaan partikel لَن, iaitu لَن tidak semestinya membawa dua maksud tersebut walaupun terdapat di dalam beberapa laras penggunaannya yang menjurus kepada dua makna itu. Ini kerana, bagi menentukan makna *at-ta'kīd* dan *at-ta'bid* patut dilihat dari sudut penceritaan setiap ayat dan juga penelitian terhadap makna setiap perkataan yang terkandung di dalamnya terlebih dahulu.

5.3 Aspek Kala Partikel Nafi لَم dan لَمَّا:

Menurut Kamāl 'Abd Ar-Rahīm Rashīd (2008) para ahli nahu sering kali menggabungkan perbincangan mereka mengenai partikel لَم dengan partikel لَمَّا oleh kerana persamaan yang wujud di antara keduanya dalam beberapa aspek, iaitu kedua-duanya memasuki kata kerja kala kini, menjazamkan dan seterusnya mengubah makna kata kerja tersebut dari kala kini kepada kala lampau. Manakala dari aspek kala, majoriti ahli nahu berpandangan bahawa penafian melalui kedua-dua partikel ini adalah bermula pada kala lampau dan berterusan sehingga ketika percakapan.

Az-Zamakhsharī (dipetik dari Kamāl 'Abd Ar-Rahīm Rashīd, 2008) menyatakan perbezaan di antara partikel لَمْ dan لَمَّا iaitu, لَمْ يَفْعَل merupakan penafian ke atas kata kerja kala kini yang mengikut acuan "فعل", manakala لَمَّا يَفْعَل merupakan penafian ke atas kata kerja kala kini yang

mengikut acuan "قَد فَعَل". Penggunaan lafaz "قَد" atau "لَقَد" pada kata kerja kala lampau adalah mendekatkan makna masa dari kala lampau kepada kala kini (التقريب), maka لـمَّا يَفْعَل juga secara tidak langsung mendekatkan makna masa dari kala lampau kepada kala kini.
Ibnu Hishām menggariskan tiga aspek yang membezakan لما dengan لم dari sudut makna kala (Kamāl ʿAbd Ar-Rahīm Rashīd, 2008), iaitu:

i. Makna kala bagi لَمَّا adalah wajib berterusan dari kala lampau sehingga ke kala kini atau zaman semasa percakapan. Manakala aspek kala pada perkara yang dinafikan oleh لم adalah samada berterusan dari kala lampau sehingga ke kala kini (الحال), seperti firman Allah s.w.t "ولمْ أكُنْ بِدُعَائِكَ ربِّ شقيًّا" (Maryam: Ayat 4), atau pun terputus dari kala kini, seperti firman Allah s.w.t "لمْ يَكُنْ شيئًا مذكورًا" (Al-Insān: Ayat 1) yang mana makna yang dimaksudkan ialah "ثم كان بعد ذلك مذكورا".

Dengan kata lain, partikel لَم digunakan untuk menafikan peristiwa yang berlaku pada kala lampau. Sekiranya kita ingin menafikan ayat "كتبَ محمدٌ الدرسَ", kita sebut "لَم يكتبْ محمدٌ الدرسَ". Ia bermaksud dia tidak menulis di kala lampau, dan berkemungkinan dia menulis di kala hadapan. Berbeza dengan partikel لَمَّا, penafiannya berterusan dan bersambung dari kala lampau sehingga ke kala kini. Sebagai contoh, jika kita nyatakan "خَرَجْتُ وَلَمَّا تَشْرِقُ الشَّمْسُ". Ia bermaksud kita menafikan terbit matahari di kala lampau sehingga waktu kita keluar (Muhsin Alī Atiyyatt, 2007).

ii. Perkara yang dinafikan melalui لَمَّا adalah merupakan perkara yang boleh dijangkakan kejadiannya pada masa hadapan (متوقع الحدوث), hal ini sebaliknya bagi partikel لم. Ini kerana لما digunakan bagi menafikan kata kerja "قد فعل" yang boleh mengandungi maksud jangkaan, manakala لم pula digunakan bagi menafikan kata kerja "فعل" yang tidak membawa erti jangkaan. Perbezaan لم dan لما ini merujuk kepada perkara yang dijangkakan berlaku pada masa hadapan, manakala dari sudut makna masa pada kala lampau, kedua-duanya sama dalam menafikan perkara yang dijangkakan berlaku dan sebaliknya. Contoh bagi لما yang dijangkakan kejadiannya pada masa hadapan adalah seperti firman Allah s.w.t "بَل لَمَّا يَذُوقُوا عَذَاب" (Sād: Ayat 8), iaitu yang bermaksud "أنهم لمْ يَذُوقُوهُ إلى الآن، وإنَّ ذَوْقَهُ لَهُم مُتوقَّع". Nafi pada kala lampau yang mengandungi makna jangkaan pula adalah seperti "مَالِي قمتُ ولمْ أو لَمَّا تَقُمْ؟". Manakala nafi yang tidak mengandungi makna jangkaan pula seperti ungkapan yang dimulakan dengan "لمْ أو لَمَّا تَقُمْ".

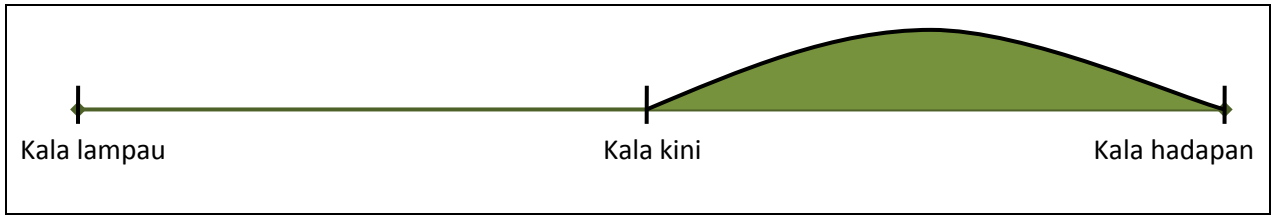
iii. Partikel لما menafikan perkara pada kala lampau yang hampir dengan kala kini sahaja, manakala hal ini tidak disyaratkan bagi partikel لم. Oleh sebab itu, ungkapan "لمَّا يَكُنْ زَيْدٌ فِي العَام الماضِي مُقِيماً" (Jamāluddīn Ibn Hishām Al-Ansārī, 1991) adalah tidak wajar dan salah dari sudut penggunaan partikel nafi kerana tidak bersesuaian dengan kehendak makna ayat yang hendak disampaikan.

5.4 Penggunaan Partikel لَم dan لَمَّا serta لَا dan لَن dalam percakapan seharian:

Berdasarkan pendapat para sarjana moden dan klasik berkaitan aspek kala dalam gaya bahasa nafi, terdapat percanggahan dalam menentukan aspek kala secara tepat. Oleh yang

demikian, pengkaji merasakan perlu ada satu penyelesaian dalam menentukan aspek ini bagi memudahkannya dalam komunikasi seharian. Jesteru itu, pengkaji membuat rumusan aspek kala bagi gaya bahasa nafi seperti mana yang digambarkan melalui rajah di bawah. Ini bagi memudahkan penggunaan gaya nafi yang betul dalam struktur ayat bahasa Arab dari segi pengertian kala.

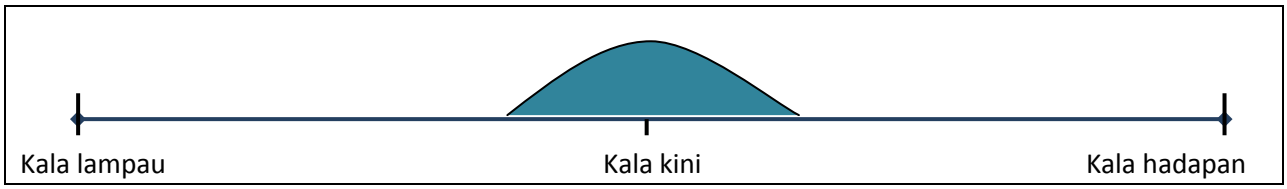
i. Partikel nafi لَا + Kata kerja kala kini.



Contoh:

لَا يَدْرُسُ أَخِيْ فِي الجَامِعَةِ.

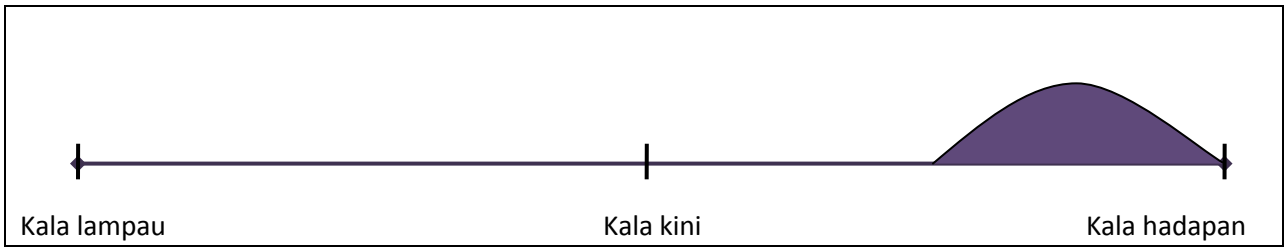
ii. Partikel nafi مَا + Kata kerja kala kini.



Contoh:

مَا يَلْقَى مُحَمَّدٌ قَصِيْدَةً الآنَ.

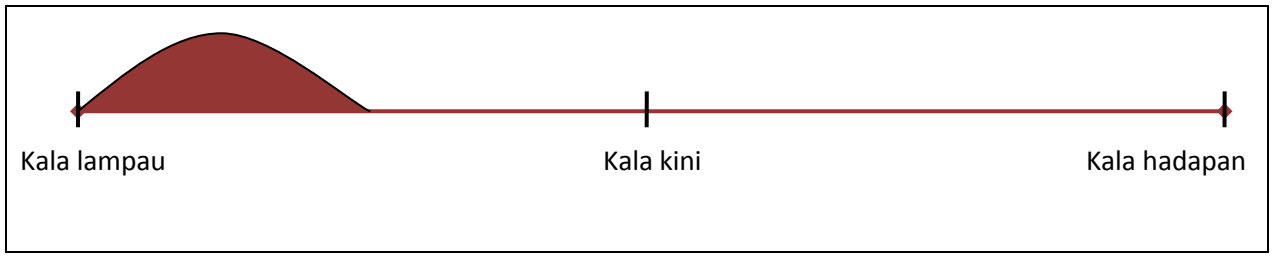
iii. Partikel nafi لَن + Kata kerja kala kini.



Contoh:

لَنْ يُسَافِرَ أَبِيْ إِلَى بَغْدَادَ.

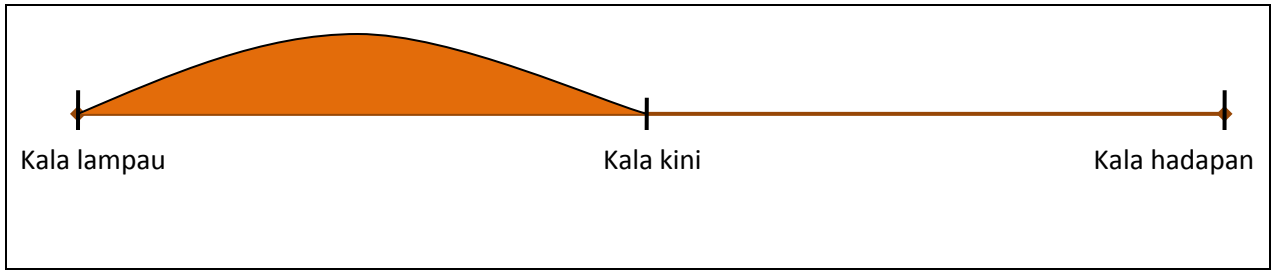
iv. Partikel nafi لَـم + Kata kerja kala kini.



Contoh:

لَـمْ يَتَفَوَّقْ الـمُجْتَـهِدُ فِي الرِّيَاضِيَاتِ.

v. Partikel nafi لَمَّا + Kata kerja kala kini.



Contoh:

لَمَّا يَحْضُرْ الـمُذِيْعُ الحَفْلَ.

6 PENUTUP

Peranan partikel nafi bukan sahaja penting di dalam binaan struktur ayat bahasa Arab tetapi juga merupakan teras dari segi semantik ayat. Sekiranya partikel nafi tidak digunakan dengan tepat, ia tidak akan dapat menepati erti makna dan aspek kala yang dikehendaki. Hasil kertas kerja ini menunjukkan kepentingan pemahaman berbentuk teori dan praktikal mengenai aspek kala lampau, kala kini dan kala hadapan dalam gaya bahasa nafi kepada para pengajar dan pelajar. Diharap hasil daripada kajian ini, para pengkaji memperoleh banyak faedah ilmiah berbentuk teori dan praktikal serta memberi sumbangan kepada bidang pengajaran dan pembelajaran bahasa Arab di Malaysia.

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ASPEK KESOPANAN DALAM STRATEGI PENJELASAN BAHASA MELAYU DAN JEPUN

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Abstrak

Kajian ini membandingkan penggunaan strategi penjelasan dalam bahasa Melayu dan Jepun. Kajian ini menggunakan sampel interaksi yang dikutip daripada empat buah drama bersiri Melayu dan empat buah drama bersiri Jepun yang disiarkan di televisyen antara tahun 2008 dan 2010. Walaupun kedua-dua budaya ini menitikberatkan aspek kesopanan dalam merealisasikan permohonan maaf, tetapi cara bagaimana kesopanan itu dimanifestasikan adalah berbeza dan mencerminkan sifat budaya masing-masing. Hasil kajian mendapati orang Melayu lebih banyak menggunakan strategi penjelasan apabila memohon maaf berbanding orang Jepun. Penjelasan yang dilakukan oleh orang Melayu juga didapati lebih panjang serta lebih kreatif. Sebaliknya orang Jepun cenderung memberikan penjelasan yang ringkas, dan selebihnya akan hanya mengungkapkan ekspresi "maaf".

Kata kunci: Kesopanan, Lakuan Bahasa, Permohonan Maaf, Penjelasan.

1 PENGENALAN

Kesopanan merupakan satu kekangan *(constraint)* ke atas interaksi manusia, bagi tujuan mengambil kira perasaan orang lain. Seseorang yang bersopan santun mempamerkan kelakuan menyenangkan terhadap orang lain. Menurut kamus Mac Millan English Dictionary (2002), *"Someone who is polite behaves towards other people in a pleasant way that follows all the usual rules of society"*. Bagaimanapun, apa yang dianggap sopan dalam satu masyarakat mungkin dianggap sebaliknya dalam satu satu masyarakat yang lain. Kajian ini memilih untuk melihat kesopanan dalam strategi penjelasan bahasa Melayu dan Jepun. Strategi penjelasan merupakan salah satu strategi yang digunakan dalam lakuan bahasa permohonan maaf. Lakuan bahasa pula dipilih kerana ia berhubung kait dengan kesopanan dan sentiasa menjadi topik popular dalam kajian pragmatik.

1.1 Permohonan Maaf

Dalam teori lakuan bahasa, permohonan maaf termasuk dalam kategori ekspresif di mana ianya mengungkap atau menyerlahkan sikap psikologi penutur terhadap sesuatu keadaan tertentu yang dipraandaikan oleh ilokusi (Searle, 1976). Praandaian itu boleh jadi suatu lakuan bahasa (komplin atau tuduhan), lakuan bukan verbal seperti ekspresi muka atau pergerakan badan atau pun sesuatu kesalahan fizikal. Pandangan dari sudut teori lakuan bahasa ini muncul dalam kajian-kajian seperti kajian oleh Barnlund dan Yoshioka (1990) dan Fraser (1981).

Menurut Fraser (1981), suatu permohonan maaf berlaku apabila dua syarat asas dipenuhi: Pertama, penutur mengakui bertanggungjawab melakukan sesuatu perbuatan; dan kedua, penutur menyampaikan rasa kesal di atas kesalahan itu. Fraser memberi contoh ayat-ayat seperti: *"I apologize for Xing, but I deny that I did it"* atau "*I apologize for Xing, but I don't regret it one bit"* tidak boleh digunakan sebagai permohonan maaf. Menurutnya memohon maaf adalah melakukan dua perkara, iaitu mengaku bertanggungjawab dan melahirkan kekesalan di atas kesalahan, walaupun tidak semestinya ke atas perbuatan itu sendiri. Fraser (1981) juga mencadangkan 4 kepercayaan yang perlu dipegang oleh seseorang pemohon maaf.

a) sesuatu perlakuan, A, telah dilakukan sebelum waktu dia bercakap
b) A telah menyakiti pendengar
c) penutur, S, sekurang-kurangnya bertanggungjawab terhadap sebahagian kesalahan itu
d) S menyesali A

Dalam kajian perbandingan antara Jepun dan Amerika, Barnlund dan Yoshioka (1990) pula mencirikan permohonan maaf sebagai "*…in which there is some admission of responsibility of acts which have harmed another person physically, socially, or psychologically*".

1.2 Strategi Permohonan Maaf

Para pengkaji memperkenalkan pelbagai strategi ataupun dikenali juga dengan formula semantik permohonan maaf. Antaranya ialah Olshtain and Cohen (1983) yang mengenal pasti lima strategi berikut:

a. *Illocutionary Force Indicating Device* (IFID) seperti *"sorry"* dan *"excuse me"*,
b. Ekspresi yang menyatakan tanggungjawab seperti "saya yang bersalah"
c. Ekspresi penjelasan seperti "saya terlewat sebab bas tak datang"
d. Menawarkan pembetulan seperti "biar saya ganti"
e. Berjanji untuk tidak akan mengulangi seperti "saya janji tidak akan buat lagi"

1.3 Permohonan Maaf dan Kesopanan Brown & Levinson

Jika dilihat dari sudut pandangan Brown & Levinson (1987), perbuatan permohonan maaf amat berkait rapat dengan kesopanan. Brown & Levinson (1987), membina teori mereka di atas premis bahawa kebanyakan lakuan bahasa sememangnya mengancam air muka. Lakuan bahasa mengancam air muka kerana ianya tidak menyokong kemahuan air muka (*face want*) penutur dan/atau pendengar. Brown & Levinson (1987), membahagikan *Face Threatening* Act (FTA) berdasarkan dua perkara, iaitu air muka siapakah yang diancam dan air muka jenis apakah yang diancam (sama ada air muka negatif atau positif). Lakuan yang mengancam air muka positif pendengar termasuklah lakuan yang menunjukkan bahawa penutur tidak menerima atau menyokong muka positif atau imej diri pendengar, antaranya ialah kritikan, tuduhan, komplin, menyebut topik-topik tabu dan lain-lain. Lakuan yang mengancam air muka negatif pendengar pula ialah termasuk keadaan di mana pendengar terpaksa untuk menerima atau menolak lakuan masa hadapan penutur (*future act of the speaker*) seperti tawaran dan berjanji. Contoh FTA terhadap air muka positif penutur termasuklah permohonan maaf, menerima pujian, merendah diri, pengakuan. FTA yang mengancam air muka negatif penutur ialah berterima kasih, menerima ucapan terima kasih, permohonan maaf dan berjanji.

Brown & Levinson (1987) meletakkan permohonan maaf sebagai strategi kesopanan negatif di mana ianya menyampaikan rasa hormat dan jarak dan bukannya kemesraan dan penglibatan. Kesopanan negatif adalah berasaskan pengelakan (*avoidance based*), iaitu penutur mengelak daripada mengganggu kebebasan dalam perbuatan pendengar serta menghormati kemahuan air muka negatif pendengar. Menurut mereka:

> *Negative politeness, thus, is essentially avoidance-based, and realizations of negative politeness strategies consist in assurances that the speaker recognizes and respects the addressee's negative face wants and will not (or will only minimally) interfere with the addressee's freedom of action.*

Dalam memohon maaf, penutur memperakui kemahuan air muka pendengar untuk tidak disinggung. Permohonan maaf adalah suatu lakuan bahasa yang mengancam air muka penutur dan menyelamatkan air muka pendengar.

1.4 Penjelasan

Strategi penjelasan merupakan salah satu strategi yang penting dalam melakukan permohonan maaf. Strategi ini ada kalanya digunakan secara bersendirian atau pun bersama-sama strategi lain. Strategi penjelasan ialah usaha pemulihan yang dilakukan oleh pelaku kesalahan *(offenders)* ke atas sesuatu masalah yang terjadi. Penjelasan bermaksud ekspresi yang menceritakan mengenai punca ataupun sebab sesuatu kesalahan itu dilakukan. Punca sesuatu kesalahan itu terjadi pula disebabkan faktor luaran di mana si penutur tidak mempunyai kuasa untuk mengawalnya. Menurut Blum-Kulka et.al (1989), penjelasan boleh jadi secara khusus dan berkait. Contohnya seorang yang datang lambat boleh memberi alasan secara khusus seperti "Bas lambat" atau dengan memberi kenyataan secara umum dan implisit yang mengaitkannya dengan situasi seperti "Jalan sentiasa sibuk di waktu pagi". Penjelasan menurut Olshtain dan Cohen (1983) ditawarkan *"…either in addition to or in lieu of an expression of apology"*.

Tidak banyak kajian yang dilakukan semata-mata untuk melihat strategi penjelasan ini secara khusus. Kebanyakan kajian lepas merupakan kajian ke atas lakuan bahasa permohonan maaf di mana strategi penjelasan merupakan salah satu strategi yang digunakan.

2 DATA KAJIAN

Kajian ini menggunakan permohonan maaf yang dikutip dari drama-drama bahasa Melayu dan Jepun. Kesemua drama yang dipilih adalah dari genre komedi. Alasan memilih drama komedi ialah kerana ianya lebih santai dan bahasa yang digunakan merupakan bahasa yang lebih hampir dengan kehidupan harian. Drama komedi juga bersifat drama ringan serta memaparkan isu-isu harian sebagai hiburan, contohnya kisah percintaan, konflik mudah dalam keluarga seperti di antara suami dan isteri, mertua dan menantu, sesama rakan dan sebagainya. Masing-masing sebanyak empat buah drama bersiri Melayu dan Jepun telah dipilih. Kesemua drama ini telah ditayangkan di televisyen di Malaysia dan Jepun antara tahun 2008 hingga 2010.

3 DAPATAN KAJIAN

Dalam kajian ini strategi penjelasan dibahagikan pula kepada empat sub-strategi, iaitu:

1) Penerangan / memberi alasan (P-1)
2) Menyatakan tiada niat (P-2)
3) Mengadili kelakuan (P-3)
4) Mengurangkan tanggung jawab; menyalahkan orang lain (P-4)

Jadual 1: Strategi penjelasan

	Penjelasan	**B.Jepun**	**B.Melayu**
P-1	Penerangan / memberi alasan	41	36
P-2	Menyatakan tiada niat	1	15
P-3	Mengadili kelakuan	1	4
P-4	Mengurangkan tanggung jawab; menyalahkan orang lain	0	6
	Jumlah	**43**	**61**

Berdasarkan Jadual 1 di atas, bagi data bahasa Melayu didapati penggunaan strategi penjelasan lebih tinggi bagi bahasa Melayu berbanding bahasa Jepun. Daripada jumlah penjelasan sebanyak 61 kali pula, didapati jumlah yang paling banyak ialah penerangan/memberi alasan 36 kali, menyatakan tiada niat 15 kali, mengurangkan tanggung jawab, menyalahkan orang lain 6 kali dan mengadili kelakuan 4 kali.

Bagi bahasa Jepun, terdapat sebanyak 43 strategi penjelasan digunakan dalam keseluruhan data yang dikaji.Keputusan ini selaras dengan kajian-kajian oleh Barnlund dan Yoshioka (1990) dan Kumagai (1993) dan Tamanaha (2003) yang menunjukkan penggunaan kategori penjelasan yang lebih rendah dalam bahasa Jepun berbanding bahasa Inggeris Amerika. Menurut Barnlund dan Yoshioka (1990), ini adalah kerana orang-orang Jepun lebih mementingkan keharmonian. Mereka lebih cenderung mengakui kesilapan berbanding memberi penjelasan. Bagi orang Amerika pula mereka cenderung menjelaskan mengenai punca kesilapan yang dilakukan dan mereka merasa kurang selesa untuk memohon maaf secara terus. Dalam kajian ini, kebanyakan permohonan maaf dalam kategori penjelasan terletak dalam substrategi P-1. Penerangan/memberi alasan, iaitu sebanyak 41 kali dan masing-masing hanya 1 kali untuk substrategi P-2 menyatakan tiada niat dan P-3 mengadili kelakuan, serta tiada langsung dalam P-4, iaitu mengurangkan tanggung jawab, menyalahkan orang lain. Keadaan ini amat berbeza dengan data Melayu di mana taburan agak sekata bagi semua substrategi walaupun masih mencatatkan kekerapan yang tinggi untuk substrategi P-1. Perbezaan yang ketara di antara bahasa Melayu dan bahasa Jepun dalam kategori penjelasan ini dengan jumlah yang jauh mengatasi bahasa Jepun menunjukkan bahawa orang Melayu lebih kreatif dalam menggunakan strategi ini. Orang Melayu juga lebih rasional kerana dengan memberikan penjelasan, mereka cuba membuatkan penutur faham kenapa sesuatu kesilapan itu terjadi.

3.1 Penerangan/memberi alasan (P-1)

Substrategi ini merangkumi penerangan mengapa seseorang itu memohon maaf dan juga punca kesalahan itu terjadi. Substrategi ini merupakan yang paling banyak digunakan, iaitu 36 kali. Strategi penerangan/memberi alasan boleh jadi ringkas seperti [M1] di bawah ini, ataupun penerangan secara panjang lebar seperti [M2]. Penerangan yang ringkas bermaksud mengandungi bilangan klausa yang sedikit seperti satu atau dua klausa manakala penerangan yang panjang pula mengandungi lebih banyak bilangan klausa dalam penerangannya. Walaupun berada dalam substrategi yang sama tetapi penerangannya adalah berbeza. Hal ini berlaku mungkin disebabkan kedua-dua situasi ini mempunyai darjah kesalahan yang berbeza di mana untuk situasi [M1] dengan sedikit penerangan sahaja sudah memadai, namun berlainan pula bagi [M2] kerana ianya melibatkan penolakan cinta oleh Iqbal. Dalam hal ini Iqbal terpaksa memohon maaf dengan lebih bersungguh-sungguh bagi membuktikan keikhlasan hatinya. Selain menjelaskan mengapa dia tidak dapat menerima cinta Kirana, Iqbal juga memuji-muji Kirana serta menceritakan kembali perihal kebaikan Kirana seperti perbuatan yang telah menyelamatkannya daripada mati lemas. Di akhir penjelasannya, Iqbal dengan tegas menyatakan pendiriannya tidak dapat menerima cinta Kirana dengan menegaskan *"…tapi awak bukan gadis idaman saya, bukan.*"

[M1] Rosyam terlepas mesyuarat kerana keretanya rosak

Rosyam : Zal aku betul-betul minta maaf Zal, **hari ni je kereta aku kau tau buat hal dua kali.**
Rizal : Ala kau ni kau kaya sangat, kau tukar aje la kereta.

[M2] Iqbal meminta maaf kerana terpaksa menolak cinta Kirana.

Iqbal : Saya minta maaf, saya terpaksa berterus terang dengan awak. **Sebenarnya awak ni seorang gadis yang baik, seorang gadis yang jujur, berbudi bahasa dan pandai ambil hati keluarga saya. Awak hormati saya dan awak begitu menghiburkan hati saya. Pendek kata semua perkara baik awak dah buat termasuklah awak dah selamatkan nyawa saya. Ha, yang itu memang saya takkan lupa sampai bila-bila.Saya dah terhutang nyawa dengan awak, tapi awak bukan gadis idaman saya, bukan.** Saya minta maaf.

Menurut Fraser (1981) keberkesanan sesuatu penjelasan itu terletak pada sejauh mana penutur dapat memindahkan tanggung jawab sesuatu kesalahan itu kepada pihak atau sumber lain. Dalam [M1], penutur (Rosyam) telah memberikan alasan bahawa keretanya rosak yang menyebabkan dia terlewat tiba di pejabat dan terlepas menghadiri mesyuarat. Dalam hal ini penutur telah memindahkan tanggung jawab kesalahan itu kepada puncanya, iaitu keretanya yang rosak, dan bukan dirinya sendiri yang menyebabkan kelewatan itu. Namun bagi [M2], penutur (Iqbal) tidak cuba memindahkan tanggung jawab kesalahan kepada pihak lain, di akhir penjelasannya dia hanya menyatakan bahawa dia tidak dapat menerima cinta Kirana walaupun Kirana seorang gadis yang baik kerana Kirana bukan gadis idamannya.

Bagi data bahasa Jepun, kebanyakan penjelasan tertumpu pada substrategi ini. Dalam data bahasa Jepun, tidak ditemui penjelasan yang panjang lebar seperti [M2] di atas. Penjelasan yang digunakan dalam data Jepun biasanya ringkas seperti dalam dua contoh, iaitu [J1] dan [J2] di bawah. Dalam [J1], Mineko memberikan penjelasan dengan menyatakan sebab dia belum membeli hadiah harijadi untuk Ann. *Watashi batabata shitete* "saya kelam kabut" menyebabkan dia tidak ada kesempatan untuk membelikan hadiah untuk Ann. Begitu juga dalam [J2], penjelasan yang diberikan oleh Mika hanya sekadar memberitahu Riko *Chotto kyuyo dekichatta* "ada sedikit kecemasan"

[J1] Mineko tiba di majlis harijadi Ann tanpa membawa hadiah

Mineko : お疲れさまです！ 杏ちゃん ごめんなさい。
私 バタバタしてて プレゼント まだ買ってないんです。
今から買いに行くけど 何がいい？
Otsukaresama desu! ***Ann chan gomennasai. Watashi batabata shitete purezento mada kattenain desu***. *Ima kara kai ni iku kedo nani ga ii?*
Terima kasih! Ann, maaf. Saya kelam kabut belum beli hadiah lagi. Sekarang saya nak pergi beli, awak nak apa?

[J2] Mika meninggalkan Riko di bar kerana dipanggil teman lelakinya

Mika : ごめん。ちょっと 急用できちゃった。
Gomen. Chotto kyuyo dekichatta.
Maaf. Ada sedikit kecemasan.
Riko : あっ もしかして 新しい彼氏？
A, moshikashite atarashii kareishi?
A, teman lelaki baru?

Jika dibandingkan didapati penjelasan dalam bahasa Melayu selain lebih tinggi kekerapannya, ianya juga lebih panjang. Dari sini dapat disimpulkan bahawa orang Melayu lebih banyak memberikan penjelasan apabila memohon maaf berbanding dengan orang Jepun. Orang Jepun tidak gemar memberikan penjelasan yang panjang lebar kerana mereka menganggap penjelasan sebegitu akan menggambarkan sikap memberi alasan dan defensif. Dapatan ini menyokong hasil kajian oleh Barnlund dan Yoshioka (1990), Kumagai (1993), Kotani (1999). Sebaliknya orang Melayu memilih untuk memberikan penjelasan yang secukupnya serta tidak terhenti di peringkat IFID sahaja. Barangkali ini disebabkan orang Melayu bukan hanya menganggap memohon maaf itu penting, tetapi dimaafkan juga adalah penting. Keadaan ini dapat dilihat dalam kehidupan seharian masyarakat Melayu yang sentiasa memohon maaf di waktu hendak berpisah, walaupun tidak terdapat kesalahan secara khusus yang telah dilakukan. Hal ini ada kaitannya dengan ajaran Islam yang menganjurkan perbuatan memohon maaf sesama manusia. Oleh sebab mendapat kemaafan itu juga amat penting bagi orang Melayu menyebabkan mereka cenderung memberikan penjelasan yang panjang lebar apabila memohon maaf.

3.2 Menyatakan tiada niat (P-2)

Penjelasan kategori ini menunjukkan perbuatan yang dilakukan adalah tidak disengajakan dan di luar kawalan penutur, seperti contoh [M3] di bawah Kirana telah terlanggar dua orang wanita di kaki lima kedai semasa berselisih. Dalam [M4] juga sama kerana Nurul tidak sengaja memasukkan badam ke dalam kek yang dimasaknya mengakibatkan Rosyam terlantar di hospital akibat alahan.

> [M3] Kirana terlanggar dua wanita secara tidak sengaja sehingga menyebabkan salah seorang wanita yang dilanggarnya amat marah kerana barang-barangnya jatuh bertaburan.
>
> Binda : Eh, kau buta ke? Nak kata kau buta kau pakai cermin mata besar.
> Kirana : **Saya minta maaf cik, saya tak nampak, saya tak sengaja.**
> Binda : Maaf, maaf, maaf. Sekarang aku nak kau bayar ganti rugi barang aku ni Habis bertaburan.
> Kirana : **Saya ganti.**
> Mimi : Tak payah ganti, *small matter*.Dia dah minta maaf dah tu. Kan dia dah cakap.
> Binda : Kau kata perkara kecik, kelam kabut macam tu, menyusahkan orang sajalah!
>
> [M4] Nurul melawat Rosyam di hospital yang alahan akibat makan badam dalam kek yang dimasak Nurul.
>
> Nurul : **Awak, saya minta maaf wak, saya tak sangka benda nak jadi macam ni.**
> Rosyam : *No, no, no*, tak, tak, tak, awak tak ada buat silap apa pun. Awak tak salah, tak ada, mana ada. Tak adalah.

Berdasarkan kedua-dua contoh [M3] dan [M4] di atas, menunjukkan dalam subkategori ini juga penutur Melayu lebih banyak memberikan penjelasan dan terbukti kesalahan yang serius menghasilkan permohonan maaf yang mengandungi banyak strategi. Kedua-dua contoh di atas melibatkan kesalahan serius.

Bagi bahasa Jepun, substrategi ini hanya mempunyai satu contoh, iaitu [J3] . Pola maaf sebegini biasa ditemui dalam bahasa Jepun di mana penutur tidak terus cuba memberi penjelasan, kerana mereka menganggap penjelasan ada kalanya tidak menjadikan sesuatu situasi itu bertambah baik. Orang Jepun sebagai pendengar juga tidak suka mendengar alasan yang panjang kerana mereka menganggapnya tidak penting (Kotani, 1999).

> [J3] Kamisaka tersalah cakap mengenai Akiyama yang belum berkahwin. Soal perkahwinan sensitif bagi Akiyama kerana dia belum berkahwin pada usia 33 tahun.
>
> Akiyama : 一人でって何よ！？人のこと　寂しい女みたいに。
> *Hitori de tte nani o? hito no koto sabishii onna mitai ni.*
> Apa maksud awak seorang diri? Anggap saya ni kesunyian.
> Kamisaka : そういうつもりじゃ…ただ口がすべったというか。

Souiu tsumori ja…tada kuchi ga subetta toiu ka.
Saya tak bermaksud begitu. Cuma tersasul.

Akiyama : すべったって… じゃあそう思ってるんじゃない。
Subetta tte…jaa sou omotterun janai.
Apa pula tersasul…awak memang fikir begitu.

Kamisaka : いや すいません。
*Iya **suimasen.***
Tidak.Maaf.

Akiyama : もういいッ。
Mou ii.
Sudahlah.

Ujaran *Souiu tsumori ja* "Saya tak bermaksud begitu" dengan jelas menunjukkan Kamisaka secara tidak sengaja membangkitkan hal yang menjadi kemarahan Akiyama. Seterusnya Kamisaka menjelaskan yang dia hanya tersasul. Apabila Akiyama masih marah, Kamisaka akhirnya tidak lagi cuba mempertahankan dirinya, sebaliknya hanya memohon maaf (*sumimasen*).

3.3 Mengadili kelakuan (P-3)

Apa yang dimaksudkan dengan mengadili kelakuan ialah penutur menilai perbuatannya sebagai untuk kebaikan pendengar. Seperti kata Niko dalam [M5], dia berniat baik apabila menyiasat siapakah Osman Ali yang disukai oleh Lara. Perbuatannya mendapatkan maklumat sebenar mengenai Osman Ali melukakan hati Lara setelah mendapati dirinya ditipu, lelaki itu berbadan gemuk dan bukannya kacak sebagaimana dalam gambar. Ujaran *I buat macam tu sebab I tak nak you kena tipu* lagi menunjukkan Niko merasakan tujuannya baik apabila mendedahkan hal itu agar Lara tidak terus ditipu.

> [M5] Niko telah menyiasat mengenai Ozi dan mendapati pemuda itu sebenarnya bertubuh gemuk lalu mendedahkannya kepada Lara.
>
> Niko : *Lara, I'm sorry, ok.* I takda niat pun nak sakitkan hati *you.* ***I* buat macam tu sebab *I* tak nak *you* kena tipu lagi.**
>
> Lara : *No, you're right, ok.* Memang dia Osman Ali.

Hanya terdapat satu sahaja situasi yang menggunakan strategi ini dalam data Jepun, iaitu dalam [J4] berikut::

> [J4] Yasuno membuat kejutan bagi meraikan kejayaan Kotaro menerbitkan novel, tanpa mengetahui bahawa sebenarnya Kotaro telah ditipu oleh penerbit.
>
> Yasuno : 耕太郎君 何か疲れてる？驚かせようと思って 何か 都合も聞かずにごめんね。
> *Kotaro kun nanka tsukareteru? **Odorokaseyou to omotte nanka tsugou mo kikazu ni gomen ne.***

Kotaro awak penatkah? Saya berniat untuk melakukan kejutan buat awak tanpa bertanya terlebih dahulu, maaf ya.

Kotaro : いえ。
Ie.
Tak.

Yasuno meminta maaf kepada Kotaro setelah mendapati Kotaro dalam keadaan tidak gembira apabila dia diraikan. *Odorokaseyou to omotte* "Saya berniat untuk membuat kejutan". Biasanya sesuatu majlis secara kejutan adalah untuk membuatkan orang yang diraikan itu merasa gembira dan dihargai. Oleh itu Yasuno mengadili kelakuannya sebagai berniat baik apabila merancang majlis tersebut. Tanpa diduganya Kotaro merasa tidak gembira akibat telah ditipu oleh penerbit novel.

3.4 Mengurangkan tanggung jawab, menyalahkan orang lain (P-4)

Dalam data Melayu terdapat 6 kali kategori ini digunakan tetapi tiada penggunaan dicatatkan dalam data Jepun. Dalam kategori ini penutur tidak mahu menerima tanggung jawab secara keseluruhannya, tetapi meletakkan sebahagian kesalahan pada orang lain. Misalnya dalam [M6] dan [M7] berikut :

[M6] Pak Mail datang bertemu Rosyam untuk menyelesaikan masalah rumahtangga Nurul dan Rosyam.

Pak Mail : Cara kamu bercakap dengan Ain menghina kami.
Rosyam : Saya minta maaf bah, tapi abah tak boleh nak letak semua kesalahan tu atas bahu saya seratus peratus sebab Ain yang mula dulu bah. Dia buat benda besar, perkara besar tak bincang dengan saya dulu. Saya suami dia.

[M7] Marina membatalkan rancangan untuk ke Langkawi bersama Rosyam.

Rosyam : *You* tau tak, *I* dah *standby* semua beg-beg baju dalam kereta. *I* dah *cancel* semua *appointment I three days in advanced*. Sekarang *you* bagitau *I* tak jadi.
Marina : Sayang, I minta maaf, **bukan I yang cakap, tapi pihak pengurusan yang cakap macam tu.**
Rosyam : *You* bagi tau dengan dia oranglah. Lain kali kalau tak *confirm*, jangan buat dulu, menyusahkan orang, menyusahkan *I. I* dah *cancel* semua *appointment I*. sekarang ni *I* mungkin dah hilang satu *business* tau.

Contoh [M6] di atas amat jelas sekali penutur (Rosyam) cuba mengurangkan tanggung jawab apabila dia meminta maaf dan setelah itu menyatakan tapi, menunjukkan bahawa walaupun dia meminta maaf tetapi dia juga menyalahkan isterinya atas masalah yang terjadi dalam rumahtangganya dengan Ain (Nurul). [M7] juga begitu, Marina menyatakan dia minta maaf, namun menyatakan *bukan I yang cakap, tapi pihak pengurusan yang cakap macam tu* bagi membuktikan bukan dia yang menjadi punca atau membuat keputusan pembatalan rancangan untuk ke Langkawi. Kata hubung "tapi" bertindak menjadi klu kepada memindahkan alasan. Ini

bukti linguistik di mana “tapi” bertindak sebagai penafian. Subkategori ini tidak ditemui dalam data Jepun.

4 KESIMPULAN

Kajian ini telah menunjukkan perbezaan yang ketara dalam penggunaan strategi penjelasan dalam permohonan bahasa Melayu dan Jepun. Penutur Melayu bukan sahaja menggunakan lebih banyak penjelasan berbanding bahasa Jepun, tetapi juga menggunakan lebih banyak substrategi yang berlainan. Penggunaan substrategi mengurangkan tanggung jawab/ menyalahkan orang lain pula tidak ditemui dalam data bahasa Jepun. Ini menunjukkan orang Jepun tidak gemar memberikan alasan apabila memohon maaf serta tidak cuba menyalahkan pihak lain.

Keputusan ini selaras dengan kajian-kajian lepas yang dilakukan oleh Barnlund dan Yoshioka (1990), Kumagai (1993) dan Tamanaha (2003) yang menunjukkan penggunaan kategori penjelasan yang lebih rendah dalam bahasa Jepun berbanding bahasa Inggeris Amerika. Menurut Barnlund dan Yoshioka (1990), ini adalah kerana orang-orang Jepun lebih mementingkan keharmonian. Mereka lebih cenderung mengakui kesilapan berbanding memberi penjelasan kerana menganggap penjelasan yang berlebih-lebihan tidak begitu membawa kebaikan, selain mereka juga tidak gemar mendengar penjelasan. Hal ini berbeza dengan masyarakat Melayu. Orang Melayu merasakan tidak kuat sesuatu permohonan maaf itu tanpa memberikan penjelasan yang secukupnya. Melalui penjelasan, penutur mengharapkan pengertian oleh pihak pendengar kerana bagi orang Melayu, bukan sahaja memohon maaf itu penting, tetapi juga permohonan maaf yang diterima juga adalah penting.

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DOCUMENTING EFL LANGUAGE LEARNERS' EXPERIENCES IN AN INTENSIVE ENGLISH PROGRAM

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Abstract

Intensive English Programmes (IEP) are short term courses that allow students to participate in a higher number of classes condensed into a short period of time. The aim is to help students overcome their barriers in language for transition from high school into university studies smoothly. This research documents the learner experience of 6 Omani students placed in a 10 week Intensive English Program at Swinburne University of Technology, Sarawak Campus. Semi-structured in-depth interviews were carried out during the semester and the data obtained from the interviews were triangulated with data taken from classroom observations by the researchers and lecturers of the Intensive English program. The paper illustrates how students from a foreign country adapt to new surroundings and learning culture. It further documents the learners' belief of what they can accomplish after a 10 week Intensive English program and the recommendations that can be used to further enrich the teaching and learning experience of learners. The research found that students were highly motivated to learn but preferred less classroom teaching and more activities that mimic real life situations. Some students found it difficult to adapt to a new learning environment. The study has useful implications for higher education institutions that seek to provide effective and meaningful Intensive English programs to second language learners from foreign countries.

Keywords: Intensive English program, Omani students, learner experience.

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1 INTRODUCTION

An increase in ESL (English as a Second Language) & EFL (English as a Foreign Language) speakers in higher institutions in Malaysia has led to an increase of IEP (Intensive English Programs). Intensive English Programmes are short term courses where students participate in a higher number of classes condensed in to a short period of time. The aim is to help students make the transition from school to university studies successfully especially where English proficiency is lacking. However, literature on intensive English courses suggests inconsistencies with the effectiveness of such programmes therefore necessitating further research in this area.

This paper is part of a wider research study that investigates the effect of an Intensive English programme on a group of Omani students. The wider study in particular, seeks to evaluate the intensive English programme offered by an Australian university branch campus in Malaysia. This paper however, will focus on documenting the learner experience of 6 Omani students placed in a 10 week Intensive English Programme at Swinburne University of Technology, Sarawak Campus.

1.1 SUTS Intensive English Program

The Intensive English Programme at SUTS (Swinburne University of Technology, Sarawak Campus) is an English proficiency course designed for fast-track students from their different starting points to a functional level of academic English.

1.2 Aims and Objectives of SUTS IE program:

At the end of the course, the students will have acquired sentence level grammar, a wider academic vocabulary, a better comprehension of academic text, coherent writing of academic text, confidence in speaking in English, improved oral fluency and accuracy, and ability to understand spoken English.

1.3 Course Structure:

This program is divided into

- Basic Intensive English (BIE);
- Basic Intensive English 2 (BIE 2) (had not yet been implemented at the time of study)
- Intermediate Intensive English (IIE)
- Upper Intermediate Intensive English (UIIE); and
- Advanced Intensive English (To be implemented in April, 2014)

It is designed to give maximum interactive learning practice in listening, speaking, reading, writing, vocabulary and grammar. Each level runs for 10 weeks and comprises 200 hours of learning in the classroom, language laboratory and library. It covers General English and English for Academic Purposes. Students have to pass the exams at all levels. UIIE incorporates two hours per week of IELTS training for students who wish to take the IELTS test.

1.4 Units of Study:

- Reading for Academic Purposes
- Academic Writing
- Listening
- Speaking
- Grammar
- Vocabulary in Context

1.5 Extra - curricular Activities

In an effort to provide students with more help, afternoon activities based on themes were also used. These activities focused on active student participation with the intention of promoting interactive-activity based learning.

Week one - Team building games
Week two - Language games & activities
Week five - Jungle trekking
Week seven - Drama play

All activities were conducted in campus except for jungle trekking in which, with the help of the student operations unit, students were brought to a nearby jungle trekking facility to have a nature walk. On weeks not highlighted above, afternoon tutorials were given to students where students had the opportunity to meet their lecturers to discuss any issues and were provided extra exercises to complete.

1.6 Literature Review

Intensive English programmes are also commonly known as accelerated courses or compressed courses (Scott & Conrad, 1992). In these programmes, students go through a higher number of English classes in a shorter period than normal classes. Contact hours may be up to 6-8 hours a day, 5 days a week.

While certain studies have reported successes in increasing students' English language proficiencies over a short period of time, other studies have reported otherwise (Mukundan, Mahvelati & Nimehchisalem, 2012).

Nagano (1995) claims that a one week Intensive English course could affect not only learner achievement but also their attitude toward learning English in a positive manner. Cummins (1979) believes that Student's Cognitive Academic Language Proficiency (CALP) is an important contributing factor to learners' academic success and the IEP is essential towards developing it. More importantly, Intensive English programmes have also been found to contribute to learner's basic interpersonal communication skill and cognitive academic language proficiency (Hong- Nam & Leavell, 2006). They further argue that in terms of meta-cognitive strategies, learners enrolled in Intensive English programmes typically have a strong instrumental motivation for learning English.

A study by Austin and Gustafson (2006) analyses the possible differences between intensive (10 weeks or less) and traditional semester length courses (14 weeks) by using a database of over 45,000 observations of different semesters. The analysis showed that intensive English

courses proved to be more beneficial for the learners. Raymond (1995) goes on to show that there were also significant long term effects of an Intensive English programme towards students' proficiency. In his study, 78% of students were able to carry on an English conversation indicated that the Intensive English programme had durable effects.

However, other researchers have reported contrasting results. Weissberg and Stuve (1979) argue students entering intensive English as a second language programs at various proficiency levels may make comparatively greater or lesser gains in proficiency over the same period of training. They further argue that there is a common assumption that scores on a standardized proficiency test can serve to identify individuals as likely to make greater or lesser gains which may not necessarily be the case. Nevo, Sim and Bensousan (1977) sum up the gains of Intensive English as such: "The rich get richer and the poor stay poor". Similar results were obtained among tenth year English language students in a Swedish university where generally students with higher entering scores on a proficiency test made greater gains on the same test a year later than did students with lower initial scores (Marton, 1972).

Gallow and Odu (2009) also report that Intensive English programmes are not an optimal way to learn English although students are motivated to enter such programs due to the reduced length they are obliged to be in the classroom. Scott and Conrad (2001) contend that learners may fail to digest new terms and ideas due to the rapid assignments that do not allow them to reflect on their learning process. This may also result in a lack of motivation and fatigue. Henberry (1997) also supports the idea that students in intensive courses will not be able to master or review concepts from previous lessons but be pushed on to new ones due to a cramp schedule.

1.7 Objective & Research Questions

While the wider study is aimed at evaluating the effect of an Intensive English Programme on a group of international students' general English language proficiency, this paper in particular aims to capture and document the teaching and learning experiences both of students as a form of action research for further improvements in the course.

In order to meet the objective, the following research questions were formulated:

1) Does the Intensive English Programme provide a holistic learning experience for students to improve their English language proficiency?

2) Are the Intensive English lecturers capable of providing a holistic learning experience to students and actively reflect on their teaching practices?

2 METHOD

Six semi-structured in-depth interviews (Spradley, 1979) were carried out during the semester and the data obtained from the interviews were triangulated with data taken from classroom observations (Danielson, 1996) by the researchers and lecturers of the Intensive English program. Students were invited to participate on a voluntary basis. Two were selected from each available level. Interview questions included questions on how difficult they felt the current IEP was to them, what they liked about the program, how best to improve the program, and also how well they adapted to the new surroundings. Two classroom observations were made for each level, one in week 2, and one in week 7. Classroom observations were non participatory based, in which a list of

items adapted from Danielson's teacher evaluation rubrics were used to observe the class. These items included two types of activities used, responsiveness of students and how well students coped with the lesson.

2.1 Data Analysis

The main source of data for this study was interview. The triangulation process made by analyzing findings from the classroom observations further solidifies the validity and reliability of the study (Cohen, Manion & Morrison, 2000). After all interviews were transcribed, an open and holistic coding process was used (Miles & Huberman, 1994). Eleven open codes were generated from meanings assigned to the interview content. Some examples of open codes were: improving grammar, proficiency, new environment, stress and hope. Maxwell's (1992) conceptualization of validity theory was also used to further understand what was said and how it was interpreted.

2.2 Limitations

The findings of this study are limited to only 6 individuals were interviewed in this study. This study can be further strengthened by pursuing a longitudinal study of these same individuals if not more, over the period at which they remain in the Intensive English Programme. However this study is adequate in understanding the perception of these individuals, coming from a similar country on the University's IEP.

3 FINDINGS

3.1 Findings from Interviews

3.1.1 Interviewee Identity

All interviewees in this study were students from Oman who were admitted into the IEP. While they were all placed into different levels according to their abilities (gauged from the English Placement Test) at the start of the semester, all of them were 18 year olds who had just arrived from Oman. All of them were in Malaysia for the first time. Most of the interviewees felt that they were acclimatizing to the environment well and were having good time learning and living in Kuching, Sarawak. However all of them agreed that they maintained a close community within the group of Omani students and helped each other get used to the new environment. Most of them also admitted that they spoke Arabic to one another during & outside class time and that became a hindrance for them to improve their English language.

> "*I think it will be better if we have at lesser Omani students in class because we don't speak English with them*"

There is a possibility that given their cultural background, the interviewees might have chosen a particular language strategy as the ideal way of learning. For example, all of them expressed a desire to improve their grammar, hence emphasizing a particular preference. Admittedly culture is difficult to define, and it would be impossible to attribute one particular language learning approach to a specific cultural group as Oxford (1990) suggests. There are contrasting beliefs that cultural background is related to use of different strategies for language learning (Wharton, 2000; Yang, 2000). But given that 100% of the interviewees indicated their

preference to improve their grammar, it may be something to take note of while being mindful that there are individual differences between students regardless of cultural, educational and other aspects of background.

3.1.2 Perception & Expectation

All interviewees joined the IEP as part of a scholarship program offered by the Omani government. All interviewees hoped that the program would improve their English language proficiency and had positive views on the program. While 5 of the interviewees found the course to be "easy", only one interviewee felt he was struggling with the course content. One student commented during the second interview:

> "*I think the level of difficulty is just right since I'm learning a new thing while understanding everything perfectly. The structure of this programme involves the five most important aspects of English and then I noticed that my English skill has improved since I started, especially in grammar. So I would say that it's super effective.*"

All of the students commented that they wished to improve their grammar and also their communicative ability with others. Those were the main aspects they hoped to improve from being in the IEP.

3.1.3 Course Content & Teacher Satisfaction

All students were satisfied with the level of difficulty of their respective levels of course content. One person felt that the IEP was very good for him as he felt he improved step by step. According to him, the program was well structured and had multiple levels that made him have a sense of achievement. It helped him set achievable targets and did not feel stressed as he did not feel he had to achieve too much in too short a time.

Students appreciated teachers who related their daily tasks to real world situations. Tasks that employed students' prior knowledge were also favoured. Interviewees who were from the basic Intensive English program were shy in their interviews. Most of the responses were short and lacked vocabulary. This could also be due to shyness or a lack of proficiency. However all interviewees felt that the IEP program provided them the opportunity to introduce simple conversation opportunities and it helped to build their confidence and fluency. Some did not feel that they were given enough grammar exercises and would like extra exercises to be provided in the afternoon activities. All interviewees appreciated the effort that their lecturers put in individually for them. One interviewee noted that when the teachers demonstrated or provided good examples, they were able to understand better by grasping the context. They also appreciated that class activities were varied and topics covered a wide range of worldwide issues. Overall all interviewees agreed that they were being provided clear instructions; what they were learning was relevant, and that the units were taught in an interesting way.

Only one student reported the content to be hard. He was worried that he would have to repeat the level as he felt he was not able to cope with the level of difficulty. Other interviewees reported that they had no issues with the content difficulty and were looking forward to either starting their degree studies or to move up to the next level.

3.1.4 Extra – Curricular Activities

One of the unique experiences for students in the IEP was the afternoon activities held as a supplementary part of the programme. Students only had formal classes in the morning and in the afternoon students were invited to participate on a voluntary basis in weekly themed activities. These activities were designed to provide real life activities as described in section 1.5. In these activities, students were not divided based on their proficiency levels but are divided equally. Each group would have one student from a different level. This ensures that students did not mix with their own friends only and would interact with different people of different proficiency levels. The team building games that were held in the first week allowed students to mingle around and get to know other students from different countries & places. It provided them a sense of enjoyment while using English to communicate with their peers. Most students enjoyed the language games and activities in week two. Students were introduced to tongue twisters, puns, puzzles and a treasure hunt activity in that week. A mock talk show was also conducted. Students were also given the task of writing a reflective journal at the end of the week. One student wrote:

> "*I like the talk show because it made us more experience at speaking. Writing the journal taught us how to take down new information. We were also taught how to write a good paragraph without many mistakes*."

While another stated:

> "*The best is the afternoon activities part of course because they improved my English. They improved all my skills in one time and the weakest for me is Grammar I guess because I'm really weak in grammar sometimes*."

The most fulfilling activity that all interviewees felt was the drama production in week seven. In week seven, the IEP students were divided into groups and were tasked to produce a short drama play of approximately 10 minutes each. The students thoroughly enjoyed the process and felt that it was very rewarding as the play involved a lot of interaction and hard work.

3.2 Findings from Classroom Observations

Based on the interviews, it seems that the Omani students prefer to mingle with different people and different cultures in class and other activities. This however, did not apply to all Omani students as it can be seen that a number of them still preferred to mingle amongst them. Lecturers who took the initiative to have group activities managed to separate them but in classes where there were no group activities, they remained together.

Students preferred to memorize grammar rules and also sentences. This was particularly evident in grammar and writing classes. In grammar classes, students more often than not memorized the theory rather than rationalize the application of it whereas in writing classes, students often had similar structured sentences in their writing.

Student – teacher rapport was also important in establishing effective classroom teaching and learning. Classes where the teacher provided attention to individual students were more lively and engaging. Class sizes were relatively small in all observations (less than 20 people per class), this meant that teachers were able to provide adequate individual attention. However there were also classes that were quite boring in that students were asked to do repetitive

exercises e.g. filling in the blanks, listening to a text and completing cloze texts. In these classes students were not very attentive and did not display much enthusiasm. As classes were held back to back, (2 hours per class) students seem to be less interested and enthusiastic in the earlier class. A few students arrived late for the classes which were observed.

4 DISCUSSION & IMPLICATIONS

This study proved useful in determining how the Omani students felt about the course and how they were coping with the new learning environment. As this study did not seek to evaluate how well they were performing in a quantifiable sense, we would not be able to accurately tell whether their proficiency levels have increased. However it is important to note that they were enjoying how the program has been designed and were satisfied with their own learning progress. While students may be shy at first, the teachers were able to get students to participate effectively in class.

For the beginner learners, the teacher should be explicit in developing knowledge that heightens the understanding of students which is the key to successful language learning. Students must try to reach independence in their language learning without focusing on memorization and rote learning. By scaffolding the learning process with incisive strategies, this may help students learn faster. At intermediate level, students should require less guidance from the teachers. Teachers could for example, provide suggestions to students on what type of tasks they wish to use to learn, but ultimately decide what should be best for students. However teachers should be careful when choosing such tasks as they should not impede the learning style of the students. Here students should be given some form of freedom to choose. As for students in the advanced level, it can be seen that they prefer to take charge of their own learning. Hence students may benefit from taking a lead role by having the teacher as a facilitator and students doing group activities that promote constant communication, ideal context and opportunities to voice out opinions.

Based on the interviews, students appreciated and liked the current teaching methods provided. However recommendations above could also be implemented to provide students with a varied learning strategy that may help improve their proficiency in a more effective manner. Class sizes were small and hence teachers were able to provide good individual attention. The afternoon activities proved to be a very fruitful learning experience for not only the interviewees but all students in the IEP. Students were exposed to a more relaxed learning environment and were able to socialize with each other. This also helped build student and teacher rapport as they had to communicate outside of class periods in a more relaxed manner. Students however did find it quite strenuous that classes were held back to back daily with added activities in the afternoon. Although voluntary, students were encouraged to participate and this might have resulted in added stress or burnout.

Overall, students were confident that Kuching, Sarawak was a very good place to study in, and that the quiet city environment was conducive. Although the interviewees highlighted that typical Malaysians did not have good grammar, they were still able to communicate using English with people in the city and that also helped provide them practice in real life situations.

5 CONCLUSION

The purpose of this study was to elucidate responses from a set of students on their overall experience of the IEP. Experiences and perception of these individuals who participated in the program was important to shed light on how students were coping in the IEP program. Students felt they were provided a structured curriculum and dedicated teachers. While the study showed that students had issues with proficiency, we found that students were highly motivated to learn. Students however preferred less classroom teaching and more activities that mimic real life situations. To fully understand how students are performing in class, a closer comparison with the wider study, i.e. taking into consideration of their test scores over the period of time and or a longitudinal study should be employed. Overall the programme can be considered successful from an experiential point of view, but a re-examination of classroom contact hours and afternoon activities should be done to prevent student burnout.

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EFFECTS OF ENGLISH LANGUAGE PROFICIENCY (ELP) ON THE PROCESS OF INTERPERSONAL COMMUNICATION (IPC) BETWEEN LOCAL AND INTERNATIONAL STUDENTS AT UNIVERSITY MALAYSIA PAHANG (UMP)

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Abstract

Interpersonal communication (IPC) is a key factor for students of higher education institutions to gain communicative skills and have enough collaborative activities at the collegiate environments. Therefore, this study was conducted to examine the characteristics of daily IPCs between local and international students of University Malaysia Pahang (UMP). The level of English language proficiency (ELP) and other affecting factors on the process of daily IPCs among participants of this study were evaluated as well. Findings of this study may help lecturers and university officials to design and conduct essential programs on strengthening of ELP among university students. A triangulation of methods was used to conduct this study by combination of a quantitative survey and the qualitative interviews. The quantitative survey had 220 participants equally from both local and international students, and also 12 students of UMP were interviewed for qualitative data as 6 Malaysians and 6 foreigners. According to both quantitative and qualitative results, lack of ELP among local and foreigner students of UMP was the main negative affecting factor on the process of their daily interactions among them. Further studies may highlight more aspects of this issue.

Key Words: English language proficiency; Interpersonal communication; interactions; Malaysian and international students, Malaysian universities

Abbreviations: IPC (interpersonal communication), ELP (English language proficiency), UMP (University Malaysia Pahang)

1 INTRODUCTION

Interpersonal communication among students from different countries and different cultures may pave the ways for university students to share their knowledge, information, and experiences. At the same time, it helps them to solve their daily academic problems through

collaborative works, and improve their communication skills. Lusting & Koester (2006 as cited in Gao, 2011) argued that, the skill to interact in different intercultural backgrounds is an ever more significant ability of both common and personal life. Foreigner students with self-reliance of language efficiency during interactions with host people, assumed that to be more successful in their academic and social affairs (Huang, 2010). The level of English language proficiency (ELP) among students and communicators at the collegiate campuses plays a vital role to balance the level and quality of daily IPCs among them.

Although, there are some works on the literature which conducted by previous researchers like Aidoo (2012); Gao (2011); Izumi (2010) and so on, but their findings belong to the regions and countries with the different cultural and educational norms from Malaysia and many other Asian countries. At the same time, examination of the process of daily IPCs between local and international students at the Malaysian universities would be an interesting and important issue. Therefore, this study examined the characteristics of daily IPC between local and international students of UMP and the factors that had effects on this process as well.

1.1 Problem statement

Presence of international students at the Malaysian universities, especially University Malaysia Pahang (UMP) is a good chance for both Malaysian and international students to have daily IPCs. Also, they can share and develop their knowledge, information, experiences, and improve their communicative skills through daily interactions. However, it is not clear whether Malaysian and international students of UMP are seizing the opportunities and gaining benefits from conducting IPC and interactions. This study proposes to investigate the issue of whether Malaysian students of UMP participate in IPC with their international counterparts, and vice versa. It will also look at whether they seize the opportunities to enhance their IPC skills, and improve their collaborative learning abilities.

1.2 Aim of Study

This study aimed to identify and evaluate the positive and negative factors that had effects on the process of daily IPC between Malaysian and international students of UMP. Also, it planned to evaluate the level of ELP among local and foreigner participants of this study and its effects on the process of their daily interactions.

1.3 Significance of Study

Findings of this study may be useful for students, university officials, and other related educational organizations. The findings may help universities to tackle the issues and pave the ways for students to enhance the level of their ELP and achieve their communicative goals. The study may add some new findings to the literature, to ease the work for other researchers in the same background and subject in the future.

2 LITERATURE REVIEW

Interpersonal communication is the way that individuals communicate with others by using spoken and non-spoken messages; while maximizing of attendance of the communicators are required(Dawson, 2008; Crowell, 2011). Language plays a key role on the process of daily interactions among university students, but lack of language efficiency may cause some misunderstanding among communicators. Huang (2010) based on the results of a study on role *of media use and interpersonal communication among international students at the University 0f Buffalo* argued that, foreigner student with self-reliance of their language efficiency during their interactions with host people assumed that they done better in the academic and social affairs. At the same time, in a qualitative study of *cultural experiences of Arab and American students of American colleges from different cultures*, Abdullah (2008) pointed out that language was believed as an obstacle for the people including that ones who were able to speak the different language, because different implications and cultural usage of language were existed and that might cause misinterpretation.

Furthermore, interpersonal communication is one of the most essential aspects of social life, especially for university students. The progress of skills in interpersonal interactions was measured significant in the society, because human beings are all social (Aidoo, 2012). Also, according to Marr (2009) humans communicate often repeatedly and throughout several modalities. Communication procedure is not often replaced by any other alternative. This is a usual function of communicative persons (persons able to communicate in a number of manners apart from the level of it) to transfer information verbally, through writing, by gesture, by slight action and glance, and by some other instruments. The messages might be relayed from a person to another one (Marr, 2009).

Nowadays, skill of interpersonal communication is required for all educated people to be successful in their occupations and the level of language efficiency helps communicators to have successful daily interactions. In the 21st century all educational and business-related works are paying high value on the employees and educated people who have enough skills on interpersonal communication; therefore, communication and gatherings of students at the university may bring these skills, when students cooperate with people of several societies (House, 2004 cited in Aidoo, 2012; Crowell, 2011; Aidoo, 2012). Also according to Huang (2010) international students with confidence on the level of their language competence on the daily interactions with local people, suggested to be in a better situation in the academic and social affairs.

According to the literature, it is clear that IPC and daily interactions among university students are the main essential factors to pave the ways for them to learn some new things and have daily university related collaborative activities. Also, findings from the literature illustrate that language efficiency plays an important role on the process of daily interactions among communicators of different cultures and countries that use the second language as their communicative means.

3 METHODOLOGY

This study was designed to conduct a survey research and the quantitative method used for data collection process by distribution of questionnaires. The main method for this study was the quantitative method and the qualitative interviews were nested into it to enrich the findings.

3.1 Participants

The quantitative survey had 220 participants equally from both local and international students of UMP as Malaysian N= 110 and international N= 110. Malaysian participants belonged to all over the country, and international participants belonged to 20 countries from different parts of the world with different social and cultural norms. Also, qualitative interviews had 12 participants as 6 Malaysian and 6 international students of UMP. Malaysians were 3 male and 3 female including 3 Malay-Malaysians, 2 Indian-Malaysian and 1 Chinese-Malaysian. And international interviewees were from 6 different countries.

3.2 Instruments

The main instruments for this study were questionnaires. Instruments included the demographic information, interpersonal communication characteristics and competence. Instruments were prepared by the researcher with reference to some questionnaires and instruments of previous works like Aidoo (2012); GAO (2011); Izumi (2010). Also, a package of interview questions was prepared for qualitative data and included 12 open-ended questions. These questions were prepared to find out views of the participants directly.

3.3 Data analyze process

The quantitative data of this study examined through SPSS program and descriptive, correlation and scale options were the main tests of this section. For the qualitative data, recorded interviews of its participants were evaluated separately and based on answers of the interviewees, founded themes, and interview-and research-questions, findings of this section were categorized to main-, and sub-categories.

4 FINDINGS

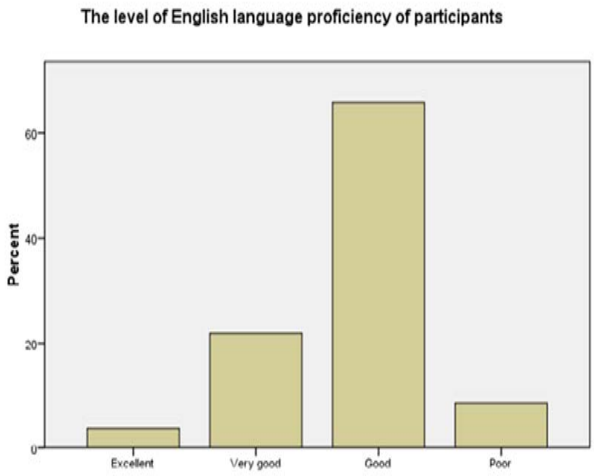
A descriptive test of SPSS was conducted to find out frequencies and percentages of the quantitative data. According to the descriptive test, 220 Malaysian and international students of UMP were participated in the survey. As the frequencies show, Malaysian participants N=110 and international N=110 as well. From all participants 147 were male and 73 of them were female students, and from female participants 60 of them were local and 13 international.

Also, beside other factors and items the level of ELP among communicators at the university campus was examined and based on the quantitative results, it had direct effects on the process of their daily IPC and interactions. This study examined the main positive and negative affecting factors including the level of ELP on the process of daily IPCs between local and international

students of UMP. The findings that illustrated by this conference paper are the answers of those quantitative and qualitative questions which were related to its topic.

4.1 Quantitative Findings

The figure bellow illustrates the level of ELP among the participants of this study. According to the figure, the majority of participants of this study chose the option of (Good) for the level of their ELP, which is a moderate level. And for this study *Good* option covers the EPT/IELTS scores of 4.0-4.5.



Also, for the question (how do you evaluate the level of your understanding of talks and conversations during interpersonal communication with international/Malaysian students?) which was the second question of the package of items for the communicative characteristics among UMP students, from four options almost half of the participants (49.1%) chose the 2nd option which was (I understand the most parts of the conversation). And from 220 participants of this study 51 of them chose the 3rd option (I understand almost half of the conversation) and just 20% of participants accepted that they understand all parts of the conversations and messages when interact with other people. The Mean/Standard Deviation for this question was 2.19/.84.

The frequency and percentages of participants' answers for the question 14 of the package of communication competence items are illustrated by the following SPSS table with the Mean/Standard Deviation of 2.51/.93.

I want to start and have interpersonal communication with international /Malaysian students, but I cannot start because of my lack of English language proficiency.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	33	15.0	15.0	15.0
	Agree	81	36.8	36.8	51.8
	Disagree	71	32.3	32.3	84.1
	Completely disagree	35	15.9	15.9	100.0
	Total	220	100.0	100.0	

4.2 Qualitative Findings

The qualitative interviews had 12 participants from both local and international students of UMP. As local students were 1) Mr. Has Sanal Haris, a Master's Malay-Malaysian student, 2) Miss. Aziza Binti Aziz, a degree Malay-Malaysian student, 3) Mr. Mohammad Amir Bn Abdullah, a degree Indian- Malaysian student, 4) Miss Jamunaa, a degree Indian-Malaysian student, 5) Miss. Khair-un-Nesa, a degree Malay-Malaysian student, and 6) Mr. Yeow Jian Qin, a senior degree Chinese-Malaysian student. And International interviewees were 1) Mr. Ahmad Jahid Mushtaq, a master's student from Afghanistan, 2) Mr. Amarchand Chordia Murugan, a PhD student from India, 3) Mr.Abdulhakim, a PhD student from Algeria, 4) Mr. Johni Chinese, a senior degree student from China, 5) Mr. Aziz Qannaf, a degree student from Yemen, and 6) Mr. Belo Ibrahim Garko, a master's students from Nigeria. In the results, participants of qualitative interviews will come as MSX (MS for Malaysian student and X for number) ISX for international students. Also, qualitative interviewees were asked to choose their pen-names, but all of them agreed on the use of their real identifications except one who was a Chines student and chose his pen-name.

Answers of interviewees were analyzed separately and for the purpose of this paper, just a section of the results that related to its theme was chosen. One of the important themes which found through this study was mutual effects of daily IPCs between local and international students of UMP and the level of their ELP; as the level of ELP among participants had direct effects on their daily interactions and vice versa. Based on the answers of interviewees, participants with a better level of ELP had more interactions with different people and became happy from it. Also, according to the related qualitative results, almost all participants (both local and international) mentioned lack of ELP as the main negative affecting factor on the process of their daily interactions and IPCs at the UMP campus. For example, participant MS1 who was a Malaysian male master's student said that "The most affecting factor which affects negatively the communication is English language." His view followed by IS4, an international senior-degree student as said "English language is the most affecting factor." And participant IS2 an international PhD male student suggested that "Both international and Malaysian students must improve their English language and communicative skills." At the same time, MS6 who was a

Malaysian senior-degree male student stated that "The most problem with foreigners is using slangs and some particular words in English language."

5 DISCUSSION AND RECOMMENDATIONS

This study was conducted to evaluate the characteristics of IPC between local and international students of UMP, and to find out the main affecting factors of this process. The results of both quantitative and qualitative data for the questions which related and been chosen for this paper showed that the level of ELP among UMP students was a considerable issue and based on the quantitative results, ELP level of majority of the participants from both Malaysian and international student was (Good) which covers in this study the EPT/IELTS scores of 4.0-4.5. And because of that, about 70% of participants were able to understand the parts or even half of the messages and conversations during their daily IPCs with students of other cultures, languages, and countries and were not able to understand all of them completely. Meanwhile, when communicators are not able to understand all parts of the conversations, they may lose some key messages, and it may bring a miss-communication among them.

As, Huang (2010) based the results of a study on *the role of media use and interpersonal communication among international students at the University of Buffalo, State University of New York* argued that foreigner student with self-reliance of their language efficiency during their interactions with host people assumed that they well done in the academic and social affairs. According to this assertion, good skills of language efficiency has positive effects on the process of interactions among communicators of different languages; findings of this study also affirm that low level of language (English language) proficiency has negative effects on the process of interactions among communicators, and good level of ELP would improve the level and quality of daily IPCs among people of different languages and nationalities, who use English language as their main communicative means.

At the same time, findings of this research project about the negative effects of lack of ELP on the process of interpersonal communication between local and international students of UMP also was supported by findings and arguments of Abdullah(2008). In a qualitative study of cultural experiences of Arab and American students of American colleges from different cultures, Abdullah (2008) pointed out that language was believed as an obstacle for the people including that ones who were able to speak the different language, because different implications and cultural usage of language were existed and that might cause misinterpretation. During the qualitative interviews of this study, one of the interviewees of this study told that since some of the foreigner students were using different English slang words and assumed different meanings from the same word that is why we could not understand all of their conversations.

Also, based on the findings of both quantitative and qualitative data, lack of ELP was the main negative affecting factor among local and foreigner participants of this study. In the qualitative interviews, almost all participants introduced lack of ELP among university students as the main barrier toward their daily IPCs with different people. Also, some of them asked both local and foreigner students to improve the level of their ELP to have better communicative opportunities.

5.1 Recommendations

It is clear that the communicators who are not the native speakers of English language and use this language as their second- and/or communicative- language they may have some ELP problems, and misunderstand some words during their daily interactions. At the same time, some steps must be taken to improve the level of ELP and lessen the number of mistaken words and expressions among communicators during their IPCs; therefore, these are interesting points to be evaluated in the future to find the ways; therefore, these are interesting points to be evaluated in the future to find the ways that how to reach these goals. The related university departments and English language lecturers should design and fulfil some fruitful methods and programs to strengthen the level of ELP among university students, but they need supports of researchers to highlight the ways for them. However, further studies on this issue in the future, especially at the universities with better cosmopolitan areas, and more international students may highlight more aspects of IPCs among students of different countries at the Malaysian universities.

6 CONCLUSION

By and large, this study examined the characteristics and main affecting factors of the process of daily IPCs between local and international students of UMP. As one of the key findings of this study, it became clear that lack of English language proficiency (ELP) among university students was the main negative affecting factor on the process of their daily interactions. Also, the results of this study illustrated that English language as the main communicative means among students of different cultures and countries had direct and decisive effects on the process of their daily interactions at UMP. Based on the results, it is arguable that students with the higher level of ELP would be in a better communicative situation at the university campuses. Further studies may deepen these findings as well.

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IDIOSYNCRASIES IN THE USE OF COMMUNICATION STRATEGIES AMONGST THE MALAYS IN L2 COMMUNICATION

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Abstract

Communicative Language Teaching (CLT) approach generally aims at enhancing second language (L2) learners' competency to function in real communication situations (Richards 2002). In Malaysia, CLT has been adopted in the teaching of English as a second language, and hence, students may resort to using communication strategies (CSs) when faced with difficulties in L2 communication. When CSs are employed in the same way by an individual learner, this could be due to his language idiosyncrasies and may reflect his cultural values and peculiar ways in handling communication problems. Driven by these presumptions, the main aim of this study was to examine the occurrences of idiosyncrasies in learners' use of CSs in L2 communication. The study involved non-participant observations on real university admission interviews conducted in English and attended by 20 Malay candidates. All interview sessions were video-recorded. The raw data were then transcribed using Jefferson's (2004) notation convention. Next, the data were coded based on the themes that emerged from the candidates' use of CSs. For this purpose, the analysis was based on Dörnyei and Scott's taxonomy of CS (1997). Following this, candidates with notably high frequency of use of a certain type of CS were identified before their utterances were further examined to look for any occurrences of language idiosyncrasies. The results revealed that four candidates gave the same responses when faced with difficulties in communication, hence, suggesting the presence of language idiosyncrasies. These strategies were code switching, repetitions of others' utterances (henceforth referred as "other-repetitions"), restructuring and expressing non-understanding. Discussions of results included some cultural issues in language use as all candidates were Malays. The findings of this study would lend insights to more effective teaching of English in this country.

Keywords: communication strategies, L2 communication, Communicative Language Teaching approach, Malay cultural values, university admission interviews.

1 INTRODUCTION

The term "communicative competence" was firstly proposed by Hymes (1972) to include both knowledge of abstract linguistic rules and the ability to use language in concrete situations

of everyday life without ignoring the appropriate use of grammar. Following this, the Communicative Language Teaching (CLT) approach generally aims at enhancing second language (L2) learners' communicative competence in real communication situations (Richards 2002). This approach developed in tandem with the development of the notion of communicative competence (Hymes, 1972) and caused a major change in the teaching of second language (L2) worldwide in 1970s.

In Malaysia, CLT was first adopted in the teaching of English as a second language (ESL) in 1979 in place of the structural situational approach. The CLT approach allows students to interact meaningfully and make real communication the focus of language learning (Richards 2002). At the same time, they are expected to induce the language rules in the course of interactions.

As communication is the main focus of the CLT approach, it is reasonable to believe that Malaysian students would resort to using various strategies when faced with difficulties in L2 communication. Faerch and Kasper (1983) define communication strategies or CSs as potentially conscious plans for solving speakers' perceived problems in reaching their communicative goals. Although there has been no universally accepted definition of CSs (Dörnyei and Scott 1997), they can generally be viewed from two different perspectives: psychological and interactional.

The psychological perspective views CSs as "mental processes that underlie learners' language behaviour when dealing with lexical and discourse problems" (Nakatani and Goh 2007: 207). Despite its great influence on many CS researchers and scholars, this perspective is criticized for its lack of emphasis on interactional function of CSs. Tarone (1981: 288) for one, argues that language is "not an object which is used but a part of communication- a living organism created by both speaker and hearer". She therefore broadens the definition of CSs by referring them as "attempts to bridge the gap between the linguistic knowledge of the second-language learner and the linguistic knowledge of the target language interlocutor in real communication situations" (Tarone 1983: 65). Two important elements of CSs from interactional perspective as emphasized by Tarone are linguistic knowledge and real communication situations.

While Tarone's (1981) definition emphasizes on the functions of CSs in compensating for linguistic inadequacy, other definitions focus on the use of CSs in handling various communication problems. These include Dörnyei and Scott (1997: 179) who refer CSs to "every potentially intentional attempt to cope with any language problem of which the speaker is aware during the course of communication". Although the traditional conceptualization would limit the use of CSs to compensate for gaps in the speaker's L2 proficiency, researchers of general communication hold that CSs are also useful in handling a wider scope of problems that surfaced during the course of L2 communication (Dörnyei and Scott 1997).

As earlier studies on CSs have shown that CSs are widely employed by L2 learners (Halizah Omar 2003, Nor Fariza Mohd Nor 2008; Tan et al. 2012; Ting and Yin 2008), this study is interested in examining the ways CSs are realized in communication. An earlier study on student intake interviews at Universiti Teknologi MARA Kelantan (Suryani Awang et al. 2010) showed that some L2 students tend to give the same kind of responses such as switching to their first

language when faced with difficulties in communication. While this could be a reflection of their cultural values and peculiar ways in handling communication problems, such responses are also the evidence of learners' language idiosyncrasies. As defined by Advanced English Dictionary (2000), "language idiosyncrasies" refers to what an individual typically says that becomes part of his or her personality. As all respondents in this study were Malays, it was expected that their responses would also show some influence from cultural values of the Malays.

Driven by this curiosity, this study was set to examine the occurrences of idiosyncrasies in learners' use of CS in L2 communication. Based on Dörnyei and Scott's (1997) perspective of CSs, data analysis started by examining the types of CS employed by the respondents based on Dörnyei and Scott's (1997) taxonomy of CSs. Following this, further analysis was done to examine any presence of language idiosyncrasies in the ways CSs were employed by the respondents. It was believed that the findings would lead to useful insights on how the teaching of English in this country could be made more effective.

2 LITERATURE REVIEW

2.1 English language teaching in Malaysian schools

Bahasa Malaysia is the official language in Malaysia, and English is the second language and is taught in Malaysian schools through the CLT approach as stated in the English Language Syllabus for Malaysian Secondary Schools 1987. This approach was adopted in 1979 to replace the structural situational approach with the aim of enhancing the learners' communicative competence (Rajaretnam and Nalliah, 1999). Ideally, the CLT approach provides learners with opportunities to interact meaningfully and makes real communication the focus of language learning. Indirectly, this allows the learners to experiment and try out what they know, hence promoting learner autonomy with teachers become co-learners (Richards, 2002). From various communicative classroom activities, learners are expected to induce the linguistic rules of the target language. It is hoped this would help them improve their proficiency in the language.

An overview on past literature indicates that the English language teaching in Malaysian schools has undergone a few different phases (Ambigapathy, 2002; Rajaretnam and Nalliah, 1999; Ratnawati Mohd Asraf 1996). Prior to the adoption of the CLT approach, the teaching of English in this country was based on the structural-situational approach in which the new teaching items are introduced and practiced situationally with materials taught orally before they are presented in written (Richards and Rodgers, 1986). This approach is very much teacher-centered and involves various language drills. Hence, it differs greatly from CLT. Unlike CLT, the structural-situational approach limits learners' opportunities to explore the language on their own.

When it was realized that the structural syllabus tended to neglect communicative aspects, CLT started to take place in the teaching of L2. In Malaysia, CLT was first adopted in Malaysian schools in 1979 (Rajaretnam and Nalliah, 1999) and the approach remains in the system despite some major revamps that took place in Malaysian education system.

After decades of the CLT approach, the standard of English among Malaysian students in Malaysia was reported to be declining (Arshad Ayub, 2012; Ghazali Mustapha, 2008; Choy and Troudi, 2006; Ratnawati Mohd Asraf, 1996), notably among the Malays (Gill 2005). The major stakeholder, namely the potential employers complained of inadequate English language competency of Malaysian graduates (Shamsuddin Bardan, 2012; Chuang, 2001; Woo, 2006). They were found to be struggling when communicating in English during job interviews due to low proficiency level in the language. Despite this difficulty however, many would still make an effort to communicate. As Malaysian students have long been exposed to the communicative approach in learning English in schools, this situation has raised the question of whether our students have resorted to using CSs to help them in L2 communication. While numerous studies have been conducted to investigate the use of CSs among L2 speakers, the current study is particularly interested to examine if there exists language idiosyncrasies in students' responses at the point when CSs are being employed. The results are expected to give a clearer picture of how Malaysian students communicate in the English language after long exposure to the language through the CLT approach.

2.2 Communication Strategies

As previously mentioned, CSs are defined in this study as "every potentially intentional attempt to cope with any-language problem of which the speaker is aware during the course of communication" (Dörnyei and Scott, 1997). Among all typologies and taxonomies of CSs offered by CS researchers and scholars, this study adopts Dörnyei and Scott's taxonomy of CSs mainly because it is the most holistic taxonomy to date. This taxonomy is a combination of typologies and taxonomies from Tarone (1983), Faerch and Kasper (1983), Bialystok (1983), Paribakht (1985) and Willems (1987). The following table illustrates this taxonomy in greater detail.

Table 1: Dörnyei and Scott's (1997, p. 197) CS taxonomy: Direct, Interactional and Indirect strategies

DIRECT STRATEGIES	**Resource deficit-related strategies**
	Message abandonment
	Message reduction
	Message replacement
	Circumlocution (paraphrase)
	Approximation
	Use of all-purpose words
	Word-coinage
	Restructuring
	Literal Translation
	Foreignizing
	Code Switching
	Use of similar sounding words
	Mumbling
	Omission
	Retrieval
	Mime
	Own performance problem-related strategies
	Self-rephrasing
	Self-repair
	Other performance problem-related strategies
	Other repair
INTERACTIONAL STRATEGIES	**Resource deficit-related strategies**
	Appeals for help
	Own performance problem-related strategies
	Comprehension check
	Own-accuracy check
	Other performance problem-related strategies
	Asking for repetition
	Asking for clarification
	Asking for confirmation
	Guessing
	Expressing non-understanding
	Interpretive summary
	Responses
	` repeat
	repair
	rephrase
	expand
	confirm
	reject
INDIRECT STRATEGIES	**Processing time-pressure related strategies**
	Use of fillers
	Repetitions
	Own performance problem-related strategies
	Verbal strategy markers
	Other performance problem-related strategies
	Feigning understanding

Table 1 above shows that Dörnyei and Scott's taxonomy consists of three main categories: Direct Strategies, Interactional Strategies and Indirect Strategies. While Direct Strategies provide alternatives to compensate for linguistic gap, Interactional Strategies "carry out trouble shooting exchanges cooperatively, and therefore mutual understanding is a function of the successful execution of both pairs of the exchange" (Dörnyei and Scott, 1997, p. 198-199). The third category, Indirect Strategies are not strictly problem-solving devices but are strategies in facilitating the conveyance of meaning directly and helping to prevent communication breakdowns by keeping the interaction channel open, for instance, through the use of fillers or feigning understanding (Dörnyei and Scott, 1997).

These three types of strategies are further divided according to the types of language problems in communication, namely resource deficit-related strategies, own performance problem-related strategies, other performance problem-related strategies or processing time pressure-related strategies. It is under each of these language problems that various types of strategies are listed. The names of mostly all strategies listed in the above taxonomy reflect their functions in communication. Nevertheless, there are a few that might need some explanations. Mime for instance, refers to description of concepts nonverbally, or accompanying a verbal strategy with a visual illustration while verbal strategy markers are phrases used to signal that the word or structure does not carry the intended meaning perfectly in the L2 code (e.g. I don't know what). Feigning understanding on the other hand, refers to pretending that the person understands the topic being discussed so as to carry on with the conversation in spite of not understanding it (Dörnyei and Scott, 1997, p. 190-191),

A brief review on the existing literature on CS shows that many studies have been conducted to examine the relationship between the use of CSs and L2 learners' proficiency level (Chen, 1990, Khanji, 1996, Poulisse and Schills, 1989, Wannaruk, 2003). Similarly, in Malaysia, although studies on CSs tended to focus on the types and effectiveness in employing the strategies, many relate these two aspects with L2 learners' proficiency level (Aminah Mahmud, 1996; Haziah, 1993; Normah Abdullah, 2002; Rushita Ismail and Muriatul Khusmah Musa, 2006; Tan et al., 2012).

In general, the results of CS studies revealed that learners with high proficiency level were able to use oral communication strategies more effectively than the low proficiency learners. In terms of the number of use, Tan et al. (2012) found that the total number CS employed by low proficient students greatly outnumbered those employed by high proficient students. More importantly, the results from Tan et al. (2012) indicated that the perception towards the use of CS among the students was different from the real oral use of CS. According to them, this discrepancy between self-awareness of what the learner might potentially use and what they actually employ could be attributed to the lack of awareness of what the strategies are and how they should be employed. It is for this reason that further research on CSs should be intensified in order to help learners to employ CSs more effectively.

2.3 Language idiosyncrasies

As the current study is concerned with L2 learners' use of CSs in oral interactions, it is important to note that the ways they respond to their interlocutors' utterances could indicate their language idiosyncrasies. This has been acknowledged by Paribakht (1985, p. 142) who asserted that, "although speakers may share strategic competence, they may well exhibit idiosyncratic patterns in the realization of this competence". As defined earlier, "language idiosyncrasies" refers to what an individual typically says that becomes part of his or her personality (Advanced English Dictionary, 2000). Hence, if they occur repeatedly, language idiosyncrasies are not only the reflection of the speakers' personality, but also their cultural values. The fact that language idiosyncrasies can either positively or negatively impact communication has made studies on this notion a worthwhile effort.

A brief overview on the current literature shows studies on language idiosyncrasies are rather limited as this notion is usually discussed along with the findings from studies on other areas of language such as language proficiency among L2 learners. Thus, it is hoped that this study would contribute to the current literature of language idiosyncrasies among L2 learners.

2.4 Culture and Malay Cultural Values

By definition, culture refers to the norms, values, and beliefs of a particular group or community in a particular area or geographic location (Hofstede, 1980). The significance of culture in language studies has been highlighted by Chung (2006) who, in reference to Kramsch (1998), reported that "[as] culture is acquired, socially transmitted, and communicated in large part by language, the language choice must be examined in light of culture and in relation to the specific interactions" (Chung, 2006, p. 304). Specifically on the use of CS, Faucette (2001, p. 8) wrote that "just as Gumperz**'** 'discourse strategies' are cross culturally variable and a potential source of intercultural miscommunication, appropriate communication strategies use may also be culturally constrained". These two statements clearly indicate the influence of culture on one's language use, including the ways a CS is being employed in interactions.

The Malay ethnic group makes up the Malaysian population by the proportion of about 51% (Monthly Statistical Bulletin Malaysia, 2011). The current literature on this ethnic group shows that there are some values which are commonly associated with the Malays. These include being indirect (Dahlia Zawawi, 2008; Marlyna Maros, 2006; Lailawati Mohd Salleh, 2005) and "subtle" in conveying their messages in order to avoid conflicts (Jamaliah Mohd Ali, 1995) aside from being humble (Asma Abdullah, 1992) by avoiding self-praise. This is done by making understatement rather than overstatement (Teo, 1996) of one's achievements or personality.

When all the above values are consolidated, one term that represents the value of Malays would be "politeness". From Brown and Levinson's (1978) perspective, this refers to the use of strategies in communication to save a person's "face" or dignity. "Saving face", in this context means maintaining a person's dignity by not embarrassing him or her as an individual (Asma Abdullah, 1996). By preserving the person's "face", it does not only help to prevent an offence in interactions but also help to establish good relationships and maintain social harmony (Marlyna Maros, 2006).

While the occurrence of strong cultural behavioral values in a person could result in idiosyncrasies, the current study is particularly interested to examine how idiosyncrasies are manifested through one's language use and ways of communication.

3 RESEARCH DESIGN

This qualitative study was set to investigate the presence of language idiosyncrasies among L2 speakers at the time when they encounter difficulties in communication and hence, resulting in the use of CSs. The context of the study was a real communication situation. The data were collected from observations of university admission interviews conducted at Universiti Teknologi MARA (UiTM) Shah Alam after consent was obtained from the deans of two faculties namely the Faculty of Communication and Media Studies and the Faculty of Sports Science and Recreations.

These sessions were video recorded and the raw data were transcribed using Jefferson's (2004) notation convention. This convention is among the most frequently found systems of conventions (Wengraf, 2001) and it allows natural conversations to be transcribed as they are conversed (Schiffrin, 1994). The transcriptions were prepared for the complete interactions to allow full understanding of the conversations. Nevertheless, the focus of analysis was only on candidates' utterances as it was the candidates' performance in language use that has been the main concern of this study.

It is important to note at this point that retrospective data, which could be used to enhance the validity of data interpretation, were not available in this study since the researcher was not given access to these data. This is therefore, a limitation of the study.

4 RESPONDENTS

The candidates in this study consisted of applicants for various degree programmes at two different faculties in Universiti Teknologi MARA (UiTM) Shah Alam, namely the Faculty of Sports Science and Recreation (FSSR) and the Faculty of Communication and Media Studies (FCM). 10 candidates were selected from each faculty, giving a total of 20 candidates examined in this study. All respondents were from either one of the five cohorts namely diploma graduates from UiTM and its franchise colleges, diploma graduates from other institutions of higher learning, graduates from matriculation colleges and centre of foundation studies, final year diploma students from UiTM and STPM leavers and its equivalent.

All these candidates were considered a homogeneous group in terms of academic requirements and thus, were qualified to apply for the degree programmes offered at UiTM. In order to measure their English language proficiency level, the researcher gathered the results of their English language in Sijil Peperiksaan Malaysia (SPM). This is a standardized public examination taken at the end of upper form level in Malaysian schools and the results are used by the students in their applications to pursue studies at a tertiary level.

In the examined interview sessions, there was one panelist head who was assisted by another panelist. For the purpose of this paper, both were denoted by Int. 1 and Int. 2, respectively. ("Int." is short for 'interviewer"). As for the candidates, they were identified by a pseudonym in order to provide anonymity.

5 DATA ANALYSIS

Based on the transcribed data, the analysis was done in two phases. The first was to identify the use of CS in candidates' utterances based on the categories stated in Dörnyei and Scott's taxonomy (1997). In doing this, the researchers viewed the video recordings in tandem with the transcriptions. Upon identifying the types of strategies employed, the researcher made a frequency count for each type of CS that occurred in the data.

The second phase was to identify candidates who employed CSs in much greater frequency than others as this could lead to some evidence of language idiosyncrasies. Upon this identification, the researcher examined the ways these strategies were employed by the candidates. Any similarities in ways CSs were employed would be regarded as candidates' language idiosyncrasies. The findings would then be discussed in relation to two issues; candidates' English language proficiency level and cultural background. With the help of Nvivo software, the researcher was able to categorize the types and frequency count of CSs used by each candidate in a more systematic manner.

6 FINDINGS

The presentation of findings in this section is divided into two parts. The first part focuses on the frequency count for each type of CSs identified in the data as illustrated in Table 2. The second part provides further descriptions about the findings.

Table 2 below illustrates the findings in terms of frequency count and rank for each type of CSs identified according to Dörnyei and Scott's (1997) CS taxonomy.

Table 2: Frequency count and rank of CS identified

DIRECT STRATEGIES	**Resource deficit-related strategies**	*Frequency count*	*Frequency Rank*
	Message abandonment	10	15
	Message reduction	10	15
	Message replacement	0	22
	Circumlocution	11	14
	Approximation	6	17
	Use of all-purpose words	4	19
	Word-coinage	1	21
	Restructuring	35	6
	Literal translation	5	18
	Foreignizing	0	22
	Code switching	31	8
	Use of similar sounding words	1	21

	Mumbling	4	19
	Omission (Lexical)	6	17
	Retrieval	11	14
	Mime	24	9
	Own performance problem-related strategies		
	Self-rephrasing	3	20
	Self-repair	33	7
	Other performance problem-related strategies		
	Other-Repair	1	21
INTERACTIONAL STRATEGIES	**Resource deficit-related strategies**		
	Appeals for help		
	Direct appeal for help	9	16
	Indirect appeal for help	1	21
	Own performance problem-related strategies		
	Comprehension check	0	22
	Own-accuracy check	0	22
	Other performance problem-related strategies		
	Asking for repetition	16	12
	Asking for clarification	17	11
	Asking for confirmation	41	5
	Guessing	1	21
	Expressing non-understanding	21	10
	Interpretive summary	0	22
	Responses-		
	Repeat	12	13
	Repair	1	21
	Rephrase	4	19
	Expand	0	22
	Confirm	153	1
	Reject	1	21
INDIRECT STRATEGIES	**Processing time pressure-related strategies**		
	Use of fillers (lexicalized filled pauses)	55	3
	Repetitions		
	Self-repetitions	49	4
	Other-repetitions	58	2
	Own performance problem-related strategies		
	Verbal Strategy markers	0	22
	Other performance problem-related strategies		
	Feigning understanding	0	22
TOTAL		635	

Referring to Table 1 above, there are a total of 635 cases that involve the use of CSs. The most frequently employed strategy is "Response-others". Generally, this strategy refers to candidates' responses to confirm interlocutors' questions or statements. It occurred 153 times and could possibly be contributed by the context of the study in which the interviewers needed to make many confirmations with the candidates before they were able to proceed with the interviews.

Although this strategy is the most frequently employed strategy, the number of use by each candidate and ways the strategy was employed did not differ much from each other. Many of them responded "yes" or "no" while others employed non-lexical vocal cord activity (Faerch and Kasper, 1983) such as "hmm" to indicate "yes". In addition, there were also candidates who would just nod or shake their heads to indicate "yes" and "no" respectively. These kinds of responses were unlikely to show any signs of language idiosyncrasies among the candidates.

Further examination on the data indicated that among all types of CSs employed, there were four types of CSs that showed relatively higher frequency of use by an individual candidate in comparison to other types of CSs. These are other-repetitions, code switching, restructuring and expressing non-understanding. The following are further explanations about these findings.

6.1 Other-repetitions

According to Dörnyei and Scott (1997, p. 190), "other-repetitions" refers to repetitions of what the interlocutor just said. This strategy falls under indirect strategies and is employed for the purpose of gaining time before the speakers are able to respond to interlocutors' utterances.

Ranked the third most frequently employed strategy, "other-repetitions" were employed 58 times with an average of 2.15 times by each candidate. However, one of the candidates named Muiz who obtained a strong credit B3 for his English result in the SPM exam, appeared to employ this strategy the most,12 times, mainly to gain time to think of his answer. Although vocalized fillers (e.g "err" and "hmm") could also be used for the same purpose, Muiz seemed comfortable repeating the interviewers' preceding utterances before he was able to give his response. The following are some excerpts taken from Muiz's data which show how he repeated interviewers' proceeding utterances.

Excerpt 1: (Int. 2 was asking Muiz about Official Secret Act (OSA)).

Int. 2: …the British Parliament, when [did they enact] this OSA, when was it?
Muiz: *When was it?* Err::In about 1948 ((laughing as he knew that his answer was wrong))
Int.1: ((laughing))

In the above excerpt, notice that Int. 2's utterance "when was it" was repeated by Muiz, followed by a filler "err" before he answered "1948". Notice that after repeating the phrase "when was it", Muiz did not wait for Int. 2's response to confirm his understanding of the question. This indicates that his repetition was a time-gaining strategy instead of asking for confirmation from Int. 2.

A similar response by Muiz could be seen again in the following excerpt which contains two cases of other-repetitions. Observe excerpt 2 below, particularly the italicized utterances.

Excerpt 2: (Muiz was asked to define the word "communication")

.

Int.2: What is actually the meaning of <"communication">?
Muiz: <*Communication*> er:: ((silence for about 3 seconds))
Int.2: Where was this word derived from?
Muiz: *Derived from.* ((silence for about 3 seconds)
Int.1: (inaudible)
Int.2: Sociology. This is the basic in sociology. "Communication", if you ask the layman, right? So, the layman will say, "communication" is an interactive activity

between one person to another person but you, have undergone the, processes. What is actually the meaning as <"communication">. Originally. Where is actually this word being taken, derived from what word?

Muiz: That is tough question.

When asked to give the meaning of the word "communication", Muiz responded by repeating the phrase "communication" in lengthened manner (indicated by <…>), This was followed by a non-lexicalized filler "er::" and a short silence before Int. 2 rephrased his question by asking "where was this word derived from?". In responding to the rephrased question, Muiz repeated Int.2's utterance once again, that was "derived from", followed by another short silence. Apparently, Muiz was facing difficulties at this point of interaction. This has caused Int. 2 to further explain his question before Muiz finally admitted that it was a difficult question.

Muiz's tendency to repeat the interviewers' earlier utterances was not limited to short words and phrases but also a full phrase as seen in excerpts 3 and 4 below. In these excerpts, Muiz was asked to name "Menteri Besar of Terengganu" and "Menteri Kewangan Malaysia", respectively.

Excerpt 3:

Int.2: I'm going to ask you er: two questions. Tell us the name of Menteri Besar of Terengganu.
Muiz: *Menteri Besar of Terengganu* (3.0) ((smiling))
Int.1: ((laughing))
Int.2: Hmm?
Muiz: ((shaking head)) PAS ((smiling))

Excerpt 4

Int.2: Menteri Kewangan Malaysia.
Muiz: Menteri Kewangan Malaysia.Yang Berhormat Dato' Seri Najib, Mohd. >Najib Razak< hhh

Referring to the above two excerpts, notice that, when Muiz was asked a question, he would first respond by repeating Int. 2's earlier phrases (in this context "Menteri Besar Terengganu" and "Menteri Kewangan Malaysia"). Only then he would give his answer. Such responses indicated Muiz's peculiar way in dealing with questions imposed on him where he was prone to repeat the questions and hence, revealing his language idiosyncrasies.

Aside from signaling how a person handles difficult communication situations, repetitions of others' preceding utterances could also be a polite way to show that the speaker is following the conversation and comprehends it well. If this were true, this strategy signifies respect and politeness in communication as this language behaviour indicates that the interlocutor's utterances are being taken seriously by the speaker. At this point, it should be noted that this language behaviour is commonly displayed in oral interactions among the Malays as a means to show respect for interlocutors. This is one example of how cultural background influences one's language use.

6.2 Code Switching

Code switching refers to the inclusion of L1 words and their pronunciations in L2 speeches (Dörnyei and Scott, 1997, p. 189). This strategy occurred 31 times in the data and is ranked eighth most frequently employed strategy. Among all candidates, this strategy was seen the most in the data of candidate Anisah. The candidate obtained a strong credit B4 for her English SPM result and was applying for a Bachelor of Mass Communication in Broadcasting.

Despite knowing that the interview session was fully conducted in English, Anisah appeared to employ the strategy 10 times; a much greater number than the average of 1.82 times by all other candidates. Observe the following excerpts in Table 3 below taken from Anisah's data which show the occurrence of code switching.

Table 3: Examples of code switching in Anisah's utterances.

No.	Excerpts
1.	I would like to:: further my study in Mass Com. Erm:: because er::I, I really like broadcasting. *Ini*, I choose broadcasting.
2.	I don't know much about broadcasting. *Yang saya tahu* which is about:: ermm:: *penerbitan sesebuah rancangan*
3.	Just now *saya*:: *suka buat* part time *menjahit je lah* (inaudible) *kat rumah* before (I) came here.
4.	So, erm:: *diaorang diaorang selalu* tell me about broadcasting:: and about Mass Com::
5.	Before this, I:: two times I apply for Fashion Design but maybe not my *rezeki*, then er I try to involve myself in broadcasting.
6.	I hope that I will be [chosen by you], because aa:: I know, that I have the talent but is *terpendam lagi*
7.	Scenario : Anisah was asked to make a comparison between the various TV channels in Malaysia Anisah: °Okay°, TV3 and ASTRO, erm:: it looks more:: err:: >*dia punya*< *entertainment tu*:: Int.2: English. Anisah: Okay, sorry. Int.2: Try, try your best, English.
8.	(Continuation from excerpt 7 above) Anisah: Okay. For the example, aa:: when watch the news at TV1 or TV2:: when I watched it (.) such a bored. Er:: the way, the:: Int.2: Storyboard? Anisah: Er: p*emberita*. Int.2: Newscaster Anisah: Okay. *Dia cakap*, sorry, they speak er, I was thinking that (inaudible) dah *lama benda tu*. ((her hands waving to indicate "past time")) Int.2: Aa outdated, or or they are old style. Anisah: Hmm ((nodding))

Based on the utterances given above, many cases of code switching in Anisah's utterances occurred at word and phrasal levels which could be caused by a few reasons. For instance, in excerpt 1, the use of the word "*ini*" was more like a false-start before the candidate was able to proceed with her utterances. Meanwhile, in excerpt 5, the Malay word "rezeki" was used in replacement of the word "provision" or "sustenance", hence resulting in the sentence "maybe not my *rezeki*".

One important finding from candidate Anisah's data is that, many of the "switched" words are not difficult words. Instead, they are the common words used in conversations. For instance, the terms *"diaorang"* and *"selalu"* (see excerpt 4) are the Bahasa Melayu terms for *"they" and "always"* which are regularly used in daily conversations. Hence, when these two words were translated into the candidate's first language, it shows that code switching is more of the candidates' habitual language behaviour or idiosyncrasies rather than a strategy employed when the speaker experiences a halt in communication. Perhaps this is the reason why at one point in the conversation, Anisah was reminded by Int. 2 to try speaking in the English language (see excerpt 7). Apparently, cases of code switching seem controllable and L2 speakers should be trained not to easily resort to the first language when they are engaged in L2 communication.

6.3 Expressing non-understanding

The third type of CS which contained some signs of language idiosyncrasies was expressions of non-understanding. From a total of 21 cases and an average of 1.24 cases per candidate, five occurred in candidate Faizuddin's data. Out of these five cases, four involved the expression "hah?" while the other was expressed through a puzzled look. Observe the following excerpts taken from Faizuddin's data.

Excerpt 1: (Int. 1 asked Faizuddin how he spent his time while waiting for the results of his application to pursue his studies at degree level.)

Int.1:	Currently what are you doing?
Faizuddin:	*Hah?*
Int.1:	What are you doing?
Faizuddin:	Er:: ((silent with left hand stroking his neck tie))
Int.1:	Not here, I mean, are you studying or?
Faizuddin:	(inaudible)
Int.1:	So you applied based on matriculation result?
Faizuddin:	Aa:: ((nodding))

Excerpt 2: (When Int. 1 realized that Faizuddin was a graduate from matriculation college in Accounting, he thought that the decision to apply for a programme in the Faculty of Sports Science was rather strange)

Int.1:	Accounting?
Faizuddin:	Ya
Int.1:	Eh, why do, why you apply for:: sports science?
Faizuddin:	Hhh I:: (.) I like to join the:: sports science.
Int.1:	(*Pelik*) ye
Faizuddin:	*Hah?*
Int.1:	Why, why?
Faizuddin:	Er::Because er:: in the UiTM Shah Alam, aa:: I think I can join (sports).

Excerpt 3: (Int. 1 was asking Faizuddin about his ambition)

Int.1:	=What, what [is] your ambition?
Faizuddin:	*Hah?*
Int.1:	What [is] your ambition?
Faizuddin:	Aa::
Int.1:	What is your ambition now?
Faizuddin:	First I want to (inaudible) a pilot, but:: er:: from the (.) result SPM, I cannot.

Excerpt 4: (The following interactions took place after Faizuddin informed that his mother sold nasi lemak)

Int.1:	Ooh:: *nasi lemak.* Is it, *nasi lemak* healthy?
Faizuddin:	*Hah?*
Int.1:	Is *nasi lemak* healthy for:: school children?
Faizuddin :	I think er:: is not (.) reason (.) the obesity for-
Int.1:	Yes, because your mother sell *nasi lemak* and you're not obese. You are proof there.

Based on the above four excerpts, one important point could be derived from Faizuddin's data. By repeating the expression "hah?" to indicate his non-understanding, Faizuddin's had revealed his lack of competency in dealing with someone of higher position and power. Apparently, his responses lack elements of politeness and appropriateness in communication. When interactions take place in a formal communication situation such as university admission interviews, it can lead to far reaching implications.

This situation however, seems explainable by the fact that Faizuddin only obtained a weak credit of C6 in his English SPM result. His lack of competency in using the language seemed to prevent him from using more suitable and polite expressions such as "excuse me" or "pardon me". Perhaps this is part of the reason for his failure in the interview.

Aside from expressions such as "excuse me", "pardon me?", non-understanding could also be expressed in the form of repeating the interlocutor's preceding utterances in a rising tone. The following excerpt by candidate Anisah shows how this was done. This candidate is supposedly a more competent speaker than Faizuddin based on her English SPM result in which she obtained a strong credit of B4.

Excerpt 5: (Anisah was asked about her SPM subjects)

Int.1:	Aa. During the SPM, [did] you take the History, subject?
Anisah:	*°History° subject?*
Int.1:	Subject, or History subject.
Anisah:	*History subject?*
Int.1:	Yeah. Do you take history or not? *Sejarah, you ambik sejarah ke tidak?*
Anisah:	Okay ((laughing)) sorry, Sejarah.

Int.1: [(inaudible)]
Anisah: Okay ((laughing)) *Saya ada ambik Sejarah.*

In the above utterance, Anisah repeated the phrase "history subject" twice in a rising tone to indicate that she was lost in the conversation. To help her, Int. 1 translated his question into Bahasa Melayu before Anisah started to understand. She therefore laughed and apologized for her confusion.

In summary, it may be safe to conclude that the ways CSs were employed by candidates in this study did not only indicate their language idiosyncrasies, but also relates to their L2 proficiency level. Thus, despite what have been claimed by many that Malays are polite people, the case is different when it involves low competent speakers speaking in the English language whereby their inability to respond inappropriately could result in impoliteness in communication. Undoubtedly, the speakers' L2 proficiency level greatly influence the way they communicate in the English language. Following this, L2 speakers ought to be exposed to the various ways in employing a particular type of CS to prevent them from repeatedly uttering the same inappropriate expression as seen in Faizuddin's data.

6.4 Restructuring

The final type of CS which could indicate the presence of language idiosyncrasies is restructuring. This strategy occurred 35 times and ranked the sixth most frequent strategy in this study. While others might just abandon their messages or omit the unknown words when experiencing a difficulty in communication, candidate Naddia was found to make the most effort to restructure her sentences to ensure that her intended message was still delivered. With an average of 1.52 cases of restructuring by each candidate, Naddia appeared as the candidate with the most frequent use of restructuring with a total of eight cases. Observe the following excerpts, particularly the italized utterances that show how this candidate restructured her sentences.

Excerpt1: (Naddia was explaining about her interest)

Naddia: … I really want to learn what (.) is broadcast all about. *And I- I really, I'm curious about how to (.) how to er:: how to, do a programme* and, to work behind the scenes. (5.0)

Excerpt 2: (Naddia was explaining about her experience in organizing an event)

Int.2: So:: have you ever had this so-called, experience of handling the the event (with) this?
Naddia: Er:: (yes of course). Every:: er: (.) *first semester, they will, they have to:: it is necessary to join the event*. So, I:: my experience was when, when:: I was in my:: part, I mean, semester one, I:: *I want to:: I was in the protocol for this event***.**

In Excerpt 1, the candidate decided to change her sentence structure which started with "I really" into "I'm curious…" before she continued explaining her interest working behind the scenes. A similar case was identified in Excerpt 2. However, in this excerpt, restructuring occurred at three

points in the interactions before the candidate reached her final sentence. The first appeared at the beginning of her utterance whereby the candidate started with "they will" before it was changed to "they have to::". The candidate however, did not settle with this sentence and thus, restructured her sentence again by saying "it is necessary to join the event".

Towards the end of her utterance, there was another case of restructuring by the candidate. She started her sentence with "I want to" before it was restructured to "I was in the protocol for this event". As retrospective data were absence in this study, it was difficult to be certain of the candidate's real intention as this could involve message abandonment. Nevertheless, it was also possible that the candidate had restructured her sentence so that her intended message was still delivered.

With eight cases of restructuring done by candidate Naddia, it shows that she made a great effort to communicate her messages instead of abandoning it when faced with difficulties in communication. In her case, abandoning her intended messages or omitting the unknown words or phrases was never an option as both strategies were not found in her data.

At this point, again, the level of L2 proficiency appears to greatly influence the speaker's language use. In this case, Naddia could be assumed as being quite competent as she obtained a distinction 2A for her English SPM result. It is therefore, not surprising to see her making a great effort to restructure her sentences despite facing difficulties in communicating her messages.

In terms of cultural values, unlike the earlier three types of CS, restructuring does not lead to any signs of cultural values although extensive use of this strategy is a good indicator of language idiosyncrasies in a speaker.

7 CONCLUSION AND IMPLICATIONS

The aim of this study was to examine language idiosyncrasies that occurred at the point when CS were being employed by candidates attending university admission interviews. The analysis started with identifying the types of CS employed by the candidates based on Dörnyei and Scott's (1997) taxonomy of CS. Upon identification of the strategies, candidates with the highest frequency of use of a particular type of CS were noted. The ways they employed the strategies were further examined for any signs of language idiosyncrasies. The researcher then tried to discuss these findings in relation to the respondents' L2 proficiency levels and cultural values.

In general, all types of CSs in Dörnyei and Scott's (1997) taxonomy were found to be employed by the candidates in this study except message replacement, foreignizing, comprehension check, own-accuracy check, interpretive summary, responses-expand and verbal strategy markers. The absence of these strategies could be due to the fact that no retrospective data were available in this study. Each type of CSs that occurred in the data were employed more or less in the same frequency count except four types of CSs which indicated notably high frequency of use by an individual candidate, hence, leading to the possibility that these were the signs of language

idiosyncrasies. The strategies were other-repetitions, code switching, expressing non-understanding and restructuring.

Based on the above findings, the following are the conclusions that have been derived from this study. First, in addition to what is concluded from past studies that the types of CSs employed by L2 learners are influenced by their L2 proficiency levels (Tan et al., 2012; Khanji, 1996; Wannaruk, 2003), the findings from the current study shows that L2 proficiency level also influences the way a particular type of CSs is employed by L2 learners. In expressing non-understanding for instance, candidate Anisah who obtained a strong credit B4 for English subject in SPM gave more polite and appropriate expression by repeating the interviewer's question to indicate her lack of understanding in comparison to Faizuddin who repeatedly uttered "hah?" every time he encountered difficulties in understanding interview's question. As expected, Faizuddin obtained a lower grade that is a weak credit of B6 for his English SPM result. This leads to a suggestion that L2 proficiency level gives more influence on a speaker's language use than his cultural background.

The second conclusion that could be derived from this study relates to the issue of politeness and appropriateness in communication. Although all candidates in this study were Malays, their L2 proficiency levels could be used as an indicator of their politeness level when communicating in L2. For instance, Muiz who obtained a strong credit B3 for English subject in SPM was found to play an active role in communication by repeating interviewers' preceding utterances in order to gain time before he could give his response. This did not only give an impression that he was following the conversation well but also a signal for interviewers that their words were being taken seriously by Muiz, hence inserting the elements of respect and politeness towards interviewers. The case is different with Faizuddin who seemed ignorant of the fact that he was dealing with individuals of higher position and power, hence resulting in expressing "hah?" repeatedly when he did not understand interviewers' questions or statements. As expected, Faizuddin obtained the lowest grade among all the four candidates, which is a weak credit of B6 in his English SPM result.

Based on the above findings, this study would strongly recommend that the current CLT approach in Malaysian schools place greater emphasis on the social aspects of communication to prevent impoliteness and inappropriateness in L2 communication. One way to do this is by raising learners' awareness that they need to consider context and purpose of communication by analyzing some relevant social factors such as social distance and power difference that occur between them and interlocutors. This is because; these factors are the determinants of interlocutors' perceptions towards the speaker's level of politeness.

Last but not least, L2 learners must be made aware of the influence of culture and L2 proficiency level on their language use. In this regard, L2 learners must realize that the strong influence of these two factors could turn their language use and ways to communicate into habitual actions before they could further develop into language idiosyncrasies. While some idiosyncrasies could benefit a speaker, others might negatively impact communication such as one's tendency to code switch even for easy L2 terms as was found in candidate Anisah's data.

Although some social aspects of communication may already be a part of language teaching using the CLT approach, this study calls for a greater consideration on the aspects of politeness and appropriateness. By placing a greater emphasis on these two notions, it is hoped that more competent and versatile speakers of English among Malaysian students could be produced.

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IM/POLITENESS IN INTERCULTURAL COMMUNICATION

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Abstract

Evaluations of polite, impolite and over-polite linguistic and nonlinguistic behaviors depend largely on the socio-cultural attributes of a society and the individuals' schemata, which are rooted in the communicators' previous experiences. In intercultural settings, communication represents a complicated picture due to the participants' different socio-cultural backgrounds and their unshared cultural schemata (Sharifian, 2008). In powerful-powerless interactions, like those of professor-student, negative evaluations of impoliteness and even over-politeness can result in communication breakdown, to the detriment of the powerless party - the student. Employing ethnography of communication and semi-structured interviews, this study identified the serious sources of im/politeness-related miscommunication between 15 Malaysian university lecturers/professors and 15 Iranian students. The findings suggest that five different socio-cultural behaviors are the sources of misunderstanding and have potential for either impolite or over-polite judgments. Iranian interactional practice of *taarof*, greetings, request-response behaviors, gift-giving, and power differential recognition are recognized as the main sources of miscommunication.

Keywords*:* intercultural communication, im/politeness, taarof, greetings, request-response

1 INTRODUCTION

This study is an attempt to investigate the account of (im)politeness in interactions between Iranian students and their teachers/supervisors (hereafter professors) at two universities in Malaysia from the hearer's point of view. It aims to explore the teachers' perception (interpretation) of Iranian students' verbal or nonverbal behavior as well as the Iranian students' perception of their professors' behavior in terms of (im)politeness.

The global village has brought individuals from different nations and cultures so close together that makes it very easy to forget the socio-cultural diversity of society members. Since multilingualism/multiculturalism is a norm in this global village, intercultural miscommunication as a result of this physical proximity turns to be the real challenge of such multilingual/cultural environments. The academic environment is no exception. Today, many good universities in the world host both national and international students, with diverse socio-cultural backgrounds. Although this diversity has the potential to enrich academic merits and enhance the quality of

education among other advantages, it brings with itself the great challenge of miscommunication and stereotyping.

One of the main aspects of intercultural (mis)communication in any academic environment pivots around the concept of (im)politeness. As accomplishment and perception of polite behavior, to a large extent, is culture dependant, the possibility of accomplishment of misunderstanding and miscommunication between the interactants is rife. While most interactions in academic discourse occur between people who have an ongoing relationship with each other over a long time, good communication with teachers, friends and other acquaintances is the one which makes student/work life so pleasant and memorable. An interesting, and at the same time sensitive kind of relationship to focus on in the academic environment in relation to politeness, is professor-student interactions. Many a time a student's behavior shapes her teacher's attitude towards her. It goes without saying that how a student's non-politic behavior (from a teacher's point of view) as a result of unawareness of the target community norms can shape negative stereotypes in the teacher's mind and hence lead to negative evaluation.

Friction-free teacher-student communication is ideal. In reality, instances of miscommunication that are triggered by negative evaluations of either party by the other are rife. And intercultural communication in which at least one party (either teacher or student) speaks the language of communication as a nonnative language renders communication even more complicated. This creates a potential problem for the globalization era, in which English is used by many interactants in intercultural settings as an International Language (EIL) (Sharifian, 2008), Lingua Franca (ELF), foreign (EFL) and second (ESL) Language. While these terminologies lie in theoretically different conceptualizations, they reflect the fact that in today's world, English is largely spoken by nonnative speakers of English to communicate internationally (Sharifian, 2008).

The intercultural communication between international students and professors in Malaysian universities offer compelling grounds for scrutiny, not only because it features marked power differential between the interactants, but also due to the fact that almost all student-professor interactions occur between students who have learned English as a foreign language, for example an Iranian, with Malaysian lecturers, most of whom share the same English learning background, although with different degree and exposure to English. The present study is, therefore, significant in that it focuses on this particular type of interaction; that is, communication between the non-natives. Despite the paramount importance of intercultural communication and a good proportion of Iranian students in Malaysian universities, no previous study has been done to investigate the politeness phenomena in Iranian\non Iranian interactions in academic discourse.

2 COMMUNICATION, CULTURE AND (IM)POLITENESS

The concepts of (im)politeness, culture and communication are both theoretically and conceptually, by no means, self-explanatory, despite the seemingly simple understanding they may create. Generally, it is viewed that language learners are successful *as far as communication takes place* between them and their interactants in intercultural environments. This contention,

however, provides a far simplistic view to communication, since it neglects a very important characteristic of every communication that it is a matter of degree and no communication can be said as entirely successful, taking the underlying sociopragmatic contingencies into account (Kecskes, 2008). Communication in a foreign language goes beyond the correct use of words, grammatical structure and correct pronunciation. Thomas (1987) gives a comprehensive account of sociopragmatic failure in EFL communication, due to the negative transfer from learner's L1 to their L2 communicative experiences. A language learner from Iran may, unwittingly, utter 'how old are you' (though in perfect grammar and pronunciation) in his first-time communication with an American lady, and thus create evaluation of a sociopragmatically inappropriate behavior or more generally 'impolite' from the American lady's vantage point. So here the communication has been successful to some degree; the learner has been successful in conveying the meaning and social action (question). However, the communication has to some degree been unsuccessful, as well, since the learner has not been able to communicate effectively by causing a relational rupture in the communication at the pragmatic level.

Similarly, the term culture is not without shortcomings. Some research (e.g. Wenger, 1998) views culture in terms of community of practice, an aggregate of people who are engaged in a joint activity and share certain backgrounds and schemata. Viewed from this perspective, intercultural communication encompasses a wide gamut of communications between individuals who seemingly belong to the same culture to individuals who belong to very distant national and linguistic backgrounds. Within the same national culture, we may have a variety of communities of practice. Therefore, communication between two interactants coming from the same country, even the same region, and speaking the same language is taken as intercultural if they belong to different communities of practice. However, in this study we treat culture as a broader national culture with the features commonly believed to associate with a given culture. It is now a well-established principle that learning a language should accompany (and it does automatically accompany) learning a culture of that language. And in fact, through the process of learning English, as EFL or EIL learners, we familiarize ourselves with many sociopragmatic aspects of the target community. Given this, we still witness or hear about frequent intercultural miscommunication between native and nonnative speakers of English, partly because of lack of awareness of cultural mores of the target society. However, lack of awareness is not the only reason for miscommunication; as Sharifian (2008) argues cultural schemata are so internalized in the interactants' minds that automatically dispose them towards certain ways of acting and talking, despite the awareness. In communication between nonnative speakers, however, as I will argue, speakers experience more serious breakdowns.

Politeness has attracted the attention of scholars in Pragmatics, Communication and Social Psychology (among other disciplines) for three decades. With the publication of the seminal theory of politeness by Brown and Levinson (1978[1987]), politeness gained special prominence as a research field. In theorizing politeness, Brown and Levinson (hereafter B&L) argued that "some speech acts are intrinsically face threatening and thus require softening" (p. 61). They defined face as a "public self-image a person effectively claims for himself in interactions". Politeness is, therefore, an attempt to mitigate the threat incurred to the face of either the hearer or the speaker (or both). B&L propose that every participant in an interaction cooperates with the interlocutor to maintain each side's face; in their words, he does "facework" (p. 65). Inherent in

their theory, is the point that human relationship is overwhelmingly replete with incidents where individuals are faced with a situation whereby "facework" is needed (Nwoye, 1992; Kasper, 1990). The three social factors of power, social distance and the rank of imposition are the determinants in assessing the degree of threat which is perceived by speakers to incur to face. B&L (1978/87) claimed that the notion of face is universal, although it is subject to some cultural specifications. However, the individuality which is embedded in Brown and Levinson's model is not welcome in many non-Western cultures, including Persian (Koutlaki, 2002; Eslamirasekh, 2004). Conformity to social conventions seems to be a stronger motivation for politeness than the individual desires to attend to his/her interlocutor's face in many non-western collectivist cultures (Ide, 1989; Mao, 1994; Koutlaki, 2002, 2009).

Recent studies on politeness (Mills, 2003; Watts, 2003; Locher and Watts, 2005) perceive politeness as a socio-cultural script and are based on the notion that politeness behavior (whether verbal or non-verbal) needs social approval and social consensus, because culture determines politeness norms. Mechanisms of politeness may, therefore, vary not only across but also within cultures (e.g. Eelen, 2001; Mills, 2003; Watts, 2003). The reason is that various cultures have their own standards with respect to politeness. Lakoff and Ide (2005) argue that politeness as well as languages in various cultures has many common elements, universally applicable although unique in their own ways. The reason is that regardless of the culture, the concept of politeness involves showing the individual's compliance to social norms and expectations. This is the reason that each culture has its own distinctive politeness system although many cultures often share similar features. Therefore, the cultural and social values or customs need to be a consideration in studying politeness in speech acts, on the grounds that, as Eelen (2001) notes the distinction between polite and impolite is not universal but based on the dominant social norms.

Along the lines of what came to be known as discursive approaches to politeness, Locher and Watts (2005) provide an alternative theory of politeness to B&L. They (Locher and Watts, 2005) call Brown and Levinson theory a theory of 'facework' and 'FTA mitigation' rather than a theory of politeness. They argue that face is present in every "relational work" but not necessarily a motivation for politeness. They define "relational work" as "the work individuals invest in negotiating relationship with others". Face is taken as a broad notion, that overlays and underlies every kind of interpersonal communication one of whose components is politeness (Locher and Watts, 2005). Locher and Watts (2005) describe a range of possible "judgments" participants make on their own and interlocutors' linguistic behavior within the wider 'discursive' practice of 'relational work' they invest in communication. These judgments are ranged from impolite, through non-polite, through polite to over-polite (p.12). There are two sources for the hearers to resort in the process of their evaluation of utterances as polite/politic/impolite, etc. First, is the socially approved norms and canons of appropriateness in a community of practice. Second, is their own expectations based on past experience, which is called 'frame' as well as unconscious "predisposition to act in certain ways" (Watts, 2003).

3 METHODOLOGY

The study draws upon ethnography of communication and semi-structured interview as two methods of data collection. The ethnographic data are either recorded or field-noted. The data were collected in University of Malaya and University Putra Malaysia, which are two good examples of multi-cultural settings in Malaysia, because they favor a large number of international students. The number of Iranian students in these two universities is well over two thousand. 15 Iranian students and 15 Malaysian lecturers/professors were invited to semi-structured interviews. The interview data focussed on the metapragmatic information regarding the culture-specific understandings of politeness and impoliteness.

4 FINDINGS AND DISCUSSION

The findings suggest that five different socio-cultural behaviors are the sources of misunderstanding and have potential for either impolite or over-polite judgments. Iranian interactional practice of *taarof*, greetings, request-response behaviors, gift-giving, and power differential recognition are recognized as the main sources of miscommunication. Each is elaborated in the following sub-sections.

4.1 Taarof

Taarof constitutes a cascade of pleasantry verbal exchanges, which is the dominant feature of the majority of interactions between Iranians in different settings and communities of practice. It takes its roots from the Zoroastrian teachings in the pre-Islamic era (Beemen, 1986). The concept of *taarof* is broad and multidimensional. Real and ostensible (often repetitive) invitations, real and ostensible (often repetitive) offers, refusals to ostensible invitations, ostensible suggestions, let the companion go ahead (e.g. at the doorstep), offering and refusing turns of speech (at a speech ceremony, for example) and even in some circumstances sacrificing business for the sake of interpersonal relationship are all included in the concept of *taarof*. Consequently, a sound understanding of 'face' and 'politeness' without reference to it would be impossible. According to O'Shea (2000, p. 122, cited in Sharifian, 2008), "Iranian society revolves around *taarof,* a formalized politeness that involves verbal and nonverbal forms and cues". She holds that *taarof* "is a ritual display of vulnerability that the other participant knows not to abuse, invoking a sort of *noblesse oblige"* (2000, p. 122, emphasis in original). It has also been referred to as "the language of politeness and praise" and "verbal dance" (Beeman, 1986). Koutlaki (2002) points out that there are two ambivalent perceptions connected to the concept of *taarof*: One, on the one hand, it is perceived positively as a token of "goodwill", "courtesy", and "good manners". On the other hand, it is associated with "flummery, flattery" and pneumatic formalities (p. 1741). This ambivalent feature of *taarof* makes it difficult to interpret the real intention of the speakers, and hence poses serious problems on communication even between native speakers of Persian.

The philosophy behind *taarof* is expression of good feelings towards the addressee to the extent of putting other's feelings in priority to self. When there is no real intention of putting others first, at least the appearance of it must be kept to conform to moral expectancies of the society. One important component of *taarof* is a sense of reservation and shyness reflected in cultural schema of *rudarbayesti* (Sharifian, 2008). This schema precludes Iranian to express their true feelings and opinions over a matter which they assess might not 'put others first'. This tendency towards building and keeping positive relationship through 'putting others first' is very strong, and the practice is exercised due to either a psychological conscious motivation or social obligations, or a combination of both. The data of the present study shows that this behavior invokes evaluations of either over-polite or insincere and vague by Malaysian lecturers.

4.2 Greetings

Greeting is a big source of misunderstanding in intercultural settings. Greetings among Iranians are very long-winded, circumlocutionary and even flowery. A typical greeting between two friends, colleagues, or acquaintances visiting each other after a week can last up to three minutes asking about the health condition of not only the addressee but also his/her family members, as in the following:

A: *Salam* (hello)

B: *[Salamalaikom hale shoma* (hello how are you)

A: *[Hale shoma xubeh?* (are you fine?)

B: *Mersi* (thanks)

A: *Shoma khubin* (are you fine)

B: *Ghorboonetoon beram shoma khubin khanevadeh khooband* (lit. May I sacrifice for you, are you fine? Is family fine?

A: *Mersi salam darand shoma chetorin pari khanom khooband* (thanks, they say hello, how are you, Is Pari (Mrs) fine?

B: *Bad nistand salam darand khedamateoon* (She is not bad, she says hello to you)

A: *Aghaye mohandes khooband* (Is (polite) Mr. engineer (referring to B's husband) fine?

B: *Salam darand* (he (pl) says hello)

A: *Bache ha chetorand* (how are the children?)

B: *Ghorboone shoma dast boosand* (Lit. May I sacrifice for you. They are kissing your hand)

Two -second Pause

A: *Khob mozahemetoon nabasham khoshhal shodam* (ok, let me not be bothering you, glad to meet

B: *Khaesh mikonam morahemit Man ham hamintor* (please, so am I

A: *Ghorbane shoma Salam beresoonid* (sacrifice you say (pl) hello

B: *Salamat bashed shoma ham salam beresoonid khedmate khanom kochooloha ra ham bebosid* (May you be healthy, say (pl) hello to (your) wife too, kiss (pl) the little kids too.

A: *Lotf darin shoma khodafez* (you are kind, goodbye

B: *Khoda negah dar* (goodbye)

It is not difficult to imagine what problem this cultural schema can pose in a situation where an Iranian is engaged in greeting with someone coming from a culture in which a smile functions as a whole greeting rituals. We could observe an Iranian lady in an international conference who delivered 'nice to meet you prof' five times during the first day of the conference in her frequent coming across one of the plenary speakers of the conference. This behavior became the subject of mockery even among some of her Iranian friends in their developing a gossip behind her.

Another source of miscommunication is reflected in the following quote from an Iranian female PhD student with regard to a faculty member of her university:

> *The day before we had lunch at one table in a conference, we chatted a lot. But the next day when I saw her in the faculty and wanted to say hello, she passed by me, her head down like a cow.*

This student complaint reflects her expectation that after a meeting and making acquaintance in a conference the lecturer should have noticed her rather than ignoring her as if she is a stranger. Rising simultaneous with greeting especially to a senior is another common practice among Iranians. A Malaysian lecturer reflected on this and evaluated the behavior as 'overpolite':

> *Once I had to go back along the corridor two times and there were two Iranian female students sitting on a bench in the corridor. Each time that I passed them, by they stood up while saying hello. I think for the second encounter even the greeting was not needed let alone standing up.*

4.3 Request-responses

The study suggests that Iranians are often evaluated as demanding by their Malaysian lecturers/supervisors in intercultural communication. Making requests are very common among Iranians. Particularly, when they are engaged in a difficult situation they prefer to ask others for help rather than to attempt to solve their problems independently. When they make requests, naturally, they do not expect refusal. However, this habit of frequent requests sometimes upsets their supervisors as in the following comment by a supervisor:

> *One of my Iranian students frequently emailed me and asked something, and almost all her emails started with 'I need….'.*

Iranian students on the other hand complained about ignorance of their emails by their supervisors. Moreover they were not satisfied with the email without typical greeting coming to them from their supervisors' side.

4.4 Gift-giving

Giving gifts is very common in Iranian interactions, particularly by juniors to seniors. Gifts are means to establish and consolidate positive interpersonal relationship with the person of higher status and power either as a token of appreciation or for the sake of future benefits. The latter is usually masqueraded in the former, and therefore, the true intention of the gift-giver is not known to a gift-receiver who is not familiar with Iranian culture. Gifts are presented to supervisors by some Iranian students to build connection with them and to cause more commitment to the gift-givers affairs. Supervisors, for example, are expected to compensate for the gift they receive in attending more than before to the student. They following comments by an Iranian student couple echoes two different interpretations of the result of their gift-giving.

The husband says:

> *Whenever I return from Iran, I bring him a souvenir, and he is very appreciative, every time I want to meet him, he let me do so, even if he is very busy. He reads my chapters quickly. He is so kind to me.*

The wife, however, points out:

> *I wish my supervisor were a bit of a human being. I regret giving her that expensive art frame. She doesn't care about my problems at all, and is always either busy or on trips.*

4.5 Power differential and address terms

The nature of power relationships in educational settings in Malaysia is almost the same as in Iran. Both societies reflect hierarchical nature of relationships among individuals as opposed to egalitarian ethos of Western cultures. In hierarchical societies, titles are very important and last name are generally preferred to first name in addressing peoples of higher status (Keshavarz, 1998). However, one big source of misunderstanding is the use of first name in address terms due to lack of last name or family name in Malaysia. In Iran, when a person of higher status allows one to address him/her by his/her first name, this means a friendly frame of relationship has been set. The common practice of addressing Malaysian lecturers/professors by their first name brings about the wrong assumption in Iranian students' minds that Malaysian society is egalitarian, just like Western cultures. And since they have relative awareness of the Western culture they tend to see themselves in equal social status. However, after a while the realize that titles like Dr., professor and the like are very important and must go along with the first name in the absence of a last name.

5 CONCLUSION

This study investigated some points of miscommunication between Iranian students and Malaysian lecturers/professors with particular interest in (im)politeness related evaluations. While acknowledging that the phenomenon of intercultural communication is even more complex than what is covered here, it is hoped that both Iranian students and Malaysian lecturers will benefit from this study to familiarize themselves to the socio-cultural norms of each other's society to avoid miscommunication. A better understanding of Iranian social and academic culture could help teachers avoid prejudgment, stereotyping and unfair negative evaluation. More importantly, taking advantage of the results of this study, Iranian students can live up to their teachers' expectations in terms of politeness and appropriate behavior and recognize the barriers to miscommunication and hence try to foster the communication process.

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IMAGES OF WOMEN SEEKING MEN'S AFFECTION IN CHINESE AND MALAY PROVERBS

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Abstract

Proverbs reflect the profound experience of people in everyday life. To express the experiences, the authors of proverbs used images in which they are familiar with to be embedded in these vivid short expressions. Due to the fact that proverbs artistically portrayed the wisdom of humankind in many aspects of life, it is pertinent to study this cultural treasure found in all ethnic groups in Malaysia. This article studies how Chinese and Malay proverbs depict a woman's ways in trying to win a man's affection. Our search of literature shows that, as far as this theme is concerned, the Malay proverb has richer number of sayings than the Chinese proverb. We had found only three examples in Chinese, but there are six in Malay. However, from the perspective of syntax, the six Malay sayings are all similar. It is "X is looking for Y", where the X is the image used to represent woman and the Y is the man. The three Chinese sayings have different sentence structure. The traits why such images (objects and events) are used to represent woman and man were identified and discussed. They drop the hints of living partners, the resemblance of male and female genital organs, and the courting process. We also resort to Fauconnier and Turner's (2002) conceptual integration framework to analyze and explain the metaphorical ideas expressed via the images of proverbs. Ways of life and environment is found to have significant influence on the metaphorical contents of Chinese and Malay proverbs.

Keywords: Chinese, Malay, Proverb, Woman, Man, Affection

1 INTRODUCTION

In oriental countries like China and the Malay Archipelago, the courtship is traditionally initiated by a man such that it is unbecoming for a woman to make the first moves. The oriental society holds that women should be reserve, not showing feelings or thought during the courtship.

2 CHINESE PROVERBS DEPICTING WOMEN INITIATING MOVES TO WIN MEN'S AFFECTION

The search through various Chinese dictionaries (Geng, 1985; Liu, 2009; Wen, 2004; Xia, 1999) and internet resources on proverbs, found only three proverbs in Chinese which depict how a woman initiates moves to win a man's affection. The first one is "男追女，隔重山；女追男，隔层纱。"(nán zhuī nǚ, gē zhóng shān, nǚ zhuī nán, gē zéng shā). It means "a man initiates to win a woman's affection, separated by several mountains; a woman initiates to win a man's affection, separated by a curtain." Without doubt, it is much difficult to get across several mountains than lifting up a curtain. This proverb simply means that it is much easier, as easy as merely lifting a curtain, for women to initiate the move to win men's affection, than for men to make the move to gain women's affection.

The second proverb is "凰求凤"(huáng qiú fèng). The word "凤凰"(fènghuáng) refer to phoenixes. The compound word is used to name a type of bird that existed in Chinese legends. If separated, the word "fèng" refers to the male phoenix and the word "huáng" refers to the female phoenix. This is similar to the compound word of "鸳鸯"(yuānyāng) which means mandarin ducks, where the single word "yuān" identifies male mandarin duck and the single word "yāng" refers to the female mandarin duck. The meaning of "huáng qiú fèng" is "the female phoenix is courting the male phoenix".

The source of this proverb can be traced back to the Han Dynasty. According to an authoritative dictionary 《辞海》(cíhǎi), it is said that a song named as "凤求凰"(fèng qiú huáng) is used by the then great poet 司马相如(Sīmǎ xiàngrú) to court the famous beautiful widow 卓文君(Zhuò wénjūn) (辞海, 1999, p. 979). The song has images of male phoenix (fèng) courting (qiú) the female phoenix (huáng). However, the Chinese idiom "凤凰于飞" (fènghuáng yǔ fēi） does not originate from this song. It is from a more ancient song compiled in The Book of Songs (诗经 shījīng) written during the Zhou Dynasty (辞海, 1999, p.980). Literally, it means that "a couple of phoenixes flying together". This proverb is used today to wish married couples a marital felicity.

The third proverb is "石磙滚到门，女人找男人" (shígǔn gǔn dào mén, nǚrén zhǎo nánrén). This is a rhyming proverb. 石磙(shígǔn) is a stone drum. Another name for stone drum is 碌碡 (liùzhóu). Figure 1 shows the image of stone drum.

Figure 1: A collection of stone drum
[Source: news.sinhuanet.com, 28-02-2013]

Stone drums are commonly found in many countryside of China where paddy or wheat is the major growing crops. However, this farm tool is not popular at all in Malaysia. This fact led up to the unfamiliarity of this proverb in the local Chinese community of Malaysia compared to the previous two proverbs. Shígǔn was an important farm tool used for grinding paddy and wheat or flattening the ground surface in the old day. As the labour force was very important for paddy or wheat growing in the old day, marry a woman was a common way of gaining workforce for farming. Therefore, 'a stone drum is rolling to home' (shígǔn gǔn dào mén) signified a gaining of voluntarily woman workforce, and this scene is next linked to the clause of "zhǎo nánrén" which means woman seeking affection of man. The first part of the proverb served as a hint, whereas the second part of the proverb reveals the intended meaning. This approach of idea expression is very commonly found in Malay *pantun* (short Malay poem). Regrettably, the hint of this proverb carries negative interpretation nowadays. Two reasons behind. First, the phrase 滚到门"gǔn dào mén" (rolling to home) go in line with another proverb 送上门 "song shàng mén" (deliver to the doorstep) which means offer yourself to others voluntarily. When this phrase is put under the context of a woman initiates the move of seeking a man's affection, then, the more common modern sarcastic word for this phenomenon is 'cheap', which hurt woman dignity badly. Furthermore, the word 'rolling' carries worse implication than the word 'deliver'. Second, shígǔn is an outdated farm tool and been abandoned by many farmers. It has no demand or earning very little care of people now. To use this symbol to represent a woman who initiates the move of seeking man's affection, it is a look down for the pertinent woman. This Chinese proverb indicates the mainstream mindset of the Chinese community that discouraging the woman to initiate the first move of seeking man's affection.

The above three proverbs used six images, namely: mountains, curtain, female phoenix, male phoenix, stone drum and the action of rolling to home. The former two images were used to indicate the level of difficulty in achieving the target. The latter two images of birds were used to indicate man and woman. The last two images are used to ridicule woman who initiates the move of seeking man's affection.

3 MALAY PROVERBS DEPICTING WOMEN INITIATING MOVES TO WIN MEN'S AFFECTION

There is a Malay song Kaparinyo sang by a famous female Malay artist Siti Norhaliza. It contains a *pantun* regarding the issue of a woman initiating moves to win a man's affection:

Belum tersurat dalam hikayat (It has yet to be written in the Malay legend)
Ayam keluar mencari musang (the chicken goes out to look for the civet cat)
Belum tersirat di dalam adat (It has yet to be adopted in Malay custom)
Bunga keluar mencari kumbang (the flower goes out in search of the beetle)

This song reflects the Malay conservative view on how a woman should behave, that is in a reserve manner, during courtship. The lines "*Ayam keluar mencari musang*" and "*Bunga keluar mencari kumbang*" refer to women making the move to win men's affection. The used of *bunga, kumbang, ayam* and *musang* is in fact derived from the Malay proverbs: "*Dimana ada bunga kembang, di situ kumbang banyak*" (Where there is flower blossoming, there are lots of beetles gathering = Where there is a beautiful woman, there will be many men around her) and "*Jika memelihara ayam, musang jangan dijinakkan*" (If you were to rear chicken, then don't tame the civet cat = If you have woman, especially a young girl, then don't have a bad man as guest at home). For both the *pantun* and proverbs, the images "flower" and "chicken" were used to represent woman; and the images "beetle" and "civet cat" were used to represent man.

Based on the authoritative Malay dictionary *Kamus Dewan (2002)*, there are at least six Malay proverbs which depict women making the initial move to win men's affection. They are:

1. *Bomoh mencari orang sakit* (Malay medicine man is looking for patient) (p. 170)
2. *Lesung mencari alu* (The mortar is looking for the pestle) (p. 803)
3. *Telaga mencari timba* (The well is looking for the pail) (p. 1399)
4. *Enau mencari sigai* (Sugar-palm/sea coconut is looking for ladder) (p. 338)
5. *Rumput mencari kuda* (Grass is looking for horse) (p. 1157)
6. *Ulam mencari sambal* (Raw vegetable is looking for spicy condiments) (p. 1511)

Therefore, it can be said that Malay has more proverbs that portray women as being the one making advances on men for their affection.

4 IMAGES USED BY CHINESE AND MALAY PROVERBS IN CONSTRUCTING THE MEANING OF MAN, WOMAN AND THE COURTING PROCESS

It is interesting to examine the images used by Chinese and Malay proverbs in constructing the meaning of man, woman and the courting process. The Chinese proverb used male phoenix and female phoenix to represent man and woman. Such representation is rather direct. Furthermore, they are mystical birds which do not exist in the real world. Therefore, not much of imaginary routes of thought in creativity can be discussed in terms of the selection of images for man and woman through phoenixes. The use of the image of "a stone drum is rolling to home" to represent the forthcoming woman has initially carried an idea of gaining from the farmer's perspective in the old day as the stone drum was a valuable farming tool and hence the potential married woman was a valued workforce too. However, when things keep on changing, the positive meaning of stone drum (valued man power in the old day) has changed into the negative one and now it tends to mean 无人问津 wú rén wèn jīn (nobody cares) in the modern day. This is due to the contribution of stone drum in the new technological era has no longer appreciated by farmers. It has been discarded by farmers in many of Chinese countryside and becomes the symbol of outdated. Nevertheless, the Chinese proverbs have chosen rather good images to portray the easy and the difficult courting processes initiated by different sexes as seen in the proverb "nán zhuī nǚ, gē zhóng shān, nǚ zhuī nán, gē zéng shā".

Unlike in the Chinese proverbs, the Malay proverbs used many common images which the Malay people are familiar with to create the meaning of man, woman and the process of courting. As evident in proverb (1), it depicts the situation where usually it is the patient who would look for the *Bomoh* and not the other way round. For proverb (2) and (3), the images of woman are represented by things which are caved in (*lesung)* or with a hole *(telaga),* whereas the images of man are represented by things which are protruding (*alu)* and are able to intrude into a hole (*timba*) . For proverbs (4), (5) and (6), the image of woman are represented by things that can be plucked, be grazed, and in fact all can be eaten *(enau, rumput and ulam)* either by man or animals. The former two idioms (2 & 3) are relevant to the genital organ of woman and man, their image of copulation and as a living couple. The latter three idioms (4, 5 & 6) are relevant to women whom are traditionally courted by the men. The images such as sugar-palm, grass and raw vegetables were chosen to represent the passive role of women. On the other hand, the images such as ladder, horse and spicy condiment were chosen to represent the more active role of men such as climbing a ladder, riding a horse and eating hot and spicy food. Besides, in proverb (4), the appearance of sugar-palm, or sea coconut which the local community calls it, resembles a woman's behind. In proverbs (5) and (6), the grass and vegetables are food, whereas the horse and the *sambal* condiment insinuate the eater. These representations is similar to chicken for woman and civet cat for man as well as flower for woman and beetle for man found

in the Malay song referred to earlier, that is, a prey versus an predator. These ways of cognition and representation is what Fauconnier and Turner (2002) called conceptual integration.

5 APPLICATION OF CONCEPTUAL INTEGRATION THEORY TO EXPLAIN THE USE OF IMAGES IN CHINESE AND MALAY PROVERBS

We now resort to the framework of conceptual integration theory proposed by Fauconnier and Turner (2002) to explain the cases in proverbs (2) and (3). According to Fauconnier and Turner, there are four mental spaces in the minimum model of conceptual integration. They are two input spaces, one generic space and one blended space. For Malay proverbs (2) and (3), the situation in which a man and woman seeking each other and ultimately become life partners is a natural social process especially when they reach the marriageable ages. This is described as a mental space of cognition. Moreover, the knowledge people have about male and female genital organs and their function in married life is again within this mental space of cognition. The genital organs are distinctive characteristic of woman and man which differentiate one's sex. On the other hand, the knowledge people have about things such like mortar, pestle, well and pail and their function as well as their metaphorical relationship with the human reproductive system is another mental space of cognition. The basic concepts of these two mental spaces of cognition form two input spaces of 1 and 2. When the process of conceptual integration was undertaken, the basic concepts from the two input spaces were mapped into the blended space. At this level, we used the principles of cognition to make sense about our world. Such principles include the principle of highlighting the similarity and the difference between concepts, searching for distinctive characteristics and the like.

Similarity means things can be categorized into groups based on their similar characteristic (framework) in terms of appearance, function, style and many other terms that can be taken into consideration when categorizing. For instance, the notion of existing in pairs like mortar and pestle, well and pail can be likened to human pair of man and woman where they are categorized based on function that is for reproduction.

The principle of searching for distinctive characteristics is to focus on the most significant elements, parts, properties of the event, thing or concepts. Man and woman, mortar and pestle, and well and pail, their most significant characteristic is that they are production partners, they denote the notion of "cave in" and "protruding", and if in motion the act of pounding of the mortar and lowering the pail into the well can resemble actions similar to human copulation.

Fauconnier and Turner (2002) named the mental space we systematically keep all of our encyclopedic knowledge as the Generic space. This space provides information and guidelines to help us categorized the knowledge and concepts as well as guide our thoughts and actions. When the process of conceptual integration was undertaken, people retrieve knowledge and

experience stored in the generic space to examine and determine elements, things and events of which one's has known and undergone, that are relevant to the two input spaces. They will be retrieved from various domains or aspects "store systematically" in our mental "framework" which can be labeled in many ways such as: agent, participant, role, time, space, process, tool, goal, means and so on. It is to find out the similarity and significant characteristics between concepts in order to operate the conceptual composition, completion and elaboration (Fauconnier& Turner, 2002, 48-49).

Composition of knowledge is to compose and to match elements from the contents of two input spaces. For instance, from the perspectives of "cave in", "protruding" and "intruding", the images of the mortar and the well can be used to represent the woman, the pestle and the pail can be used to represent the man.

Completion of knowledge is to fill the vacant of conceptual framework. The meaning that has been filled must go in line with our existing conceptual framework. For example, a 'man and woman' means that they are a couple, and based on our existing knowledge, we can use 'the mortar and the pestle' to represent 'man and woman' respectively for both mortar and pestle exist as a pair in a particular production process. We have, therefore, linked the two "partners" together based on our existing knowledge.

Elaboration of knowledge is to elaborate meaning of concepts in representing new meanings. In the context of the proverbs, women are depicted as making the initial move to win men's affection which also happens in real life. However, the 'mortar is looking for the pestle' is only an event of personification. It is not real. We use the images of "the mortar is looking for the pestle" as the elaboration of knowledge. It is a result of our imagination and metaphorical idea. Furthermore, we used "the mortar is looking for pestle" and not the reverse as in 'the pestle is looking for the mortar', for the intention is to represent the idea of "women initiate move to win men's affection". It is the effect of the role of categorization and syntax, where the former images were used to represent woman and the latter images were used to represent man.

The above discussion can best be showed and summarized in the following Figure 2, Figure 3, and Table 1 to elaborate the mapping of elements in the four respective mental spaces.

Figure 2: Mortar and Pestle made by different materials: granite, ceramic, and wood
[Source: Google images]

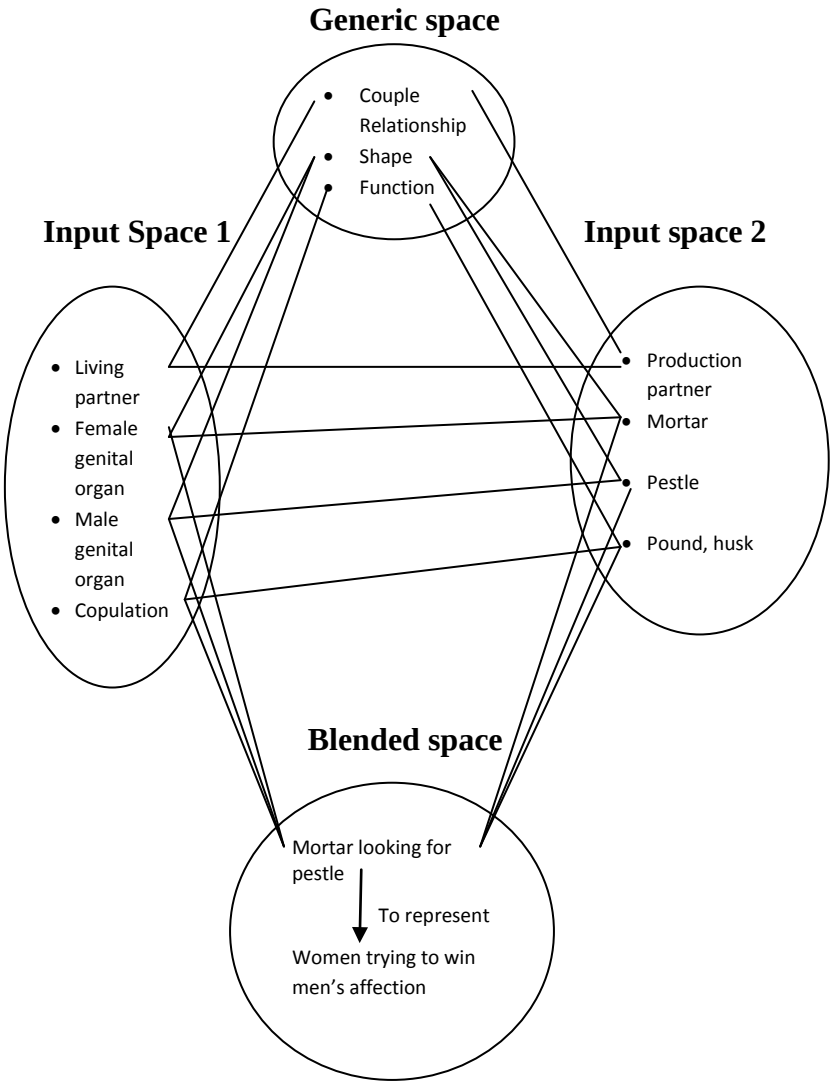

Figure 3. Mapping of Elements in Four Mental Spaces for Malay Proverb *lesung mencari alu*

Table 1: Mapping of Elements in Four Mental Spaces for Malay Proverb *lesung mencari alu*

	Mental spaces			
	Input Space 1	Input Space 2	Generic space	Blended Space
Elements	Living partner Female genital organ Male genital organ Copulation (intrinsic) Female→ male	Production partner Mortar Pestle Pound, husk (intrinsic) Mortar→ pestle	Couple in life and production Shape of cave in and protruding Intercourse (intrinsic) Syntax	Proverb expression: To use suitable images to depict the scene of women trying to win men's affection

From the example given, we realized that the selections of images in constructing the idiomic expressions are strongly influenced by people's life experience and environment. It is quite natural for the Chinese to use the image of phoenixes in Chinese proverb as phoenixes exist only in Chinese myths. In contrast, it is also quite natural for Malay to use the images of *Bomoh*, sea coconut, civet cat, and *sambal* in Malay proverbs as these exist in the realm of Malay life.

6 CONCLUSION

To end the discussion, we found that the conservative view that women should be reserve and not forthcoming in establishing relationship with the opposite sex still has its impact on young men and women of marriageable age in the modern society. However, if a woman seeks to make the first move in winning a man's heart she should not be ridiculed or looked down. Be it women or men, shouldn't they have the right to seek for their own happiness?

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PENERAPAN UNSUR BUDAYA JEPUN DI DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA JEPUN DI UiTM

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Abstrak

Aspek budaya adalah salah satu elemen penting di dalam proses Pengajaran dan Pembelajaran (P&P) sesuatu bahasa asing. Pengetahuan mengenai budaya sesuatu bahasa sasaran akan menjadikan proses P&P bahasa tersebut lebih menarik dan menyeronokkan. Dengan menerokai pelbagai aspek budaya, kita bukan sahaja dapat mengetahui dengan lebih mendalam mengenai sesuatu negara, di masa yang sama dapat juga mempelajari kemahiran asas bahasa tersebut. Di UiTM, bahasa Jepun ialah antara tujuh bahasa asing yang ditawarkan sebagai kursus bahasa ketiga yang wajib diduduki pelajar sebagai kursus keperluan universiti dalam tempoh pengajian yang diperkenalkan mulai bulan Jun tahun 1999. Terdapat beberapa isu yang perlu diberi perhatian apabila aspek budaya hendak diterapkan di dalam P&P bahasa Jepun. Penggunaan buku *Nihongo 1*, *Nihongo 2* dan *Nihongo 3* sebagai buku teks untuk kursus bahasa Jepun bagi pelajar program sarjana muda di UiTM memberi penekanan yang lebih kepada aspek linguistik. Walaupun terdapat unsur-unsur budaya dalam ketiga-tiga buku ini, namun ianya diperkenalkan secara tidak sistematik. Justeru, kertas kerja ini akan membincangkan langkah-langkah yang dicadangkan oleh Japan Foundation (2010) untuk menerapkan elemen-elemen budaya Jepun ke dalam proses P&P bahasa Jepun di UiTM sebagai penambahbaikan proses P&P sedia ada.

Kata Kunci: unsur budaya Jepun, P&P bahasa Jepun

1 PENGENALAN

Di UiTM, Akademi Pengajian Bahasa (APB) mempunyai tujuh kursus bahasa ketiga sebagai kursus pilihan yang diajar kepada pelajar jurusan ijazah sarjana muda di pelbagai fakulti dan bahasa Jepun merupakan salah satu daripada bahasa yang ditawarkan. Selain

empat kemahiran asas, iaitu kemahiran bertutur, mendengar, membaca dan menulis, aspek budaya merupakan elemen yang tidak kurang pentingnya di dalam proses P&P bahasa Jepun. Hubungan antara bahasa dan budaya adalah suatu hal yang menarik dibincangkan kerana melalui bahasa kita dapat mengetahui budaya sesuatu bangsa, begitu juga sebaliknya. Budaya merujuk kepada segala sistem yang terdapat dalam sesuatu masyarakat dan bahasa menjadi perantaraannya. Bahasa tidak terbatas sebagai alat untuk berkomunikasi sahaja, malahan bahasa juga berperanan untuk membentuk, merakam, menyampaikan fikiran, perasaan dan budaya sesuatu bangsa. Contohnya, masyarakat Jepun mengucapkan *ohayō gozaimasu* (selamat pagi) sambil menundukkan sedikit badan mereka sebagai tanda hormat.

Persoalannya, bagaimana hendak menerapkan aspek budaya di dalam proses P&P bahasa Jepun, tambahan pula tiada subjek khusus yang diajar mengenai budaya Jepun di UiTM. Bagaimana caranya hendak menerapkan aspek budaya Jepun yang kaya dengan adat resam dan budayanya yang tersendiri. Keadaan persekitaran di UiTM khasnya dan di Malaysia amnya juga berbeza dengan situasi sebenar di Jepun. Jam temu bersama pelajar juga terhad selama dua jam seminggu sahaja. Selain itu, buku *Nihongo 1*, *Nihongo 2* dan *Nihongo 3* yang digunakan sebagai buku teks untuk kursus bahasa Jepun memberi penekanan yang lebih kepada aspek nahu dan struktural bahasa. Terdapat juga unsur-unsur budaya dalam ketiga-tiga buku ini di dalam setiap bab, namun ianya diperkenalkan secara tidak sistematik.

2 KEPENTINGAN BUDAYA DALAM P&P BAHASA ASING

Menerusi satu daripada sebelas anjakan utama untuk mentransformasi sistem pendidikan negara di dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025, Kementerian Pendidikan Malaysia menggalakkan setiap murid mempelajari bahasa tambahan menjelang 2025 kerana penguasaan bahasa tambahan akan dapat membantu pelajar bersaing pada peringkat global. Di dalam Roswati dan rakan-rakan (2007), dasar dan objektif kerajaan melalui pembelajaran bahasa asing di Malaysia adalah untuk:

1. Menambahkan satu lagi kemahiran berbahasa selain berkebolehan dalam bahasa ibunda iaitu bahasa Melayu dan juga bahasa Inggeris.
2. Menambahkan pengetahuan tentang budaya bahasa asing yang dipelajari tersebut.
3. Berpeluang mempelajari teknologi yang digunakan di negara-negara berkenaan.
4. Berpeluang bekerja dengan syarikat-syarikat asing di Malaysia.
5. Menggalakkan pelajar melanjutkan pelajaran di negara-negara berkenaan.
6. Menyediakan Malaysia ke arah negara multilingual.

Selaras dengan garis panduan oleh Kementerian Pendidikan Malaysia, APB telah merumuskan satu set hasil pembelajaran generik untuk disesuaikan dengan hasil pembelajaran pelbagai fakulti di UiTM. Salah satu hasil pembelajaran yang digariskan ialah kebolehan untuk berkomunikasi idea secara efektif dan berkebolehan memahami, menghargai dan berfungsi di dalam masyarakat merentasi sempadan budaya.

Kepentingan aspek budaya di dalam proses pembelajaran bahasa asing turut diambil kira oleh negara lain di dunia. Contohnya, kerajaan Australia telah menggariskan enam kepentingan dalam pembelajaran bahasa asing iaitu:

a. Memperkayakan pelajar dari segi intelek, pelajaran dan budaya.
b. Membolehkan pelajar untuk berkomunikasi melangkaui budaya.

c. Menyumbang kepada perpaduan sosial yang lebih baik melalui komunikasi dan pemahaman.
d. Meningkatkan sumber linguistik dan budaya yang sedia ada dalam masyarakat.
e. Menyumbang kepada strategi ekonomi dan pembangunan antarabangsa.
f. Meningkatkan pekerjaan dan prospek kerjaya bagi individu.

2.1 Aspek budaya di dalam P&P bahasa Jepun

Kejayaan sesuatu komunikasi tidak bergantung kepada kemahiran bertutur semata-mata, malah kemahiran dalam mengendalikan pertembungan budaya turut memainkan peranan. Oleh kerana itu, selain aspek linguistik, aspek budaya perlu diberi perhatian dalam pembelajaran dan pengajaran (P&P) sesuatu bahasa asing.

Siti Hajar (2013) memperkenalkan unsur-unsur budaya Jepun melalui pembelajaran kata kerja *ikimasu* (pergi), *kimasu* (datang) dan *kaerimasu* (pulang). Kaedah yang digunakan untuk menerangkan sesuatu lokasi ialah menunjukkan gambar-gambar seperti gambar Gunung Fuji dan tempat-tempat terkenal yang lain di Jepun. Mengenai kenderaan yang digunakan untuk ke sesuatu destinasi pula, Siti Hajar (2013) menayangkan video mengenai kenderaan yang biasa digunakan di Jepun, contohnya *shinkansen* (keretapi laju atau *bullet train*) untuk memberi pemahaman dan gambaran mengenai budaya Jepun yang lebih jelas kepada para pelajar. Seterusnya, perbandingan juga dibuat di antara kenderaan yang digunakan di Jepun dan Malaysia. Melalui cara ini, para pelajar dapat mempelajari mengenai budaya bangsa lain dan yang lebih penting dapat mengenali budaya sendiri dengan lebih mendalam.

Terdapat juga kaedah memperkenalkan budaya Jepun dengan merasai atau melihat sendiri bahan tersebut. Loh (2012) memperkenalkan kosa kata baharu iaitu bahan-bahan yang diperlukan untuk membuat sushi melalui tema "Belajar cara-cara membuat *sushi*". Kosa kata tersebut ditunjukkan dalam bentuk gambar sebenar yang dirakam di Jepun dan pelajar hendaklah meneka perkataan-perkataan tersebut terlebih dahulu. Setelah mengetahui perkataan-perkataan baharu tersebut, sambil mencuba membuat *sushi,* pelajar menyebut setiap perkataan sambil mengingatinya.

Seiring dengan perkembangan teknologi masa kini, Cheah (2012) mengaplikasikan kaedah penggunaan bahan audio visual menerusi *mini movie* yang ditayangkan kepada para pelajarnya untuk mengajar ungkapan seharian yang digunakan oleh masyarakat Jepun. Cheah (2012) menyunting sebanyak 11 episod drama Jepun yang berdurasi selama lima minit.

Normalis dan rakan-rakan (2012) pula menggunakan alat bantu mengajar yang bertajuk *Erin ga Chousen! Nihongo Dekimasu* untuk mengajar bahasa Jepun dan mereka menyatakan bahawa penggunaannya didapati berjaya memenuhi aspirasi pengajar yang mencari bahan yang dapat menyerap unsur budaya dalam pembelajaran bahasa Jepun. Selain itu, aktiviti pembentangan telah memberikan kesan yang positif dalam meningkatkan kemahiran berbahasa Jepun dan pelajar lebih berkeyakinan untuk mempraktikkan bahasa Jepun sesama mereka. Tahap kefahaman pelajar terhadap budaya serta cara hidup di Jepun juga meningkat sehingga sekali ganda.

3 ENAM LANGKAH OLEH *JAPAN FOUNDATION*

Japan Foundation (2010) mencadangkan enam langkah untuk mengajar budaya Jepun dan masyarakatnya di dalam proses P&P bahasa Jepun dan langkah-langkah tersebut ialah:

1. Menganalisa aspek budaya Jepun dalam proses P&P sedia ada
2. Merancang bagaimana aspek budaya harus diterapkan dalam proses P&P
3. Mengenal pasti kandungan aspek budaya yang perlu diajar di dalam P&P
4. Mengenal pasti bahan atau alat bantu mengajar budaya Jepun yang sesuai
5. Merancang kuliah yang mengambil kira penerapan budaya Jepun
6. Menganalisa proses P&P yang telah dipelajari.

4 MENGADAPTASIKAN ENAM LANGKAH OLEH *JAPAN FOUNDATION*

Melalui contoh-contoh yang telah dibincangkan di atas, terdapat pelbagai kaedah digunakan untuk memperkenalkan atau mengadaptasikan aspek budaya di dalam proses P&P bahasa Jepun bergantung kepada kesesuaian, objektif pembelajaran dan kumpulan sasaran. Kertas kerja ini akan membincangkan langkah-langkah yang dicadangkan oleh Japan Foundation (2010) untuk menerapkan elemen-elemen budaya Jepun ke dalam proses P&P bahasa Jepun di UiTM sebagai penambahbaikan proses P&P sedia ada.

4.1 Menganalisa aspek budaya Jepun di dalam proses P&P sedia ada

Langkah pertama yang dijalankan untuk merancang strategi bagi menerapkan unsur budaya di dalam P&P bahasa Jepun sebagaimana saranan Japan Foundation (2010) ialah supaya aspek budaya di dalam P&P bahasa Jepun disemak semula bagi yang mempunyai subjek khusus atau yang tidak memperuntukkan subjek khusus mengenai pembelajaran budaya Jepun di institusi masing-masing. Rajah 1 berikut ialah senarai semak aspek budaya di dalam P&P bahasa Jepun di UiTM:

Rajah 1: Senarai semak aspek budaya di dalam P&P bahasa Jepun di UiTM (tiada kursus khusus mengenai budaya Jepun)

Nama Kursus		*Bahasa Jepun Asas*
Tenaga Pengajar		~~*Penutur jati*~~ */ Bukan penutur jati*
Kaedah Pengajaran	√	*Menerangkan perkataan di dalam buku teks*
Aspek Budaya Jepun	√	*Menerangkan dialog, situasi atau hubungan sosial manusia*
		Menerangkan isi kandungan ayat berbentuk kefahaman
		Menerangkan ruangan/nota budaya dalam bahasa ibunda, dll
		Lain-lain ( )
Bahasa Perantaraan		~~*Bahasa Malaysia*~~ */* ~~*Bahasa Jepun*~~ */ Dwi-Bahasa*
Alat Bantu Mengajar		*Kad, gambar,laman web internet*
Masalah		*Masa yang terhad*

Di samping itu, satu kajian telah dijalankan sekitar Disember 2013 untuk mengenal pasti tahap pengetahuan pelajar sedia ada tentang budaya dan masyarakat Jepun. Responden ditanya soalan tentang sejauh mana mereka mengetahui tentang budaya Jepun melalui kosa kata, iaitu 20 kosa kata yang pernah dipelajari dari buku teks *Nihongo* 1, 2 dan 3 serta 20 kosa kata yang tidak pernah dipelajari. Borang soal selidik tersebut diedarkan kepada pelajar dari tiga gugusan fakulti berbeza iaitu Fakulti Perakaunan (AC) seramai 31 orang, Fakulti Kejuruteraan Mekanikal (EM) seramai 22 orang dan Fakulti Senilukis dan Senibina (AD) seramai 23 orang. Sampel kajian merupakan pelajar yang mengambil kursus bahasa Jepun Tahap 3 di UiTM dan 75% daripada pelajar mempunyai pengalaman mempelajari bahasa Jepun yang agak singkat iaitu di antara satu hingga dua tahun sahaja (Rajah 2).

Rajah 2: Tempoh pembelajaran bahasa Jepun

Pengalaman belajar	AC	EM	AD	Jumlah	Peratus
1-2 tahun	**22**	**17**	**18**	**57**	**75.0**
2-3 tahun	3	1	3	7	9.2
3-4 tahun	2	1	1	4	5.3
Lebih dari 4 tahun	4	3	1	8	10.5

Dapatan kajian seperti dalam Rajah 3 menunjukkan daripada 20 kosa kata yang disenaraikan, 47.4% pelajar mengetahui 11 hingga 15 makna kosa kata tersebut walaupun tidak diajar secara formal di bilik kuliah.

Rajah 3: Tahap pengetahuan tentang kosa kata yang tidak pernah dipelajari

Bilangan item	AC	EM	AD	Jumlah	Peratus
1-5	**22**	0	1	1	1.3
6-10	3	11	10	31	40.8
11-15	2	**10**	**10**	**36**	**47.4**
16-20	4	1	2	8	10.5

Data mengenai analisa kosa kata yang pernah dipelajari seperti dalam Rajah 4 pula mendapati bahawa hampir separuh iaitu 48.7% pelajar mengetahui atau masih mengingati 16 hingga 20 bilangan kosa kata yang ditanya.

Rajah 4: Tahap pengetahuan tentang kosa kata yang pernah dipelajari

Bilangan item	AC	EM	AD	Jumlah	Peratus
1-5	0	0	2	2	2.6
6-10	2	5	7	14	18.4
11-15	8	8	7	23	30.3
16-20	**21**	**9**	**7**	**37**	**48.7**

Keseluruhannya, kajian menunjukkan bahawa hampir separuh daripada responden tidak mengetahui tentang perkataan atau kosa kata yang mempunyai kaitan dengan budaya dan masyarakat Jepun. 92.1% pelajar memberikan respon tentang perlunya mempelajari unsur budaya melalui buku teks. Selain itu, 94.7% responden mengatakan bahawa dengan mempelajari unsur budaya Jepun, ianya dapat meningkatkan minat dan motivasi mereka untuk belajar.

Japan Foundation (2010) m tenaga pengajar memainkan peranan yang amat penting di dalam pembentukan imej mengenai "Jepun" terutamanya melalui proses P&P yang formal di bilik kuliah walaupun ada sesetengah pelajar yang membina imej tersebut secara tidak formal melalui pembelajaran sendiri. Pelajar hendaklah diberikan pelbagai input mengenai Jepun di masa lalu dan sekarang agar mereka tidak terkeliru dan mempunyai pemikiran yang stereotaip.

Langkah kedua ialah untuk mengenal pasti tentang aspek budaya apa yang diajar. Satu senarai semak mengenai topik berkisar budaya dan masyarakat Jepun di dalam buku teks *Nihongo* 1, 2 dan 3 dibuat dan dapatan menunjukkan bahawa topik yang diketengahkan banyak menyentuh aspek tentang:

- Hubungan sosial manusia – kata panggilan, memberi dan menerima salam, umur serta menghormati taraf sosial penutur dan pendengar
- Kehidupan – makanan, struktur keluarga dan hari kelepasan
- Sistem sosial – Sistem pengangkutan, komunikasi dan media
- Adat – acara tahunan
- Tradisi – perayaan, sub-budaya (manga, anime)
- Masyarakat – agama
- Alam semulajadi – musim/cuaca, nama tempat

Daripada analisa yang dilakukan, item bagi topik adat dan masyarakat didapati amat terhad. Japan Foundation (2010) menyatakan bahawa tenaga pengajar perlu mengenal pasti tentang apa yang perlu atau tidak perlu diajar, sesuai atau tidak sesuai diajar, memikirkan tentang penambahbaikan proses P&P serta mencari penyelesaian masalah yang dihadapi untuk memberikan gambaran atau imej yang lebih jelas mengenai budaya Jepun dan masyarakatnya agar selari dengan objektif kursus dan minat pelajar.

4.2 Merancang bagaimana aspek budaya hendak diterapkan dalam proses P&P

Untuk merancang bagaimana aspek budaya harus diterapkan dalam proses P&P bahasa Jepun, objektif mempelajari budaya Jepun hendaklah dikenal pasti terlebih dahulu. Bagi pelajar-pelajar UiTM, objektifnya ialah supaya di akhir kursus mereka dapat:

1. berkomunikasi dengan masyarakat mengikut tahap pembelajaran
2. mendengar mengikut tahap pembelajaran
3. membaca mengikut tahap pembelajaran
4. menulis mengikut tahap pembelajaran
5. memperolehi ilmu pengetahuan mengenai masyarakat, budaya dan unsur-unsur etika bangsa Jepun mengikut tahap pembelajaran

Namun begitu, tiada kursus khusus tentang budaya Jepun yang ditawarkan di UiTM. Menurut Japan Foundation (2010), terdapat tiga "P" di dalam sesuatu budaya iaitu tabiat/amalan (***p****ractices*), produk (***p****roducts*) dan perspektif (***p****erspectives*). Apabila sesuatu tabiat/amalan dan produk diperhalusi dan sekiranya boleh dirasai sendiri, seterusnya dianalisa dan dibincangkan, kita akan dapat memahami perspektif disebalik tabiat dan produk tersebut. Japan Foundation (2010) menyarankan supaya contoh budaya Jepun yang hendak diaplikasikan berkisar tentang kehidupan dan tingkah laku seharian serta mempunyai aspek tiga "P". Para pelajar juga digalakkan bertukar-tukar idea dan mencari persamaan serta perbezaan budaya Jepun dengan budaya sendiri. Secara tidak langsung proses ini menggalakkan para pelajar untuk berfikiran secara logik dan kreatif. Pelajar juga dapat mengenali budaya sendiri dengan lebih mendalam.

Contohnya, tunjukkan gambar suasana pelajar sedang makan sewaktu rehat di dalam kelas di Jepun. Arahkan pelajar untuk mencari persamaan dan perbezaan tabiat/amalan (*practices*) tersebut dengan kebiasaan pelajar sedang makan sewaktu rehat di Malaysia. Seterusnya cari persamaan dan perbezaan produk atau bahan-bahan (*products*) yang terdapat di dalam gambar dengan suasana pelajar sedang makan sewaktu rehat di Malaysia. Kemudian bincangkan perspektifnya (*perspectives*) dari sudut makna, tingkah laku, nilai dan pemikiran.

4.3 Mengenal pasti kandungan aspek budaya yang perlu diajar di dalam P&P

Setelah menganalisa aspek budaya Jepun dalam proses P&P sedia ada dan membuat perancangan bagaimana aspek budaya hendak diterapkan dalam proses P&P, langkah seterusnya ialah untuk memikirkan kandungan aspek budaya yang perlu dimasukkan ke dalam P&P bahasa Jepun. Persoalannya ialah bila dan bagaimana kandungan aspek budaya tersebut hendak diolah. Japan Foundation (2012) memberikan beberapa cadangan seperti berikut:

1. mewujudkan satu ruangan/kolum/nota mengenai budaya Jepun beserta penerangannya dalam setiap bab.
2. menyenaraikan setiap perkataan yang mempunyai kaitan dengan Jepun daripada dialog, contoh ayat dan latihan dari setiap bab dan fikirkan keperluan untuk diajar setiap perkataan tersebut. Adakah perkataan-perkataan tersebut mampu membina imej "Jepun" dalam kalangan pelajar atau sebaliknya (contoh; Tōkyō, sakura).
3. membina dialog yang mencerminkan kehidupan seharian dan perilaku masyarakat Jepun (contoh; perbualan di antara penyewa dan tuan tanah).
4. menerangkan makna perkataan di dalam konteks budaya Jepun, walaupun perkataan tersebut juga terdapat di dalam bahasa Melayu (contoh; stesen keretapi, tahun baharu).
5. memasukkan ekspresi, ungkapan, topik atau situasi di Jepun dalam latihan atau latih tubi.
6. menggunakan gambar yang mengandungi aspek budaya Jepun untuk menerangkan sesuatu. Gambar tersebut secara tidak langsung dapat memperkenalkan budaya Jepun dan dapat menarik minat pelajar (contoh; gambar sumo untuk mengajar anggota badan). Rajah 5 seperti di bawah merupakan contoh kad/gambar untuk memperkenalkan perkataan berkaitan budaya Jepun.

Rajah 5: Contoh perkataan bahasa Jepun melalui kad/gambar

Bab	Perkataan Berkaitan Dengan Jepun	Kad/Gambar
X	*omiyage* (cenderamata), *senbei* (keropok), *okashi* (kuih), *ocha* (teh hijau) , *hashi* (penyepit)	Kedai cenderamata di Jepun

4.4 Mengenal pasti bahan atau alat bantu mengajar budaya Jepun yang sesuai

Setelah kandungan budaya yang hendak dimuatkan di dalam P&P bahasa Jepun dikenal pasti, proses seterusnya ialah untuk memilih bahan yang akan digunakan. Japan Foundation (2010) menyarankan jika gambar digunakan, tunjukkan beberapa gambar dalam situasi berbeza untuk mengelakkan mereka membina imej yang tidak berapa tepat mengenai sesuatu. Gambar yang dipilih hendaklah bersesuaian dengan objektif pembelajaran. Contohnya, tunjukkan gambar orang memakai kimono di pelbagai perayaan/majlis berbeza. Tunjukkan juga gambar kehidupan seharian masyarakat Jepun yang tidak memakai kimono dan memakai pakaian kasual biasa. Sekiranya hanya satu sahaja gambar yang digunakan, ada segelintir pelajar yang akan bertanggapan bahawa kimono ialah pakaian seharian masyarakat Jepun, sedangkan kimono dipakai di majlis tertentu sahaja. Alternatif lain ialah penggunaan audio visual tetapi ada beberapa kelemahan penggunaannya. Di antaranya ialah faktor kekangan masa. Video kadangkala diulang tayang beberapa kali untuk membolehkan pelajar memahami atau menyedari (*noticing*) mengenai budaya yang tersirat. Selain itu, jika terdapat pelakon yang diminati, tumpuan pelajar akan difokuskan kepada pelakon tersebut sahaja. Data juga boleh digunakan sebagai bahan pengajaran. Jika data hendak digunakan, tarikh, target sasaran dan tahap pengetahuan pelajar hendaklah diambil kira. Japan Foundation (2010) juga mencadangkan penggunaan benda sebenar (*realia*), contohnya kalendar, risalah dan sebagainya. Penutur jati juga boleh diundang semasa sesi P&P berlangsung supaya para pelajar dapat berinteraksi dan mempraktikkan bahasa Jepun mereka. Namun, pelajar harus diingatkan bahawa orang Jepun tersebut tidak mewakili keseluruhan masyarakat Jepun.

4.5 Merancang kuliah yang mengambil kira penerapan Budaya Jepun

Menurut Japan Foundation (2010), unsur budaya masih boleh diterapkan di dalam P&P bahasa Jepun walaupun terdapat faktor kekangan masa. Aktiviti yang dirancang hendaklah merupakan gabungan aspek linguistik dan budaya serta aspek yang boleh dibuat perbandingan di antara budaya Jepun dan budaya sendiri. Untuk tujuan itu, perancangan kuliah untuk setiap topik dan *task sheet* mestilah ada serta mengandungi aspek kemahiran bertutur, mendengar, membaca atau menulis. Pelajar digalakkan untuk berfikir secara kreatif serta melibatkan diri secara maksimum di dalam setiap aktiviti yang dijalankan. Rajah 6 berikut ialah satu contoh berdasarkan saranan Japan Foundaton (2010):

Rajah 6: Contoh perancangan kuliah yang melibatkan aspek linguistik dan budaya

Kemahiran	▪ Bertutur ▪ Mendengar
Kaedah	Perbincangan
Bahan	▪ Beberapa keping gambar dapur/aktiviti orang Jepun di dapur ▪ Video dapur orang Jepun
Aspek linguistik	▪ N(tempat) *ni* N(benda) *ga* arimasu. ▪ N(orang) *wa* N(masa) **ni* V-masu.
Aspek budaya	▪ Perbezaan dan persamaan dapur/aktiviti orang Jepun di dapur dengan di Malaysia ▪ Perbezaan dan persamaan tabiat/budaya seharian

4.6 Menganalisa proses P&P yang telah dipelajari

Sebelum proses P&P bahasa Jepun dijalankan, objektif atau matlamat kursus telah ditetapkan dan di akhir kursus penilaian akan dibuat. Japan Foundation (2010) memberikan dua cadangan untuk menilai keberkesanan aspek budaya di dalam proses P&P bahasa Jepun, iaitu penggunaan portfolio dan rubrik. Penilaian menggunakan portfolio juga berfungsi untuk melihat pencapaian pelajar secara berkala dari masa ke semasa. Rubrik yang merupakan standard untuk menilai objektif kursus atau pelajar boleh dimasukkan di dalam portfolio pelajar agar mereka sentiasa peka tentang standard yang ditetapkan.

5 KESIMPULAN

Seperti yang telah dibincangkan di atas, Japan Foundation (2010) telah memberikan garis panduan secara sistematik mengenai langkah-langkah untuk menerapkan elemen-elemen budaya ke dalam proses P&P bahasa Jepun sebagai bahasa asing. Langkah-langkah yang dicadangkan oleh Japan Foundation (2010) disertai penerangan dan contoh-contoh yang boleh diguna pakai oleh mana-mana institusi yang menawarkan kursus bahasa Jepun di serata dunia. Kertas kerja ini hanya merupakan kajian awal kepada langkah-langkah untuk menerapkan elemen-elemen budaya ke dalam proses P&P bahasa Jepun di UiTM. Berpandukan kepada kertas kerja ini, contoh-contoh, kandungan, bahan, dan perancangan kuliah mengenai aspek budaya Jepun akan dirancang dan disenaraikan secara terperinci untuk digunakan dalam buku teks/manual Bahasa Asas Jepun di masa akan datang.

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TAHAP KESEDARAN KESANTUNAN DALAM PENULISAN BAHASA JEPUN DALAM KALANGAN PELAJAR UiTM

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Abstrak

Kajian ini membincangkan mengenai aspek kesantunan dalam penulisan bahasa Jepun. Umum mengetahui bahawa bahasa Jepun kaya dengan aspek kesantunan yang unik yang boleh membezakan komunikasi bersama orang yang dikenali, tidak dikenali, mereka yang sama taraf dengan penutur, mereka yang berada di taraf yang lebih tinggi daripada penutur dan mereka yang berada di taraf yang lebih rendah daripada penutur. Di sini pengetahuan mengenai adat dan budaya bahasa Jepun memainkan peranan penting bagi meminimumkan kesilapan komunikasi serta kelancaran sewaktu komunikasi dilakukan. Tanggapan pertama *(first impression)* adalah penting yang boleh memberi gambaran sama ada penutur bukan asli ini mempunyai pengetahuan mengenai budaya bahasa asing yang dipertuturkan. Ini adalah penting, terutama sekali bila mereka berpeluang berkomunikasi dengan penutur asli. Kajian ini akan meneliti tahap kesedaran kesantunan pelajar melalui penulisan berdasarkan data-data yang dikutip daripada jawapan ujian bertulis bahasa Jepun, teks yang dihasilkan oleh pelajar untuk ujian bertutur dan skrip bagi projek video pelajar. Antara isu yang dikesan daripada kajian ini, pelajar masih lagi belum mahir untuk membuat pemilihan ekspresi yang tepat bila berkomunikasi dengan pendengar yang berbeza status. Analisis kajian menunjukkan bahawa kesedaran budaya sosiolinguistik di kalangan pelajar masih berada di tahap yang perlu diperbaiki. Penyelidik mengesan bahawa tiada garis panduan yang *standard* mengenai cara bagaimana bahasa Jepun dan budaya sosiolingustik Jepun harus diperkenalkan dalam pengajaran dan pembelajaran terutama sekali dalam kalangan pelajar yang mengambil bahasa asing sebagai bahasa ketiga. Kajian berkaitan kesopanan ini adalah berlandaskan teori kesopanan oleh Brown and Levinson (1987).

Kata kunci : bahasa Jepun, komunikasi, kesantunan dan penulisan

1 PENGENALAN

Objektif pembelajaran bahasa asing adalah supaya pelajar berupaya berkomunikasi dalam bahasa sasaran. Tenaga pengajar yang mengajar bahasa tersebut perlu mempertingkatkan kecekapan komunikasi antara budaya (*intercultural communication competence*) di kalangan pelajar mereka. Pendekatan pengajaran budaya bahasa sasaran merupakan sebahagian dari masalah yang dihadapi oleh tenaga pengajar bahasa asing di universiti kolej di seluruh dunia. Bahasa merupakan komponen yang terpenting dalam budaya dan kedua-duanya saling berkaitan antara satu dengan yang lain. Matlamat asas pembelajaran bahasa asing adalah untuk mencapai aras memperolehi kecekapan komunikatif. Kecekapan tersebut boleh dipertingkatkan dengan pendekatan pengajaran yang lebih cekap dan saintifik.

Tujuan bahasa digunakan ialah untuk memberi dan meminta maklumat dari orang lain. Di samping itu juga bahasa digunakan untuk menunjukkan hormat, kagum, meluahkan perasaan marah dan juga kegusaran penutur. Selalunya pertuturan seseorang itu secara langsung akan menyampaikan maklumat serta meluahkan perasaan secara serentak. Berkaitan dengan perkara tersebut, pengajian sosialingustik secara langsung mengkaji perhubungan antara bahasa dan masyarakat sekeliling. Keintiman penutur dan pendengar dapat dinilai melalui pemilihan frasa dan kosa kata yang tertentu dan memberi gambaran samada perhubungan tersebut intim, mesra, formal serta hormat Melalui penyelidikan sosialingustik kita dapat melihat cara pertuturan yang berbeza bila penutur berada dalam konteks sosial yang berbeza, kecenderungan penutur untuk mengenalpasti fungsi sosial bahasa dan cara-cara yang digunakan untuk menyampaikan maksud. Menyelidik cara penutur asal menggunakan bahasa dalam konteks sosial yang berbeza berupaya menyediakan pengetahuan yang mendalam kepada penutur bahasa asing mengenai fungsi bahasa serta menonjolkan identiti sosial penutur asli tersebut melalui bahasa tersebut.

Di samping itu pengetahuan mengenai budaya juga penting untuk memahami bahasa asing dan seterusnya memudahkan pelajar berkomunikasi dengan penutur asal dengan lebih efektif. Menurut Unher (2000) tanpa mengenali masyarakat yang menggunakan bahasa tersebut sebagai bahasa ibunda mereka, kemungkinan besar sukar bagi pelajar memperolehi nilai sebenar bahasa tersebut. Adalah benar tanpa mengenali penutur asal pelajar masih berupaya untuk mempelajari peraturan lingustik dan menghafal kosa kata, tetapi pelajar-pelajar ini masih dianggap sebagai `orang luar` kerana kekangan kefahaman tentang asas budaya bahasa asing tersebut. Dan adalah menjadi tanggungjawab kepada tenaga pengajar untuk menyediakan contoh-contoh yang lebih realistik yang melibatkan bahasa tersebut digunakan oleh pelajar-pelajar bahasa asing. (Lamponen 2012) dalam thesis sarjananya melaporkan banyak negara-negara telah memperbaharui kurikulum kebangsaan setanding dengan keperluan terkini untuk subjek bahasa asing berdasarkan Common European Framework (CEF). Matlamat baru pengajaran bahasa asing seperti yang disarankan oleh CEF ialah untuk memberi `jiwa dan sikap baru` melalui pembelajaran bahasa baru. Bagi memastikan ini berlaku, pelajar tidak hanya diberi pengetahuan mengenai lesikal dan tatabahasa , tetapi juga pandangan dari aspek sosial, budaya dan corak tingkah laku yang digunapakai dalam keadaan sosial yang berbeza dalam masyarakat bahasa sasaran. (Teacher`s Guide to the Common European Framework) menerangkan cara komprehensif pekara yang perlu dipelajari untuk tujuan menggunakan bahasa sebagai komunikasi di samping kemahiran yang seharusnya dipupuk di kalangan pelajar supaya membolehkan mereka berkomunikasi dengan cara yang lebih berkesan. Ini juga merangkumi konteks budaya bahasa sasaran yang harus dipelajari oleh para pelajar.

Dalam dunia serba moden dan teknologi tinggi serta timbulnya pembentukkan negara-negara dari pelbagai budaya telah meningkatkan cabaran baru terhadap pengajaran bahasa. Pengajaran pembelajaran bahasa yang hanya berkisar kepada komponen leksikal dan tatabahasa adalah agak ketinggalan zaman disebabkan timbulnya keinginan baru untuk memahami bahasa yang dipelajari. Adalah menjadi harapan agar masyarakat zaman ini dapat berkomunikasi menggunakan bahasa sasaran dengan cara bersesuaian berdasarkan norma-norma budaya bahasa sasaran tersebut. Bagi mencapai hasrat ini di samping benar-benar mempelajari bahasa, kita juga seharusnya memahami budaya bahasa sasaran tersebut.

2 LATAR BELAKANG KAJIAN

Kursus bahasa Jepun sebagai bahasa asing atau bahasa ketiga telah lama ditawarkan di Universiti Teknologi Mara (UiTM) sejak tahun tujuh puluhan dan di waktu itu UiTM dikenali sebagai ITM (Institut Teknologi MARA). Dengan kepesatan serta penambahan pemintaan pelajar terhadap bahasa asing, Pusat Bahasa telah ditubuhkan pada penghujung 1972 dan secara langsung berfungsi sebagai Pusat Pengajian Bahasa Asia dan Eropah. Pada bulan Jun 1999 bahasa asing telah diberikan status krusus Keperluan Universiti untuk semua pelajar peringkat Ijazah Sarjana Am/ Kepujian, sepenuh masa dan separuh masa telah diwajibkan untuk mengambil mana-mana subjek bahasa asing pilihan mereka untuk tempoh 3 semester sepanjang pengajian mereka di UiTM (Aini et al 2011). Di samping bahasa Jepun, bahasa asing lain yang menjadi pilihan pelajar UiTM ialah Mandarin, Arab, Jerman, Itali, Perancis dan Korea.

Berdasarkan sukatan pelajaran, pelajar yang mengambil bahasa asing di UiTM akan diperkenalkan asas kemahiran komunikasi, tatabahasa dan budaya. Sementara dari sudut penilaian pelajar, penambahbaikkan telah beberapa kali dilakukan bagi memastikan penilaian tersebut adalah selaras dengan sukatan pelajaran dan keperluan universiti. Dan yang terkini peperiksaan akhir telah dihapuskan dan digantikan dengan ujian penilaian berterusan. Komponen ujian penilaian berterusan merangkumi ujian atas talian, ujian mendengar, ujian lisan, ujian bertulis dan projek video pelajar.

Untuk kajian kali ini penyelidik akan cuba mengesan tahap kesantunan bahasa Jepun dari segi penulisan. Penyelidik akan meneliti jawapan-jawapan soalan bertulis yang mempunyai elemen kesantunan, karangan pendek pelajar untuk ujian lisan serta draf-draf untuk projek video pelajar.

2.1 Kesopanan Berlandaskan Teori Kesopanan Brown and Levinson (1987)

Menurut Brown and Levinson klasifikasi untuk pertuturan boleh dibahagikan kepada empat kategori. Contoh berikut menunjukkan bagaimana respon penutur apabila ditanya samada penutur setuju dengan pemilihan tudung yang dibuat:

1- (*Explicits*)/'Pencanggahan pendapat langsung' (*direct disagreement*) -`Saya tidak suka tudung itu'
2- Tidak bersetuju dan diselindungi dengan kesantunan positif-`Tudung ini elok, tapi saya tak suka tudung itu`
3- Tidak bersetuju dan diselindungi dengan kesantunan negetif-`Awak nampaknya telah membuat pemilihan, tapi saya tidak suka tudung itu`
4- `Pencanggahan pendapat secara tidak langsung` (*implied disagreement*)-`Mmm,warna tudung ini menarik juga`

Brown dan Levinson berpendapat bahawa masyarakat silang budaya dan bahasa selalunya akan menyimpang dari perbualan dengan menggunakan perlakuan dengan menggurangkan atau melembutkan ekspresi keinginan, niat atau arahan (Lamponen 2012). Sebagai contoh apabila kita sedang makan dan berkehendakkan botol kicap yang berada jauh dari kita akan berkata `tolong berikan saya botol kicap itu` . Perkataan `tolong` sebenarnya tidak perlu atau dan tanpa perkataan tersebut penutur berupaya menjelaskan hasrat. Hampir semua interaksi antara pelaku (*social agents*) berpotensi kepada `tindakan acaman muka` (*face threatening*

acts). Sebagai contoh sekiranya penutur bercakap dengan pendengar tentang apa saja topik dan penutur meminta perhatian pendengar, ini secara langsung telah mengancam `muka negatif` pendengar. Oleh kerana itu, penutur seharus menggunakan perkataan `tolong` apabila meminta sesuatu. Dan sekiranya penutur menyatakan hasrat secara bersahaja dengan berkata `beri saya botol kicap`, dari satu sudut penutur sendiri merasa samar-samar samada penutur mempunyai kuasa atau hak untuk memaksa pendengar memberikan botol kicap pada penutur. Pendengar juga mungkin terguris hati dengan cara sebegitu. Penggunaan `tolong` adalah strategi untuk mengurangkan ancaman tersebut. Ianya boleh ditafsirkan sebagai kod etika. Kod etika pula merupakan undang-undang yang menunjukkan mereka yang menggunakan perkataan `tolong` sedang berusaha untuk memperlihatkan kesopanan. Dan mereka yang tidak berusaha ke arah kesantunan mungkin akan memberi pelbagai alasan. Antaranya mereka ini merasakan mereka tidak percaya bahawa mereka perlu berbuat demikian, tanggapan mereka mengenai kesantunan adalah berbeza atau mereka ini benar-benar kurang sopan.

Berkaitan dengan ini, Brown dan Levinson telah banyak mengumpul banyak data serta membangunkan model untk menerangkan kejadian ini. Objektif utama mereka ialah untuk menjelaskan mengapa individu memilih pelbagai jenis pelakuan yang sopan (Song 2012).

2.2 Ancaman muka (*face threats*) dalam interaksi sosial

Brown dan Levinson beranggap bahawa masyarakat dimotivasikan oleh dua kategori kehendak sosial berdasarkan `konsep muka` (*concepts of face*) atau nilai-nilai sosial positif yang dipunyai oleh setiap individu. Menurut Brown dan Levinson semasa interaksi berlaku `muka` boleh `dijaga`, `hilang` , `ancam` atau `dipelihara`(Cutrone 2011)

Konsep `muka` ini diperhalusi kepada dua tujuan yang kemungkinan dipunyai oleh masyarakat iaitu:

- `muka positif` (*positive face*)-keinginan untuk dipandang tinggi apabila tindakan dan pendapat pelaku tersebut dihargai dan dibenarkan oleh orang sekeliling
- `muka negatif` (*negetive face*)-keinginan untuk autonomi yang menyebabkan pelaku mempunyai gerak hati untuk menggerakkan kehendaknya ke arah mana dan bila pelaku merasakan ianya perlu

Terdapat tiga faktor `tahap ancaman muka` (*face threat*) seperti yang terdapat dalam model Brown dan Levinson iaitu:

1- Kuasa relatif pendengar terhadap penutur dan adalah merupakan hubungan yang tidak simetris. Sekiranya semua faktor-faktor yang lain adalah sama, penutur seharusnya menggunakan lebih kesopanan kepada pendengar yang lebih berkuasa bagi mengekalkan tahap ancaman yang tetap
2- Jarak sosial antara pendengar dan penutur yang membawa maksud sekiranya pendengar adalah seseorang yang kita biasa atau kenali semakin kurang kesopanan yang harus digunakan
3- Perbuatan seperti memohon pemintaan memerlukan lebih perhatian bagi tujuan mengurangkan tahap ancaman

3 KAEDAH PENGUMPULAN DAN ANALISIS DATA

3.1 Populasi Kajian

Populasi kajian ialah terdiri dari pelajar bahasa Jepun UiTM Puncak Alam, Puncak Perdana dan Shah Alam. Mereka terdiri dari 86 orang pelajar tahap satu, 215 orang pelajar tahap dua dan 85 orang pelajar dari tahap tiga yang yang mengikuti program sarjana muda dan telah memilih bahasa Jepun sebagai bahasa ketiga.

3.2 Sample Kajian

Responden kajian ini telah diambil dari pelajar-pelajar peringkat sarjana muda yang sedang mengambil bahasa Jepun sebagai bahasa ketiga untuk kod BJP 401, BJP 451 dan BJP 501. Kajian ini cuba mengesan tahap kesedaran pelajar terhadap kesantunan dalam bahasa Jepun dan penyelidik telah mengabaikan tahap bahasa Jepun pelajar kerana pendedahan terhadap kesantunan dan budaya bahasa Jepun ini seharusnya dijalankan sepanjang pengajaran dan pembelajaran bahasa tersebut berdasarkan apa yang termaktub dalam sukatan pelajaran UiTM. Sebahagian besar dari pelajar-pelajar ini merupakan pelajar-pelajar penyelidik sendiri kecuali 146 orang pelajar dari tahap dua yang dari 2 orang pensyarah yang berbeza. Ujian bertulis dan ujian lisan 2 merupakan ujian individu bagi setiap orang pelajar, sementara projek video dijalankan secara kumpulan yang terdiri dari empat hingga enam orang pelajar setiap kumpulan.

Jadual 1: Bilangan pelajar yang terlibat dalam kajian

Data yang dikumpulkan dari pelajar-pelajar bahasa Jepun sesi (September `13~Januari `14)						
Ujian bertulis kod BJP 451 (Sep`13-Jan`14)	Ujian lisan 2 tahap 1	Ujian lisan 2 tahap 2	Ujian lisan 2 tahap 3	Jalan cerita (*story-line*), draf projek, skrip dan video tahap 1 BJP 401	Jalan cerita (*story-line*), draf projek, skrip dan video tahap 2 BJP 451	Jalan cerita (*story-line*), draf projek, skrip dan video tahap 3 BJP 501
215	86	69	85	16	13	16
	Keseluruhan=240			**Keseluruhan=45**		

3.3 Prosedur

Kajian ini bermula pada minggu pertama dan berakhir pada minggu ke 14 sesi September 2013 hingga Januari 2014. Sepanjang sesi tersebut penyelidik telah memperuntukkan sesi pendedahan mengenai budaya dan kesantunan dalam bahasa Jepun terutama sekali semasa latihan lisan dilakukan dan menggunakan senarai frasa harian (*Useful Daily Expression*) yang terdapat dalam buku teks bagi setiap tahap. Prosedur yang telah dijalankan adalah seperti berikut:

Jadual 2 : Prosedur kajian

Aktiviti	Item yang digunakan	Masa
Pendedahan mengenai budaya dan kesantunan bahasa Jepun. Pensyarah mengajar dan memberi	Senarai frasa harian (*Useful Daily Expression*), latihan B (*renshū B*) serta perbualan (*kaiwa*) dalam buku teks.	Minggu ke-2, 4, 6,9 dan 11

penerangan mengenai budaya dan kesantunan bahasa Jepun berdasar item yang digunakan.		
Ujian bertulis	Ujian Tahap 2 Bahasa Jepun Lg/Nov 2013/BJP 451 Bahagian lll: Jawap soalan (Shitsumon ni kotaenasai), soalan 2 dan 5.	Minggu ke-9
-Melakukan ulangkaji untuk kesemua bab dan tahap. Penekanan diberikan sekali lagi mengenai budaya dan kesantunan bahasa Jepun. -Pelajar akan berbincang mengikut kumpulan dan melakarkan jalan cerita (*story-line*) untuk draf skrip mereka	-Buku teks tahap 1, 2 dan 3 -Jalan cerita (*story-line*) yang dikarang oleh pelajar	Minggu ke-11
Penyerahan draf projek/skrip dan perbincangan pensyarah dan semua ahli kumpulan	Draf projek/skrip yang dihasilkan pelajar	Minggu ke-13
Penyerahan projek akhir	Pelajar menyerahkan skrip yang telah diperbaiki berserta video	Minggu ke-14

4 DAPATAN DAN PERBINCANGAN

Kajian ini dijalankan selama satu semester dan melibatkan seramai 386 orang responden pelajar bahasa Jepun dari tahap satu, dua dan tiga. Bahagian ini akan menghuraikan dapatan kajian yang meliputi item-item seperti berikut:

(a)Ujian Bertulis

Jadual 3: Ujian bertulis bahasa Jepun LG/NOV2013/BJP451

	SOALAN	PERATUS
2	A:*Tomodachi no kekkon-shiki ni nani o agemashō ka*. B:(Kata nama) *o agemashō.* A:Apa yang harus kita beri sempena majlis perkahwinan kawan? B:Jom beri (kata nama)	22.3%
5	A:*Do-yōbi ni issho ni ano kireina kōen de shashin o torimasen ka* B:*Ee, torimashō/ Hai, torimashō /Sumimasen ga, chotto…* A:Hari sabtu ini sudikah bersama-sama ambil gambar di taman yang cantik itu? B:Jom, ambil gambar/ Ya, jom ambil gambar /Maaf…	21.8%

Daripada 215 skrip ujian bertulis yang disemak hanya 22.3% dan 21.8% menjawap dengan tepat berdasarkan skema jawapan yang disediakan. Untuk soalan 2, (*V-mashō ka*) merupakan

ajakan tidak formal dan harus dijawab dengan struktur tidak formal juga iaitu "(kata nama) *V-mashō*". Sementara soalan 3, *V-masen ka* merupakan ajakan yang formal dan harus dijawab menggunakan struktur tidak formal iaitu (*V-mashō*). Pendengar boleh menjawab (*Ee*)[tidak formal] atau (*Hai*)[formal] yang kedua-duanya bermaksud "ya". Sekiranya ingin menolak perlawaan, penutur tidak boleh menjawap (*Iie*) "tidak" tetapi disaran menggunakan "*sumimasen ga, chotto…*" yang bermaksud maaf tanpa perlu memberi apa-apa sebab dan alasan. Bersandarkan teori Brown & Levison, kita dapat melihat `muka positif` dan faktor "acaman muka" Soalan 2 memaparkan apabila jarak penutur dan pendengar dekat, maka kurang kesopanan digunakan. Soalan 5 menunjukkan penutur telah menggunakan lebih kesopanan dengan menggunakan (*V-masen ka*) kerana pendengar lebih berkuasa. Ajakan penutur telah ditolak dan diselindungi dengan kesantunan positif dengan berkata "*sumimasen ga, chotto…*"

(b)Ujian lisan 2

Jadual 4: Karangan pelajar untuk ujian lisan 2

TAHAP	Kesantunan yang dikesan	Penggunaan kesantunan yang kurang sesuai	Peratus kesantunan
1 BJP401	1-Selamat pagi (*Ohayō gozaimasu*) 2-Terima kasih (*Arigatō gozaimasu*) 3-Selamat tinggal (*Sayōnara*) 4-Seronok bertemu anda (*Yoroshiku onegaishimasu*) 5-Yang ini.... (*Kochira wa...*) 6-Memperkenal sesuatu (*Go-shokai shimasu...*)	1-Ucapan bila pertama kali bertemu (*Hajimemashite*) 2-Terima kasih [tidak formal](*Arigatō*) 3-Selamat maju jaya (*Gambatte kudasai*) 4-Menggunakan (~san) untuk nama sendiri	51%
2 BJP451	1-Selamat pagi (*Ohayō gozaimasu*) 2-Terima kasih (*Arigatō gozaimasu*) 3-Selamat tinggal (*Sayōnara*) 4-Seronok bertemu anda (*Yoroshiku onegaishimasu*) 5-Jumpa lagi [formal] (*Dewa mata*)	1- Ucapan bila pertama kali bertemu (*Hajimemashite*) 2-Maaf [tidak formal] (*Gomen nasai*)	24.6%
3 BJP501	1-Selamat pagi (*Ohayō gozaimasu*) 2-Selamat tengahari (*Konichiwa*) 3-Terima kasih (*Dōmo arigatō*)/ (*Arigatō gozaimasu*)	1-Ucapan bila pertama kali bertemu (*Hajimemashite*) 2-Selamat malam (*Kombanwa*)	14.1%

Hasil penulisan pelajar tahap 1 lebih menunjukkan bahawa mereka lebih peka kepada budaya dan kesopanan berbanding dengan pelajar-pelajar dari tahap 2 dan 3. Pelajar-pelajar ini telah memulakan ucapan mereka dengan ucapan selamat pagi atau tengahari dan diakhiri dengan "*yoroshiku onegaishimasu, sayōnara ,dewa mata* dan *arigatō gozaimasu."*Terdapat penggunaan prasa yang kurang tepat seperti "*hajimemashite"*, menyebut nama sendiri dengan menggunakan "*san*", "*arigatō,gomen* dan *gambatte kudasai*" kepada peyelidik serta ucapan "*kombanwa*" ketika jam menunjukan pukul 2:30 petang. Menurut Brown dan Levison penggunaan "*arigatō* dan *gomen*" seharusnya dielakkan oleh penutur memandangkan penutur berinteraksi dengan orang (peyelidik) yang lebih berkuasa dalam konteks tersebut.

(c)Projek video

(i) Draf jalan cerita

TAHAP	AKTIVITI
1 (BJP401), 2 (BJP451) & 3 (BJP501)	-Mendengar penerangan dari ahli kumpulan mengenai jalan cerita dan struktur ayat yang akan digunakan untuk setiap senario projek video -Perbincangan mengenai item-item kesantunan yang akan digunakan sebagai contoh perbezaan ucapan selamat pagi dan terima kasih sekiranya diucapkan pada kawan dan berbanding dengan pensyarah.

(ii) Draf skrip

TAHAP	KESANTUNAN YANG DIKESAN	KESANTUNAN YANG KURANG SESUAI
1 (BJP401)	1-Sebelum beredar, "Maaf. Pergi dulu. Jumpa lagi" (*Sumimasen.Itte kimasu.Ja mata*) 2-"Maafkan saya" (*sumimasen*) kerana lewat sampai, sebelum bertanya waktu 3-"Terima kasih" (*arigatō gozaimasu*) kepada cikgu 4-"Terima kasih kerana berkunjung ke kedai" (*yoku irasshaimashita*) ucapan oleh pekedai 5-"Silakan ke sini" (*dōzo kochira e*) 6-"Hati-hati" (*ki o tsukete kudasai*) **7-"**Tolong tunjukkan saya..." *(~o misete kudasai*) 8-"Lama tak jumpa" (*ohisashiburi*) 9-perkerjaan seseorang, negara orang (*o-shigoto*), (*o-kuni*) 10-siapa (*donata*) formal 11-"sila makan"(*dōzo meshiagatte kudasai*)	1-"Terima kasih" (*dōmo arigatō gozaimasu*) ucapan oleh pelanggan kedai 2-Siapa (*dare*) bila bertanya siapa pensyarah 3-"Sila duduk" (*Hai, dōzo okake kudasai*) diucap kepada kawan 4-"Sila makan"(*dōzo meshiagatte kudasai*) diucapkan kepada kawan 5-"Ini ibu awak?" (kore wa anata no okāsan desu ka) 6-"Saya dah pulang" (*tadaima*), tetapi tiada respon dari mereka yang mendengar 7-"Pensyarah di mana?" (*sensei wa doko desu ka*) 8-"Beri saya dua helai (*ni-mai desu*)
2 (BJP451)	1-Encik A sihat? Ya saya sihat (*A-san wa genki desu ka? Hai, genki desu*)	1-Siapa (*dare*) kepada orang yang lebih tinggi kedudukannya dan orang yang

	2-Awak hendak menonton wayang bersama? Jom! (*Issho ni eiga o mimasen ka. Hai, mimashō*) 3-"Maaf, saya terlupa" (*gomennasai,watashi wa wasuremashita*) 4-Awak hendak jogging bersama? Bagus tu.Jom! (*Isshoni jogingu o shimasen ka. Ii desu ne. Sō shimashō)* 5-"Tolong tunjukkan fail awak" (*anata no fairu o misete kudasai*) 6-"Selamat maju jaya" (*gambatte kudasai*) 7-"Sila masuk" (*dōzo ohairi kudasai*) 8-"Terima kasih" (*dōmo airgatō*) kepada orang tidak dikenali 9-Menolak pelawaan (*sumimasen ga, chotto*) 10-"Selamat tinggal,hati-hati" (*sayōnara,ki o tsukete*) 11-"Tunggu sebentar" (*sho sho omachi kudasai*) bercakap dengan inspektor polis 12-"Terima kasih" (*arigatō gozaimasu*) bila pemandu teksi menerima wang	tidak dikenali 2-Seseorang terjatuh dan yang melihat bertanya "awak tak apa-apa ?" (*o-genki desu ka*) 3-"Terima kasih" (*dōmo arigatō gozaimasu*) ucapan kepada sahabat baik 4-"Tahniah" (*omedetō gozaimasu*) ucapan kepada sahabat baik 5-"Makan ubat" (*kusuri o tabemasu*)
3 (BJP501)	1-Apa khabar? Terima kasih kepada anda, saya sihat (*o-genki desu ka. Hai, okagesama de genki desu*) 2-Berjumpa buat kali pertama (*hajimemashite*) 3-Yang ini kawan ke? Ya, kawan. Mari saya perkenalkan.Yang ini kawan yang sama sesi, Cik B (*Ano kochira wa tomodachi desu ka.Hai, tomodachi desu. Go-shokai shimasu. Kochira wa dokyusei no B-san desu*) 4-Selamat petang.Maaf lambat. Selamat petang. Tidak mengapa. Sila duduk (*Konichiwa. Okurete sumimasen. Konichiwa. Daijōbu desu. Dōzo okake kudasai)* 5-Nak makan apa? Apa kata kita makan nasi goreng? (*Nani o tabemashō ka. Nasi goreng wa dō desu ka*) 6-"Sila makan" (*dōzo meshiagatte*	1-Cantik kasut. mahal ke? Ya, mahal. Kasut dari Jepun (*Kirei na kutsu desu ne.takai desu ka. Hai, takai desu. nihon no kutsu desu*) 2-Mengajak kawan serumah makan (*dōzo meshiagatte kudasai*) 3-Sesorang terjatuh dan yang melihat bertanya "awak tak apa-apa ?" (*o-genki desu ka*) 4-"Tolong beritahu nama awak (*anata no *namae o oshiete kudasai*) 5- "Cik Reika dan keluarga tinggal di Shah Alam" (*Reika-san wa *kazoku to Shah Aramu ni sunde imasu*) 6-Hendak makan di restorant hotel yang terkenal tu? Maaf, saya tidak ada wang (*isshoni yumeina hoteru no*

	kudasai) pengacara TV mengajak penonton di rumah makan bersama 7-Menolak ajakan (*sumimasen ga, chotto*) 8-Bertanya mengenai pekerjaan seseorang (*o-shigoto*)	*resutoran de tabemasen ka. Sumimasen ga, chotto...watashi wa okane o motte imasen*) 7-Meminta izin untuk menyambut panggilan (*chotto matte kudasai*) 8-"Ini kawan saya" (**kore wa watashi no tomodachi desu*) 9-"Tahniah" (*omedetō gozaimasu*) bila mendengar kawan akan berumah tangga, tetapi tiada respon terima kasih (*arigatō*) 10-Mohon maaf (*moshi wake gozaimasen*)kepada ibu kerana keluar bersama teman lelaki

Untuk tahap 1 antara ciri-ciri kesantunan yang kurang tepat penggunaannya ialah (*dōmo arigatō gozaimasu*) ucapan yang formal,sebagai pelanggan memadai dengan berkata (*dōmo*) atau (*arigatō*), (*dōzo meshiagatte kudasai*) ucapan formal dan tidak sesuai digunakan dengan kawan memadai dengan berkata (*tabete kudasai*), (*kore wa anata no okāsan desu ka*) lebih sesuai menggantikan perkataan (*kore*) kepada (*kochira*), ucapan (*tadaima*) seharusnya dijawab dengan (*okaerinasi*) selamat kembali, (*sensei wa doko desu ka*) perkataan (*dochira*) lebih santun digunakan berbanding (*doko*) dan (*ni-mai desu*) lebih sesuai diganti dengan (*ni-mai kudasai*) tolong beri saya dua helai.

Untuk draf tahap 2,penggunaan (*dare*) kurang sesuai digunakan bila bercakap mengenai orang yang lebih tinggi kedudukannya. Pengunaan (*donata*) adalah lebih tepat. Sekiranya mengucap tahniah kepada sahabat baik adalah lebih sesuai jika menggunakan (*omedetō*) berbanding bila berkata (*omedetō gozaimasu*) yang agak formal. Masyarakat Jepun kebiasaannya menyebut "minum ubat" (*kusuri o nomimasu*) dan bukannya makan ubat.

Draf skrip tahap 3 menunjukkan seseorang yang dipuji tentang kasutnya dan telah mengiakan pujian tersebut. Jawapan yang santun ialah (*iie, amari takakunai yo*) "tidaklah mahal sangat".(*O-genki desu ka*) tidak sesuai digunakan bila terlihat musibah yang berlaku pada seseorang, ucapan yang sesuai ialah (*daijōbu desu ka*) "awak tak apa-apa ke?". Bila menyebut nama dan keluarga seseorang penggunaan (*o-name*) dan (*go-kazoku*) adalah lebih santun berbanding (*namae*) dan (*kazoku*) tanpa meletakkan (*o*) dan (*go*) di hadapan perkataan tersebut. Apabila menolak pelawaan masyarakat Jepun kebiasaannya tidak akan menerangkan mengapa pelawaan itu ditolak. Dalam buku teks BJP 451 juga memaparkan pelawaan ditolak dengan berkata (*sumimasen ga, chotto...)* tetapi dapatan yang diperolehi agak bercanggahan kerana pelajar telah memberi penerangan mengapa pelawaan tersebut ditolak. Apabila memohon izin untuk menyambut panggilan talipon ungkapan (*chotto sumimasen*) "maafkan saya sebentar" adalah lebih sesuai berbanding (*chotto matte kudasai*). Ucapan (*omedetō gozaimasu*) seharus dibalas dengan ucapan terima kasih dan bukannya berdiam diri. Dan yang terakhir penggunaan (*moshi wake gozaimasen*) adalah terlalu formal untuk memohon maaf kepada ibu kita. Penggunaan (*gomenasai*) adalah kurang formal dan sesuai untuk dituturkan kepada ahli keluarga sendiri.

(iii)Video

TAHAP	KESANTUNAN YANG DIKESAN
1 (BJP401)	1-Pekedai menyapa pelanggan yang masuk dan keluar dari kedai beliau. 2-Memasuki bilik dan berkata (*moshi-moshi*)* 3-Maaf, siapa nama awak? Maaf, saya Ija *("sumimasen,o-namae wa nan desu ka.*sumimasen .watashiwa Ija-san* desu)* 4-Selamat tengahari *(*kombanwa)*
2 (BJP451)	1-"Sila lakukan yang terbaik" (*gambatte kudasai*) 2-"Sila tunggu sebentar"(*sho sho omachi kudasai*) bila berkata kepada pelanggan. 3-"Selamat datang.Nak cari apa? (*irrashaimasen. nani o osagashi desu ka*) 4-"Selamat pagi" (*ohayō*) ucapan kepada kawan 5-suami saya (*otto*) 6-helo (*moshi moshi*) 7-"Ok!Jom balik" (*Ja, isshoni kaerimasu**) 8-"Terima kasih" *(*arigatō gozaimasu*) ucapan kepada sahabat baik 9-memberi hadiah kepada kawan sambil berkata "bukanlah talipon bimbit mahal" (*amari takai ketai denwa dewa arimasen*)*
3 (BJP501)	1-"Maaf,esok pagi boleh ke saya datang ke rumah? Tolong datang lusa, sebab esok saya balik kampung (*sumimasen, ashita no asa o-taku e itte mo ii desu ka. Ashita no asa inaka e kaerimasu kara, asatte kite kudasai*) 2-"Maaf cikgu, selalunya bila cuti apa awak buat?"(*sumimasen sensei, anata wa yasumi ni yoku nani o shimasu ka*)* 3-Mempelawa sahabat baik makan *(dōzo meshiagatte kudasai)** 4-Rumah kakak *(ane no otaku)** 5-Memanggil nama adik dengan *(~san)** 6-"Boleh saya minum air?" *(*mizu o nonde mo ii desu ka)* 7-Maaf doktor, boleh tak saya makan nasi lemak?Maaf, tolong jangan makan (*sumimasen, oisha-san. Nasi rumak o tabete mo ii desu ka.*sumimasen, tabenai de kudasai*) 8-Saya nak buka kedai kek.Wah bagus tu! Tahniah.Terima kasih. (*Watashi wa okashi-ya o aketai desu. Waa, ii desu ne. *Omedetō gozaimasu.*Dōmo arigatō gozaimasu*)

*kesantunan yang tidak sesuai

Melalui projek video pelajar yang ditontoni penyelidik mendapati pelajar bahasa Jepun dapat menzahirkan kesantunan dari skrip ke projek video. Akan tetapi masih terdapat silap tafsir kesantunan yang jelas kelihatan. Antaranya memasuki bilik dengan mengucap (*moshi-moshi*) helo, adalah lebih bersesuaian sekiranya (*ojamashimasu*) "maaf kerana menganggu" digunakan. Terdapat juga pelajar yang menggunakan *(-san)* bila menyebut nama sendiri sedangkan *(-san)* digunakan bila menyebut nama orang lain.

Di kalangan pelajar tahap 2 terdapat pelajar yang menggunakan *(~V masu)* sebagai kata pelawaan sedangkan *(~V mashō ka)*[tidak formal] dan *(~V masen ka)*[formal] lebih sesuai digunakan. Penyelidik mendapati pelajar tidak dapat membezakan jarak sosial penutur dan

pendengar dan dibuktikan dengan penggunaan (*arigatō gozaimasu*)[formal] kepada sahabat baik. Penggunaan (*arigatō*) atau (*dōmo*) adalah lebih sesuai di sini. Penyelidik juga mengesan "muka negatif" di sini bila pelakon memberi hadiah sambil merendah diri sambil berkata (*amari takai ketai denwa dewa arimasen*). Pekara ini sememangnya wujud dalam budaya Jepun sebagai contoh mereka akan merendah diri sambil berkata "silalah, barang yang tidak seberapa" apabila memberi hadiah kepada seseorang.

Terakhir sekali melalui video tahap 3 penyelidik dapat mengesan pelajar memanggil pensyarah dengan (*anata*) awak, menggunakan *(otaku)* bila menyebut rumah kakak kandung dan memanggil nama adik kandung dengan menggunakan *(-san).* Pensyarah seharusnya dipanggil (*sensei*) dan (*otaku*) adalah bahasa hormat merujuk kepada rumah orang. Perkataan yang tepat ialah (*uchi*). Sementara panggilan kepada adik kandung, adalah memadai dengan menyebut nama mereka tanpa (-*san*) dibelakangnya. Melalui video, terdapat situasi pelajar meminta izin untuk minum air kawannya tanpa menggunakan perkataan*(sumimasen).* Pekara yang sama telah dibincangkan oleh Brown dan Levison dalam teori mereka yang menyatakan penggunaan perkataan seperti "tolong dan maaf" merupakan kod etika yang menunjukkan seseorang berusaha ke arah kesantunan. Dan kemungkinan kesantunan tidak digunakan dalam situasi ini disebabkan tanggapan pelajar terhadap kesantunan adalah berbeza. Seterusnya perbualan antara pesakit yang meminta kebenaran untuk makan nasi lemak dari seorang doktor (Pesakit: *Sumimasen, oisha-san, Nasi rumak o tabete mo ii desu ka? Doktor:Sumimasen, tabenai de kudasai*). Doktor tidak perlu menggunakan *(sumimasen)"maaf* "memadai dengan berkata *(tabenai de kudasai*). Akhir sekali temu ramah host dengan peserta realiti TV, peserta menyatakan hasratnya untuk membuka kedai kek dan respon dari host ialah (*Waa, ii desu ne.Omedetō gozaimasu). (Omedetō gozaimasu)* "tahniah"kurang tepat digunakan disini memandangkan cita-cita peserta belum terlaksana. Ucapan yang lebih sesuai ialah *(gambatte kudasai)* "selamat maju jaya".

5 KESIMPULAN

Dapatan kajian menunjukkan bahawa pelajar bahasa Jepun sedar mengenai kesantunan dan budaya yang terdapat dalam bahasa Jepun. Teori kesopanan Brown and Levinson 1987 yang berkaitan dengan `muka positif`, `muka negatif`dan `tahap ancaman muka` dapat dikesan melalui penelitian pada tulisan pelajar dan akhir sekali penghasilan projek video mereka. Nilai kesantunan adalah berkait dengan kod etika tatacara masyarakat berkomunikasi, pengetahuan mengenai budaya bahasa yang dipelajari adalah penting untuk memastikan kita bertindak dengan cara yang betul terutama sekali bila ditempatkan di kalangan masyarakat penutur asal. Penyelidik berpendapat bahawa latihan perbualan yang mempamerkan pelbagai corak kesantunan dan budaya bahasa Jepun secara tidak langsung dapat membantu pelajar meningkatkan pemahaman mereka. Di samping itu juga tenaga pengajar harus melengkapkan diri mengenai kesantunan dan budaya bahasa Jepun agar kita berupaya meminimumkan kesilapan pelajar dalam penghasilan projek video mereka.

Akhir sekali penyelidik ingin menyarankan penggunaan klip-klip video yang dimuatnaik atas talian digunakan sebagai contoh pengajaran dan pembelajaran bahasa Jepun. Untuk makluman, banyak video pembelajaran bahasa Jepun telah dihasilkan dan boleh ditonton secara percuma oleh orang awam. Tenaga pengajar disarankan untuk memilih video-video yang bersesuaian dengan topik dan memperkenalkan video-video yang tersebut sebagai bahan rujukan pelajar-pelajar bahasa Jepun.

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THE ATTITUDE AND PERCEPTION OF LOCAL STUDENTS ON LECTURES GIVEN BY FOREIGN LECTURERS IN A LOCAL PRIVATE LEARNING INSTITUTION

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Abstract

This study focuses on the attitude and perception of Malaysian student on lectures given by foreign lecturers in a local private learning institution. This research builds on researches like Nihilani (1993) Gass & Varonis (1984) Munro & Derwing, (1995). They have shown that poor accent ratings are associated with phonetic, phonemic and grammatical errors, as well as problems with intonation. This study uses quantitative and qualitative methods for collecting data in order to answer the research questions. First, SPSS version 11.5 was used to analyze the data quantitatively. Four sections in the questionnaire were analyzed, Section B which is about lectures in classroom, Section C is about coping strategies and Section D is on motivation in learning science. Section C and D were correlated using Spearman correlation to get the findings and quantitative data that were gathered were primary data. To get a firm result secondary data were introduced by using qualitative method which is focus group interview, 6 students were interviewed as a group to get the responses from them and the data were validate and correlate with the primary data findings. The findings reveal that the primary data and the secondary data are correlated to each other which the primary gives the percentage whereas the secondary data gives the reason and justification behind the problems, coping strategies and students' motivation in learning science subjects from foreign instructors

Keywords: foreign instructors/lecturers, accent, coping strategies, motivation

1 INTRODUCTION

Obtaining knowledge is considered the primary objective of learning in which the outcome or the end product of the processes can be recognized. Albert Bandura (1963) in his Social Cognitive Theory believes that some behaviours are, undoubtedly, the result of direct training or some form of conditioning. The ability to perform a particular task dictates the effect of learning. If learning has taken place there will be a change of behaviour that can be exemplified by the students and observed through their level of understanding. A research conducted by Cassel and Johnstone (1985) shows that students in learning science are required not only to master the use of symbols used in representing the concept, but also the language, particularly the technical and non – technical vocabulary. Non – technical vocabulary is defined as terms that acquire numerous meanings in daily use however have a specific and diverse meaning in a scientific context Cassel and Johnstone (1985), and this issue has made learning science quite difficult to acquire by many students, besides their need for mastering the language, particularly technical and non – technical vocabulary. Students learning science not within their mother tongue (medium of instruction) creates difficulties to comprehend both the scientific terminologies (technical terms) and regular explanation of the knowledge itself. The increasing demands in science education reflect the growing interest of

Malaysian students to learn English. However, shortage of knowledgeable and proficient educators in science education has triggered the extension of expatriate educators. Most expatriate educators hired by the institutions are from India, a country with the second largest population in the world; India is flooded with competent educators in the field of science. The medium of instruction used in teaching science subject in the classroom by these expatriate educators is English. However Malaysian students in this institution are facing difficulties because of the unfamiliarity with the accent of those expatriate educators. The language learning difficulties faced by students in learning science subject are clear cut examples of the issue faced in putting into practice the use of English as medium of instruction. Failure to comprehend the language used impedes the process of understanding the content and that requires further justifications. The growth of education in Malaysia has played a significant role as a major contributor of income for the nation stability. As Malaysia is growing rapidly in becoming the education hub for the world, it is undeniable that there will be demands for universities and private institutions to provide excellent and well knowledgeable educators especially in science education. Comparing the current scenario, Malaysia has fallen behind in science education due to the lack of competent educators within the field which can be seen from the school level whereby the enrolment in the sciences as compared to the art stream at higher secondary level is less than the expected 60:40 percent ratio. EPU (2006) However, there are few exceptions. Statistically, according to Minister of Higher Education currently only 29.7 % lecturers are with PhDs, which is lower than the target of 70% set by the government. Even though there are vast selections of science education being offered by a number of private institutions, it clearly contradicts with the demand and the supply value for both industries. The huge demand for science education could not be fulfilled so far. This can be attributed to the lack of educators, who are fluent in the domain. Most private universities and colleges resolved the issue by hiring expatriate educators mostly from India to teach the Malaysians students. English has been acknowledged as the medium of instruction for many institutions; this has required expatriate educators to teach Science course content in English. However, this has brought forward the issue of Malaysians students being unable to comprehend or to understand the teaching. Inability to comprehending teaching is a result of the unfamiliarity with the English used and failing to grasp the words uttered by these educators. This is because accents and dialects do interfered students understanding and perception in learning the subject content which this supported by number of studies such as Fishman (1977), Giles and Sassoon (1983), Williams, Mackie and Rosselli (1995). This has impeded students, further, from understanding the course content. In making learning of the subject effective, students are required to understand the message, the grammar, pronunciation and intonation conveyed by the foreign lecturers beforehand. Therefore this research is meant to look at the problems that students based in learning science subjects from foreign lecturers who come from India

2 LITERATURE REVIEW

Educators are becoming increasingly aware of the significance of language in the classroom. The language of science is difficult and often obscure, even for native speakers. It requires careful and precise explanation in order to ensure a shared meaning between the

participants in classroom discourse. Most students find the learning of science not an easy task. These difficulties arise not only from the use of symbols to represent concepts, but also the language that must be mastered, in particular the technical and non-technical vocabulary. Students who learn science not in their first language face the problem of understanding both the scientific terminologies, which are technical terms and regular explanations of the knowledge itself.

2.1 The Role of Language in Science Subject

Tun Dr. Mahathir (2003) proposed that in order to learn certain knowledge from particular language there is a need to master the language first before comprehending the knowledge. Primarily, the knowledge of science is available in English. This makes English the tool for learning scientific contents of the knowledge. Gallagher (2002) emphasised that in science education, science teachers are recognized worldwide as a key to science educational reform. In addition, Goodrum, Hackling and Rennie (2001) declare that educational reform requires time, resources, and support for ongoing professional development to promote improved learning outcomes. Henderson and Wellington (1998) argue that the quality of the classroom language is bound up with the quality of learning. These studies show the basic significant connection between language and learning. Further elaboration was made by Wellington and Osborne (2001), as they stated that language is not just the language in itself but rather what educators do with the language, because in a later stage it inadvertently affects the way learner uses the language, which is fundamental to the learning of science.

2.2 Language Learning Difficulties in Learning Science Subjects

Learning science in English is an inter-correlated relationship between both students and teachers that requires the interaction of both in achieving the common goal. According to Cummins (1980), communication in science relies heavily on context reduced (where meaning is provided by purely linguistic cues), cognitively demanding language, which has been identified as being particularly difficult for second language learners to acquire. Gordon (1981) and Labov (1970) opposed a question whether language proficiency is related to learning ability and general academic achievement which has been debated for many years. The learning of science requires students to master not only the use of symbols to represent concepts, but also the language, in particular the technical and non-technical vocabulary Cassels and Johnstone (1985). However lacking proficiency in English among Malaysian students would cause student to face difficulty in understanding the content and at the same time in coping with the language barrier. Henderson and Wellington (1998) puts it clearly that “For many pupils the greatest barrier to learning science is the language barrier” (p. 35). Furthermore, Kober (1988) claims that the scientific terms are one of the major problems that has become a barrier to limited English proficiency learners, whereby the technical or non-technical, are unique in nature and seldom encountered in other contexts or in English as a second language instruction.

2.3 Instructors and Lecturers with Foreign English Accent

Defining whether English is accented and non-accented or Standard English is a question that is frequently asked. Yet, there are few rising questions on how students evaluate the accent of their own teacher that influences their ability to understand in English? and if students feel that the English of their teacher is accented, will this affect their perception of the teacher's overall capabilities? These questions have been addressed by scholars in a number of studies. Speaking good English is essential for teachers, as well as understanding the effect of oral capabilities foreign instructors have on learners in learning science subject. This emphasizes the significance of comprehending a language before understanding the knowledge, which is available in that particular language. Throughout this research the focus is on the effect of Indian English on students' understanding when learning science subject in the classroom. Indian English can be difficult to comprehend even by the British speakers due to the isosyllabic rhythm that causes the inability to retain the traditional stress distinction. Syllable timing is a noticeable feature of the native language of India and a characteristic of the official language, i.e. the Hindi language Kachru (1982: 378). Findings from studies conducted by Fishman (1977), Giles and Sasson (1983), Giles, William, Mackie and Rosselli (1995) indicate that accent and dialect have a significant influence of the listener perception towards the speaker, and this situation affects students understanding in learning science subjects from Indian expatriate educators.

2.4 Motivation in Learning Science Subjects

Pintrich and Schunk (2002) defined motivation as a process that instigates and sustains a goal directed activity. A research conducted by Tuan et al (2005) on motivation compared the science scores of 1407 high school students to identify the correlation between the scores and the achievement. A study under the similar context conducted by Wolters and Rosenthal (2000) has identified a positive effect of motivation towards educationally important outcomes as a result of more effort and perseverance of students with higher motivation. Palmer (2005) looked at the significance of motivation and he stated that motivation played a significant role in the construction of knowledge and the process of conceptual change. A study conducted by Kempa and Diaz (1990) has developed the students' motivational traits in science. Further research in identifying this issue, conducted by Gllyn and Koballa (2006), has developed a questionnaire in validating motivation in learning science as well as the development within a college setting. The same effort in providing current and comprehensive questionnaire for measuring motivation towards science learning is also being researched in a study conducted by Tuan et al (2005). 'The Students' Motivation toward Science Learning Questionnaire' that was conducted with a large group of students proved strong reliability and validity of the instrument. Obligation of fostering college students' attitude to self-motivate themselves in learning science is a responsibility taken by all science lecturers, and several distinct features in understanding and learning of students ability, as well as the best teaching methodology and approaches, can be determined. By understanding the construction of motivation to learn science, science

lecturers are able to encourage students' creativity and innovation, and thus improve their achievement in science academia.

3 METHODS

This research applies the mixed method design for collection and analysis. The purpose is to build upon the synergy and strength that exists between quantitative and qualitative methods in order to fully understand a given phenomenon than is possible using either quantitative or qualitative methods alone. The researcher emphasizes that even though the design is a mixed method, data will be more in qualitative nature as it consists of two types of data; primary data and secondary data. The setting for the study was at the private nursing university and it was only focused on one cohort of pharmacy students who are learning from foreign educators. There were twenty two (22) foreign instructors working in this private nursing institution at the time of conducting this research.

Table 1 Foreign instructors serving in the local institution by departments

Instructor's Nationality	Department				Gender	
	Nursing	Pharmacy	Physiotherapy	Medical imaging	Male	Female
Indian	7	4	4	4		
Philippino	2				11	11
Irish	1					
Grand total		**Indian- 19**	**Philippino- 2**	**Irish- 1**	**Total-22**	

The questionnaire, which consists of sixty-three (63) questions which are divided into 4 sections, was posted to 57 Pharmacy students. All of the questions are considered valid as they were taken from various researches conducted. Section A is the personal details questions, which aim to identifying the students' English proficiency level as well as problems and issues in responding to English language. Section B is about the lecturers within the classroom environment. It aims to obtain information about the lecturers' approaches and criteria of the in-class lecturers. Section C seeks information about strategies employed by students in coping with the learning difficulties. The final Section is Section D, which emphasizes on the motivation. This section is to assist researcher in identifying whether students motivation is effected when facing difficulties in learning science subject.The findings of the questionnaire were analyzed using SPSS to provide in-depth data access and preparation, analytical reporting, graphics and modeling. The core section of the questionnaire is section B that focuses on the lecturers in the classroom. In describing the data obtained from questions in section B, data was categorized into sub topic categories, which are delivery of the lectures, difficulties faced by students, characteristics of the lecturers and overall evaluation for the lecturers, Section C was analyzed using descriptive statistics that focuses on the frequency of each question. It is to identify the strategies used by

students in overcoming problems in learning science subjects from foreign instructors. Data obtained from section B and D were processed by looking at correlations to provide significance of the problem faced as well as the motivation level in learning science subject. For describing the strength and direction of the linear relationship between two variables, Section B and Section D, Spearman correlation is used. Spearman correlation is a non-parametric measure of statistical dependence between two variables. It assesses how well the relationship between two variables can be described using a monotonic function. To describe the relationship, Alias Baba (1992) guidelines were used. For the settings of the interview, it was conducted after the questionnaire is completely answered by the students and the duration for this interview was about fifteen (15) minutes involving eight (8) students from the same group involved in answering the questionnaire. The researcher recorded the data by recording the students' responses with a recording device as well as taking down significant notes. The interview was conducted in two languages; namely Malay and English, in order to cater for the different language proficiency of the interviewed students. The objective of the interview is to collect information from the interviewees in order to identify the difficulties faced by the local students in learning science subjects from foreign non-native English speaking instructor. There were eight (8) open ended questions in the interviews to provide assistance to the participants to express their unconstrained opines. This involved only ten percent (10 %) of the fifty-seven (57) samples from one particular pharmacy cohort.

4 RESULT AND DISCUSSION

4.1 Questionnaire and Correlation

The data was gathered, and then processed by using SPSS frequency statistics. The findings for section B indicated a mean of 3.59, which shows that the students are in lack of empathy in facing difficulties pertaining to foreign lecturers

Table 2 Overall sections B

Section B

N	Valid	57
	Missing	0
Mean		3.5998
Median		3.5714
Std. Deviation		.37396

Section 'C' focuses on the ways of students overcome their attitude and perception in learning science subject from foreign lecturers. The analysis for this section has indicated a mean of 3.20. This means that strategies are being applied based on situation and problems.

Table 3 Overall sections C

Section C

N	Valid	57
	Missing	0
Mean		3.2068
Median		3.2143
Std. Deviation		.45790

Section D covers motivation in learning science. Analysis of this section shows finding of 3.92 mean score, which brought forth the issue that motivation values in learning science are based on the students' feelings and emotions according to the situation and the problems.

Table 4 Overall sections D

Section D

N	Valid	57
	Missing	0
Mean		3.9282
Median		3.9545
Std. Deviation		.38213

In identifying the relationship between students' perception/attitude and the motivation level when learning science subjects from non-native English speaking instructors. A correlation has been done. The result is displayed as follows.

Table 5 Correlation

		Motivation
perception/attitude	Spearman correlation	.268
	Sig. (2tailed)	.044
	N	57

By using Alias Baba guidelines (1992), as the perceptions and attitude faced by the students in learning science subjects from foreign lecturers become worse the more motivated the students are to learn the subject.

4.2 Interview

As been mentioned earlier there are 8 questions been opposed during the interview session and the questions are related to foreign lecturers' attributes, students and lecturers relationship during and after the class, students problem when learning science subjects from foreign lecturers and students coping strategies when handling their problems and lastly

asking students recommendation to overcome the issue. Based on the interview with 6 students, most of them have problem with the way foreign lecturers teaching. The problems that crossings are accents and pronunciation, most of the students have problem in understanding the teaching delivered by foreign lecturers. This is due to influence of the mother tongue of foreign lecturers. Apart from that the students also felt that it is hard to communicate with them. Again language barrier is always the cause of this situation, talking about coping strategies, most of them will look other alternative like asking friends about clarification, having a study group and also seek local lecturers to answer their questions. The correlation between students' perception/attitude and the motivation level when learning science subjects from non-native English speaking instructors were asked during interview and surprisingly most of the problems that they faced during learning will not be obstacle for them to achieve good marks because they do not want pay more for their fees if they are fail in their examination. This answer really matched with the correlation number that researcher gained in quantitative data

6 CONCLUSIONS

The findings of the study show that most of the students learning science subjects have some perceptions and attitude towards their foreign lecturers inside and outside the classroom. The students have problems in understanding the message and the teaching that they receive during lectures, and most of their problems varied according to the situations, as the students mentioned during the interview session. The coping strategies that were employed to overcome their perception and attitude by the students are also based on their situation. The questionnaire describes in numbers while the interview session revealed the reasons behind the students coping strategies. Although there are a few students clarify their understanding during lectures, most of the students overcome their problems when learning science subjects from foreign instructors by keeping themselves silence during the lesson and/or asking classmates during and after the class, besides having study-group together before examinations. A student will be inspired when the inputs are easy and understandable. Otherwise, the demotivate morals will occur as the students cannot grasp the teaching and message during classroom sessions. The implication of the problems faced by the students makes the students learn more, despite the problems they face during the lesson. This can be attributed to the fact that the students are not willing to fail their examination, and thus the coping strategies they employ are one of the ways, for them, to strive in examination. The findings of this study can be used as guidelines to improve the educational value of higher educations. This research can be referred to as a useful reference for the institutions that are hiring, or planning to hire, expatriates in teaching the local student. It can be the basis for Ministry of Higher Education to explore the seriousness of the matter. Nevertheless, this research can also contribute to the well-being of forming a solid workforce in effort of producing excellent students who are well-prepared for the local and foreign job market. Despite all the findings presented, the limitation of the current study is the focus, i.e. it only caters for one cohort of pharmacy students.

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Language and Linguistics

AL-ZIYA<DAH DALAM KATA KERJA BAHASA ARAB

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Abstrak

Kajian ini akan membincangkan *al-ziya<adah* (pengimbuhan) dalam bahasa Arab. Ia merupakan proses morfologi yang menghubungkan morfem bebas (bentuk dasar) dan morfem terikat (imbuhan) untuk mendapatkan bentuk dan makna yang baru. Imbuhan dalam bahasa Arab ada empat bentuk: awalan, sisipan, apitan dan akhiran. Pengimbuhan merupakan aspek penting dalam tatabahasa bahasa Arab. Kajian ini juga membincangkan makna dan fungsi imbuhan dalam kata kerja bahasa Arab, sejauh mana fungsinya dapat mengubah kata kerja tak transitif (الفعل اللازم) menjadi kata kerja transitif (الفعل المتعدي)

1. PENDAHULUAN

Bahasa Arab berfungsi sebagai alat komunikasi antara para penuturnya. Di samping itu ia juga berfungsi sebagai kunci untuk mempelajari Islam secara mendalam. Ini adalah kerana kitab suci al-Qur'an diturunkan dalam bahasa Arab, sebagaimana firman Allah (s.w.t) yang yang bermaksud: *"Sesungguhnya Kami menurunkan al-Qur'an dalam bahasa Arab agar kamu memahaminya"*.

Keutamaan dan keistimewaan bahasa Arab terletak pada kosa katanya. Kata dasarnya terdiri daripada tiga huruf فعل . Kata-kata dasar ini boleh ditambah imbuhan awalan, sisipan, apitan dan akhiran yang disesuaikan dengan pola-pola tertentu sehingga dapat membentuk kata yang lain dengan pelbagai penggunaan dan makna baru.

2. OBJEKTIF KAJIAN

2.1 Mengungkapkan dan mendedahkan bentuk-bentuk pengimbuhan kata kerja dalam bahasa Arab
2.2 Mencerahkan peranan pengimbuhan kata kerja terhadap morfen dasar sehingga menjadi bentuk dan makna baru
2.3 Menerangkan peranan pengimbuhan dalam pembentukan kata kerja transitif dan tidak transitif dalam bahasa Arab

3. SKOP KAJIAN

Fokus kajian ini tertumpu pada persoalan kata kerja bahasa Arab. Pengimbuhan dalam bahasa Arab dapat dilakukan dalam bentuk kata nama dan kata kerja tetapi kajian ini hanya dilakukan terhad pada pengimbuhan kata kerja bahasa Arab yang meliputi jenis-jenis imbuhan dan fungsinya dalam membentuk morfem, makna baru, kata kerja transitif dan tidak transitif.

4. KAJIAN LITERATUR

Terdapat beberapa kajian berkenaan analisis sintaksis bahasa Arab secara terperinci tetapi tidak menyentuh tentang morfologi manakala kajian lain pula cuma membincangkan pengimbuhan bahasa Arab secara umum dan belum ada kajian secara khusus yang menfokuskan *al-ziya<adah* dalam bahasa Arab secara terperinci. Muhammad Zain (1994) dalan tesis Doktor Falsafahnya melakukan analisis bandingan dalam sintaksis bahasa Arab-Melayu begitu juga Mat Taib (1996) manakala Abdel Raziq (1996) dalam bukunya menghuraikan pengimbuhan secara pengenalan sahaja.

5. PENGERTIAN *AL-ZIYA<DAH* DALAM BAHSA ARAB

al-Ziya>dah dari segi bahasa bererti penambahan. Kata ini diambil daripada perkataan : زَادَ يَزِيْدُ زَيْدًا وَزِيْدًا وَزِيَادَةً وَزِيَادًا ، أَيْ اِوْدأدَ (Ibn Manz{u>r t.th: 182). *al-ziya>dah* dalam susur galur tatabahasa Arab diertikan dengan berbagai-bagai makna yang secara keseluruhannya mempunyai maksud yang serupa. Penulis akan membentangkan beberapa pandangan pakar bahasa mengenai batasan pengertian al-ziya>dah. Ibn Ya'i>sh dalam kitabnya *sharh} al-mulu>ki> fi> al-tas}ri>f* (1998: 101) menjelaskan *al-ziya>dah* ialah pengimbuhan terhadap suatu perkataan untuk mendapatkan sesuatu makna yang baru, di samping itu dapat memperluas konsep bahasa. al-H}amla>wi> (1965: 138) memperjelas pengertian *al-ziya>dah* itu ada kalanya satu huruf, dua huruf, tiga dan empat huruf. Beliau memperjelas dengan contoh-contoh :

a. <u>Imbuhan satu huruf yang terletak:</u>

- sebelum	*fa>' fi'l*	contohnya :	أكرم
- antara	*fa>denga 'ayn fi'l*	contohnya :	ضارَب
- antara	*'ayn* dengan *la>m fi'l*	contohnya :	غزال
- sesudah	*la>m fi'l*	contohnya :	حبلى

b. <u>Imbuhan dua huruf</u>. Kedudukan kedua-dua posisi imbuhan ini ada kalanya berasingan dan ada kalanya berhampiran. Imbuhan yang berasingan menempati tempat:

- Sebelum dan sesudah *fa>' fi'l*, seperti imbuhan *hamzah* dan *alif* (ـأـا) pada perkataan أُجادِلُ.
- Sesudah *fa>*dan *'ayn fi'l* , seperti imbuhan *alif* dan *waw* (ـاـو) pada perkataan عاقُول.

- Sesudah ‘*ayn* dan *la>m fi‘l* ,seperti imbuhan *ya>’* dan *alif maqs}u>rah* (ـــي ـــا) pada perkataan قُصَيرَى.
- sebelum *fa>’* dan *la>m fi‘l* , seperti imbuhan *hamzah* dan *alif* (ـــأ ـــا) pada perkataan إعصار.
- Sesudah *fa>’* dan *la>m fi‘l* , seperti imbuhan *ya>>’* dan *alif maqsu>rah* (ـــي ـــا) pada perkataan خَيْزَلَى.
- Sebelum *fa>’* dan sesudah *la>m fi‘l* , seperti imbuhan *hamzah* dan *alif maqsu>rah* (ـــأ ـــى) pada perkataan أجْفَلَى. Sementara kedu-dua imbuhan yang berhampiran berada:
- sebelum *fa>’ fi‘l* , seperti imbuhan *mi>m* dan *nu>n* (مـ –) pada perkataan مُنطلق.
- sntara *fa>’* dengan ‘*ayn fi‘l* seperti imbuhan *waw* dan *alif* (–وا–) pada perkataan جَوَهِرَ.
- sntara ‘*ayn* dan *la>m fi‘l* , seperti imbuhan *t{a>’ mud}a>‘af* dan *alif* (–طا–) pada perkataan خطّاف.

c. Imbuhan tiga huruf. Kedudukann ketiga-tiganya dari imbuhan ini kadang-kadang:

- berasingan seperti imbuhan *ta, alif* dan *ya,* (– ي – ا – تَ) pada perkataan تَمَاثِيلُ.
- berhampiran menjadi awalan seperti imbuhan *mim, sin* dan *ta>’* (– مستـ) pada perkataan مُسْتَخْرج.
- berhampiran menjadi sisipan di antara ‘*ayn* dan *la>m fi‘l* , seperti imbuhan *alif, la>m dan ya>’* (– اليـ –) pada perkataan سلالِيْم.
- berhampiran menjadi akhiran, seperti imbuhan *wa>w, alif* dan *nu>n* (وان –) pada perkataan عُنْفُوَان.
- satu berasingan dan dua berhampiran, seperti imbuhan *hamzah, wa>w* dan *alif* (–وا–أ) pada perkataan أُفْعُوَان.

d. Imbuhan empat huruf. Kedudukan Posisi keempat-empat imbuhan ini terdapat dalam sesuatu perkataan yang terpisah-pisah, ada yang wujud sebagai awalan, sisipan dan ada pula sebagai akhiran, seperti imbuhan *hamzah*, ya>’, *alif* dan *ra>’* (ر – ا – ي – أ), pada perkataan إهميزار , dan imbuhan ini tidak pernah wujud dalam posisi yang berhampiran.

6. MORFEM BEBAS DALAM BAHASA ARAB

Sebelum membincankan dengan lebih lanjut tentang morfem akan didincangkan morfologi dahulu yang ada hubung kait dengan morfem bahkan ia merupakan bahagian daripada morfem. al-Khu>li> (1982: 176) juga memberikan definisi tentang morfologi ini sebagai salah satu cabang ilmu tatabahasa yang membahas struktur kata samada dari awalan, akhiran, sisipan mahupun kata dasar.

Maka morfologi ini menjadi sebahagian linguistik yang mengkaji morfem-morfem, serta menganalisis struktur, bentuk dan penggolongan kata-kata. Dalam linguistik Arab, morfologi ini boleh disebut sebagai ilmu *S}arf,* iaitu ilmu yang mempelajari bermacam-macam bentuk untuk mendapatkan makna yang berbeza atau baru (al-H}amla>wi> 1965: 19). Seperti kata خَرَجَ kalau diubah menjadi أَخْرَجَ dan إسْتَخْرَجَ maka dua kata terakhir ini merupkan bentukan baru, iaitu dengan menambah *hamzah, si>n* dan *ta>’* (إستـ) pada kata dasar. Dua kata baru ini mempunyai erti yang

berbeza dari makna kata dasar خرج. Perubahan-perubahan bentuk seperti ini yang dipelajari morfologi.

Definisi tentang morfem yang dikemukakan oleh al-Khu>li> (1982: 174) ialah satuan unit bahasa yang terkecil tidak berimbuhan dan mempunyai makna. Ramainah (1985: 158) mendefinisikan morfem sebagai unit atau kesatuan terkecil yang mempunyai makna di dalam struktur tatabahasa. Sebagai contoh, cantuman أقرأ (membacakan) satu kata yang terdiri daripad dua cantuman bentuk bahasa terkecil yang tidak dapat dipecahkan lagi, yaitu cantuman *hamzah* (أ). Begitu pula satuan قرأ apabila dibagi menjadi *qa>f* (ق) *ra>*(ر) *hamzah* (أ), bahagian-bahagian itu tidak dapat lagi disebut sebagai morfem, karena tidak mempunyai makna sama ada makna leksikal ataupun makna gramatikal.

Dengan huraian di atas, maka morfem bebas dalam bahasa Arab ini dapat dilihat contohnya seperti *baytun* (بيت / rumah), *kharaja* (خرج / keluar), *fataha* (فتح/ membuka). *Jalasa* (جلس / duduk), dan *qara'a* (قرأ / membaca). Contoh-contoh yang disebutkan ini ada yang dalam bentuk *ism* (kata nama) dan ada pula dalam bentuk *fi'l* (kata kerja) tetapi dalam kertas ini akan dibincangkan morfem bebas dalam bentuk kata kerja sahaja. Perkataan *kharaja* (خرج) pada contoh di atas termasuklah cantuan dalam tuturan biasa dapat berdiri sendiri tanpa dihubungkan dengan morfem yang lain, misalnya sebagai jawapan kepada pertanyaan, apakah yang dia lakukan?, adakah dia tidur atau dia keluar?. Demikian juga kata-kata *fatah}a* (فتح), *jalasa* (جلس) dan *qara'a* (قرأ. Jika cantuman *kharaja* (خرج) dibandingkan dengan cantuman *hamzah* (أ), ternyata bahawa cantuman yang terakhir ini tidak dapat berdiri sendiri dalam tuturan biasa, melainkan selalu terikat dengan cantuman lain, ini disebut morfem terikat, misalnya terikat pada *qara'a* (قرأ) menjadi *aqra'a* (أقرأ) terikat pada *kharaja* (خرج) menjadi *akhraja* (أخرج), pada *jalasa* (جلس) menjadi *ajlasa* (أجلس) dan seterusnya.

Morfem bebas sebagai bentuk terkecil yang merupakan morfem dasar dan pendukung erti utama sebuah kata, namun tidak semua morfem bebas dapat dijadikan dasar untuk membentuk makna lain. Morfem bebas dapat dibezakan daripada morfem bebas tertutup dan morfem bebas terbuka. Morfem tertutup ialah morfem yang tidak menerima morfem lain untuk membentuk kata yang berfungsi dalam ujaran, sedangkan morfem terbuka ialah morfem yang masih memungkinkan morfem lain untuk melekat pada morfem itu (Pateda 1988: 74-75). Misalnya morfem *ni'ma* (نعم / sebaik-baiknya) dan *bi'sa* (بأس / seburuk-buruknya) dalam tatabahasa Arab disebut *al-fi'l al-ja>mid* (الفعل الجامد) iaitu morfem tertutup kerana ia tidak dapat bergabung dengan morfem lain. Dengan kata lain ia tidak membolehkanmorfem lain bergabung dengannya. Contoh morfem bebas terbuka seperti *jalasa* (جلس) dapat menerima morfem lain seperti *hamzah* (أ) melekat padanya atau bergabung dengannya menjadikan *ajlasa* (أجلس), begitu juga morfem *karuma* (كرم) menjadi *karrama* (كرّم) dengan adanya morfem *ra* (ر) yang bergabung dengannya dalam bahasa Arab disebut *al-fi'l al-mutas}rrif* (الفعل المتصرّف) iaitu suatu kata kerja yang dapat berubah bentuk bila ada morfem lain bergabung dengannya.

Dari huraian di atas dapat disimpulkan bahawa morfem bebas itu merupakan morfem dasar atau kata dasar yang digunakan untuk membina perkataan, dengan memberikan imbuhan satu atau dua atau tiga huruf kepadanya dengan cara tertentu. Samada ia berbentuk awalan, sisipan, apitan ataupun akhiran. Kata dasar ini ada tergolong ke dalam kata nama (إسم) dan ada pula dalam kata kerja (فعل). Kata dasar dari kata kerja ada yang tidak berimbuhan dan ia dikenali dengan *al-fi'l al-mujarrad* (الفعل المجرّد) dan ada pula yang berimbuhan dan ia dikenali dengan *alfi'l al-mazi}d* (الفعل المزيد).

7. MORFEM TERIKAT DALAM BAHASA ARAB

Morfem terikat itu tidak boleh berdiri dengan sendiri dalam bentuk kata malah mesti dirangkaikan dengan morfem atau morfem-morfem lain. Untuk membentuk sesuatu perkataan ia memerlukan morfem lain untuk menyertainya. Misalnya kata *ajlasa* (أجلس), *hamzah* (أ) pada contoh tersebut adalah morfem terikat, ia memerlukan kata *jalasa* (جلس) untuk membentuk kata *ajlasa* (أجلس). *Jalasa* ia adalah morfem bebas dan ia boleh berdiri denga sendiri sebagai kata tanpa bantuan morfem lain. Contoh-contoh morfem terikat sepertiberikut :

- *hamzah nu>n* /– إن /	pada kata *inkasara* (انكسر / terpecah).
- *hamzah, si>n* dan *ta>'* / إست – /	pada kata *ista'dhana* (إستأذن / meminta izin).
- *alif* (ا)	pada kata *sha>raka* (شارك / bekerja sama).
- *ta'> maku>nah* / ت – /	pada kata *jalasat* (جلست / dia (pr) duduk).
- *Hamzah* dan *ra>'* / أ – ر /	pada kata *izharra* (إهرّ / berbunga).

In pada kata *inkasara*, imbuhan awalan, *alif* pada kata *sha>raka* imbuhan sisipan, *ta>' masku>nah* pada kata *jalasat*, imbuhan akhiran, *hamzah* dan *ra>' al-tha>niyah* (kedua), pada kata *izharra*, imbuhan gabungan atau imbuhan terbahagi. Disebut imbuhan terbahagi karena letaknya terpisah dalam suatu kata. Semua imbuhan, baik awalan, sisipan mahupun akhiran tergolong sebagai morfem terikat (Ramainah 1985: 157).

Dalam linguistik Arab huruf-huruf imbuhan (الحروف الزائدة) dikatakan ada sepuluh, iaitu : *alif, wa>w, ya', hamzah, nu>n, ta>', la>m, h}a', mi>m dan sIn.* Sepuluh huruf ini dapat disimpulkan dalam satu perkataan dengan berbagai-bagai istilah, seperti "سألتمونيها" atau "اليوم تنساه", dapat pula disebut "أسلمني وتاه" atau "هويت السمان". Istilah yang terakhir ini menjadi jawapun Abu 'Uthma>n al-Ma>zini> (أبو عثمان المازني) ketika ditanya oleh Abu> 'Abbas al-Mubarrad (أبو عباس المبرد) mengenai huruf-huruf imbuhan. Abu 'Uthma>n menjawab dengan menyebutkan sebuah syair yang berbunyi: هَوِيْتُ السِمَانَ ، فَشَيَّبْنَنِيْ وَمَا كُنْتُ قِدْمًا هَوْيْتُ السِمانا Abu 'Abbas mendengan syair tersebut, kemudian menanyakan jawapan kepada pertanyaannya. Abu> Uthman menjawab: Saya telah menjawabnya dua kali di dalam syair itu, iaitu "هَوِيْتُ السِمَان" (Ibn Ya'ish 1988: 100). Sepuluh

imbuhan ini dapat wujud pada tempat-tempat tertentu (al-Mara>gi>: 71-73). Huruf-huruf yang dimaksud secara berturut-turut adalah seperti berikut:

a. *Alif* (الألف)

Imbuhan *alif*, tidak terdapat pada suatu perkataan kecuali yang kata dasarnya terdiri daripada tiga huruf atau lebih. Jadi, *alif* yang terdapat pada perkataan seperti صام, باع, قال, tidak dinamai imbuhan, karena *alif* pada contoh-contoh ini merupakan huruf asli dari kata kerja yang terdiri daripada tiga hurufbyang dikenali sebagai *thula>thi> mujarrad* (bentuk I). Begitu pula imbuhan *alif* tidak boleh terletak pada awal perkataan, melainkan jika ia boleh menjadi huruf kedua, contohnya فاهم ; huruf ketiga, contohnya عماد ; huruf keempat, contohnya غضبي ; huruf kelima, contohnya سلامي ; huruf keenam, contohnya قبعثرى ; dan huruf ketujuh, contohnya أربعاوى.

b. Wa>w (الواو)

Imbuhan *wa>w* tidak terdapat pada sesuatu perkataan kecuali yang kata dasarnya terdiri daripada tiga huruf atau lebih. Jadi wa>w yang terdapat pada perkataanوقت, صوت, dan يوم tidak termasuk imbuhan, karena *wa>w* pada misalan-misalan ini adalah huruf asli. *Wa>w* imbuhan itu hanya terdapat pada perkataan yang terdiri tiga huruf asli atau lebih, contohnya: جوهر, جدوال, عجوز dan قلنسوة (Muhammad Muhyi> al-Di>n 1990: 45; Ibn Ya'i>sh 1988: 100).

c. Ya' (الياء)

ya' sama halnya dengan *wa>w*, tidak tedapat pada perkataan yang kata dasarnya kurang daripada tiga huruf. Jadi huruf *ya'* pada perkataa-perkataan seperti بيت, يوم dan بيع bukan imbuhan kerana ia termasuk huruf asli. *Ya>'* sebagai imbuhan terdapat pada perkataan yang terdiri daripada tiga huruf asli atau lebih, seperti *ya>'* pada awal kata kerja masa kini (الفعل المضارع), sebagai contohnya *yad}ribu* (يضرب), huruf kedua dari perkataan *d}aygham*(ضيغم), huruf ketiga dari perkataan *qad}i>b* (قضيب), huruf keempat dari perkataan *qindi>l* (قنديل), huruf kelima dari perkataan *sulahfi>yah* (سلحفية) dan huruf keenam dari perkataan '*ana>kabi>t*(عناكبيت).

d. *Hamzah* (الهمزة)

Hamzah sebagai huruf imbuhan disyaratkan terletak pada awal perkataan yangterdiri daripada tiga huruf, sama ada menunjukkan kata nama (*ism*) seperti *ah}mar* (أحمر) atau pun kata kerja (*fi'l*), seperti *adhhabu* (أذهب). Disebut juga imbuhan apabila *hamzah* itu terletak pada akhir perkataan yang sebelumnya terdapat *alif*, seperti *h}amra>'* (حمراء) tetapi berbeza dengan *hamzah* yang terdapat pada perkataan *sha>'* (شاء) dan *abna<'* (أبناء), *hamzah-hamzah* berkenaan bukan imbuhan, karena ia merupakan huruf asli.

e. Nu>n (النون)

Nu>n menjadi imbuhan apabila terdapat pada kata kerja masa kini (الفعل المضارع) contohnya *naktub* (نكتب) terdapat juga pada kata kerja yang menunjukkan refleksi (المطاوعة), seperti pada perkataan *inkasara* (إنكسر). *Nu>n* imbuhan ini dapat pula wujud pada perkataan seperti *ghad}ba>n* (غضبان)

bentuk kata duaan (مثنّى) seperti *kita>ban* (كتابان), bentuk jamak (جمع) seperti *muslimu>n* (مسلمون), *nu>n wiqa>yah* seperti *ya'lamuni>*(يعلمني) dan *nu>n tauki>d* seperti *layajtaidanna* (ليجتحدنّ).

f. *Ta>'* (التاء)

Ta>' imbuhan terdapat pada katamasdar (مصدر) yang berpola *taf'i>*,seperti perkataan *tardi>d* (ترديد); yang berpola *tafa''ul* seperti perkataan *takassur* (تكسّر); yang berpola *tafa>'ul* seperti perkataan *takha>s}um* (تخاصم); yang berpola *ifti'a>l* seperti perkataan *iqtida>r* (اقتدار). *Ta>'* imbuhan terdapat juga pada kata kerja yangmenunjukkan kepada masa kini (الفعل المضارع), seperti awalan pada perkataan *taktub* (تكتب) dan kata kerja yang menunjukkan kepada masa lalu (الفعل الماضي), seperti awalan pada perkataan *tasha>rak* (تشارك) dan *taqaddama* (تقدّم).

g. *La>m* (اللام)

La>m sebagai huruf imbuhan (زائدة) tidak banyak digunakan, hanya terdapat pada kata-kata tertentu sahaja, seperti هيقل, عبدل masing-masing berasal dari *hayq* (هيق) dan *'abd* (عبد). *Hayq* bermakna yang dianiaya dan *'abd* bermakna hamba (al-Ishbi>li> 1979: 215).

Ha>(الهاء)

Imbuhan *ha>'*, juga tidak banyak digunakan, hanya terdapat pada perkataan-perkataan seperti *ummaha>t* (أمهات), yang bermakna banyak ibu, dan *hara>q* (هراق) yang bermakna *ara>q* (أراق) iaitu menuangkan, seperti dalam ungkapan هراق الماء yang bermakna menuangkan air. Perkataan أمهات apabila dihilangkan imbuhan *ha*, menunjukkan perkataan *umu>mah* (أمومة) bermakna keibuan. *al-Ishbi>li>* (1979: 219) menyebutkan bahawa imbuhan *ha>'* terdapat pada perkataan seperti *hajra'* (هجرع) dari kata *jur'* (جرع), *habla'* (هبلع) dari *bal'* (بلع) dan *harku>lah* (هركولة) dari *rakl* (ركل).

h. Mi>m (الميم)

Imbuhan *mi>m* tidak tedapat pada kata kerja (*fi'l*), melainkan terdapat pada kata nama (*ism*), seperti pada perkataan *masjid* (مسجد), *mah}mu>d* (محمود) dan *munt}liq* (منطلق). *al-Suyu>t}i>*(t.th: 257) menyebutkan bahawa orang Arab sering menggunakan imbuhan *mi>m* pada perkataan-perkataan seperti *zurqum* (زرقم) dari *zaraq* (زرق), *s}ildam* (صلدم) dari *s}ald* (صلد) dan *fush}um* (فسحم) dari perkataan *fas}a>h}ah* (فصاحة).

i. *Sin>n* (السين)

Imbuhan *si>n* terdapat pada kata kerja yang berpola *istaf'a>l* seperti *istikra>j* (استخراج) *istigra>b* (استغراب) dan *istigfa>r* (استغفار). Dengan memperhatikan huruf-huruf imbuhan yang disebutkan di atas, dapatlah diketahui bahawa imbuhan dalam bahasa Arab ada yang diimbuhkan pada kata nama (إسم) dan ada pula pad kata kerja (فعل), samada dalam bentuk awalan, sisipan, mahupun akhiran. Namun yang dihuraikan di dalam kertas ini, hanya imbuhan-imbuhan yang diimbuhkan pada kata kerja, samada kedudukannya sebagai awalan, sisipan, begitu pula akhiran, yang berfungsi menghasilkan kata kerja transitif (الفعل المتعدي) dan tak transitif (الفعل اللازم).

Dalam bahasa Arab tedapada morfem terikat yang kedudukannya terletak di akhir morfem dasar yang menunjukkan makna kepunyaan. Misalnya *hu>* (هـ) pada perkataan *kita>buhu>*(كتابه), *ha>* (ها) pada *kita>buha>* (كتابها), *ya>' mutakallim* (ياء المتكلّم) pada *kita>bi>* (كتابي). Dalam linguistik Arab ia dikenali sebagai kata ganti nama bersambung (ضمير متصل). Sedangkan Haywood (1965: 415) menganggap huruf *jarr*, huruf *nida>'*, huruf *'at}af* dan huruf *shart}* sebagai pertikel. Sementara Yan Sehandi (1989: 23) berpendapat bahawa partikel itu termasuk morfem terikat.

8. JENIS-JENIS *AL-ZIYA<YADAH* DALAM BAHASA ARAB

Seperti telah dibincangkan pada huraian yang lalu, bahawa kata kerja yang tidak berimbuhan dikenali sebagai *fi'l mujarrad* (فعل مجرّد), manakala yang berimbuhan dikenali sebagai *fi'l mazi>d* (فعل مزيد). Apabila kata dasar mangandungi tiga huruf dan tidak berimbuhan ia disebut الفعل الثلاثي المجرّد dan kata dasar yang mangandungi tiga huruf disebut sebagai الفعل الثلاثي المزيد apabila ia berimbuhan.

Mengikut Muhammad Bukhari (1991: viii) ada lima belas bentuk (pola) kata kerja yang digunakan dalam bahasa Arab ermasuk pola *fi'l mujarrad* dan *fi'l mazi>d.* Daripada lima belas pola kata kerja sepuluh sahaja banyak digunakan dan lima jarang digunakan. Bentuk pertama iaitu pola فعل ialah *fi'l mujarrad* (kata kerja yang sebenar) kerana kata kerja ini terbentuk daripada kata asal tanpa ada imbuhan, bentuk yang selebihnya ialah pola *fi'l mazi>d* (kata kerja yang berimbuhan) kerana dibentuk dengan menambahkan imbuhan satu, dua atau tiga huruf pada morfem dasarnya. Pembahagian jenni-jenis imbuhan dalam bahasa Arab berlandaskan kepada kedudukannya. Ia terbahagi kepada enam kategori, iaitu: *al-sawa>biq* (awalan), *al-h}ashw* (sisipan), *al-lawa>h}iq* (akhiran), dan *al-muzdawijah* (gabungan). *Al-Muzdawijah* ini meliputi *al-sawa>biq wa al-h}ashw* (awalan dan sisipan), *al-sawa>biq wa al-lawa>h}iq* (awalan dan akhiran), *al-sawa>biq wa al-h}ashw wa al-lawa>h}iq* (awalan, sisipan dan akhiran). Keenam-enam bentuk tersebut akan dijelaskan satu persatu dalam kajian berikut:

1. <u>*al-Sawa>biq* (السوابق/ *prefix*)</u>

al-Sawa>biq ialah jenis *za>'idah* (imbuhan) awalan yangnerupakan morfem terikat yang mempunyai kedudukan di awal morfem dasar. Jenis imbuhan ini wujud pada bentuk kata kerja kala lampau (الفعل الماضي), berupa awalan *hamzah* / -أ/, satu fonem; awalan *hamzah* dan *nu>n* / -أن/, dua fonem; dan awalan *hamzah, si>n* dan *ta>'* / -استـ/, tiga fonem. Dalam bahasa Arab, bentuk-bentuk awalan seperti ini dapat kita lihat pada pola kata kerja:

أفعل	انفعل	استفعل
	-	-

2. *al-H}ashw* (الحشو/ infix)

al-H}ashw ialah jenis imbuhan yang merupakan morfem teriakt, dibubuh di tengah morfem dasar. Jenis imbuhan berupa sisipan ini dapat kita kihat pada bentuk kata kerja kala lampau berupa sisipan *alif musha>rakah* /-ا-/ dan sisipan *tad'i>f ayn al-fi'l* /-ع-/. Kedua-dua imbuhan ini terdiri daripada satu fonem. Dalam bahasa Arab bentuk sisipan seperti ini dapat dilihat dalam pola: فعّـل – فاعـل

3. *al-lawa>h}iq* (اللواحق / *suffix)*

al-lawa>h}iq ialah bentuk imbuhan yang merupakan morfem terikat dan diletak di akhir morfem dasar. Ditinjai dari sudut makna yang terkandung, jenis imbuhan akhir ini mempunyai perbezaan dengan jenis imbuhan lain yang hanya mempunyai makna gramatikal sebagai huruf imbuhan, manakala jenis imbuhan *al-lawa>h}iq* ini, di samping mempunyai makna gramatikal sebagai imbuhan, juga mempunyai makna leksikal yang berfungsi sebagai *ism* (kata nama) iaitu *ism d}ami>r* (اسم ضمير). Imbuhan yang dimaksudkan terdapat pada bentuk *fi'l ma>d}i>*yang berupa akhiran *alif* / ا/, satu fonem; akhiran *wa>w* dan *alif* / وا -/, dua fonem; akhiran *ta>' masku>nah* /ت –/, satu fonem; akhiran *ta>'* dan *alif* / تا –/, dua fonem; akhiran *nu>n maftu>h}ah* / ن –/, satu fonem, akhiran *ta>' maftu>h}ah* / ت – /, satu fonem; akhiran *ta>'*, *mi>m* dan *alif* / تما –/, tiga fonem; akhiran *ta>'* dan *mi>m* / تم – /, dua fonem; akhiran *ta>' maksu>rah* / ت – /, satu fonem; akhiran *ta>'* dan *nu>n mushaddadah* / تنّ – /, tiga fonem; akhiran *ta>' mad}mu>mah* / تُ –/, satu fonem; dan akhiran *nu>n* dan *alif* / نا –/, dua fonem. Dalam bahasa Arab bentuk imbuhan seperti ini terdapat dalam pola:

فعلا – فعلوا – فعاتْ – فعلتا – فعلن – فعلتَ – فعلتما – فعلتم – فعلتِ – فعلتنّ – فعلتُ – فعلنا.

4. *al-Sawa>biq Wa al-H}ashw* (السوابق والحشو/ *prefix and infix*)

al-Sawa>biq Wa al-H}ashw ialah morfem terikat gabungan yang mreupakan satu kesatuan yang dibubuh di awal dan di tengah morfem dasar. Jenis imbuhan berupa gabungan awalan dan akhiran ini dapat kita lihat pada *fi'l ma>d}i>*, berupa: awalan *ta>'* dan sisipan *alif mufa>'alah* / ت – ا –/, dua fonem; awalan *ta>'* dan sisipan *'ayn mud}a>'af* / ت – ع –/, dua fonem; awalan *hamzah* dan sisipan *ta>' al-ifti'a>l*/ ا/ – ت –, dua fonem; awalan *hamzah* dan sisipan *nu>n*/ ا/ – ن –, dua fonem; awalan *hamzah* dan sisipan *wa>w* dan *'ayn* / ا/ – و – ع serta awalan *hamzah*dan sisipan dandaan *wa>w* / ا/ – و –, tiga fonem (*al-H}amla>wi>*1965: 39). Dalam bahasa Arab bentuk-bentuk imbuhan gabungan awalan dan sisipan ini wujud pada pola: تفاعل – تفعّل – افتعل – افعنلل – افعوعل – افعوّل

Ahmad ibn 'Ali Mas'ad (1990: 14) mengemukakan bahawa apabila pola (تفعّل) dah (تفاعل) diberi imbuhan *ta>' mud}a>ri'* untuk membentuk kata kerja kala kini (الفعل المضارع), seperti تفعّل pada contoh تقلّد dan تتفاعل pada contoh تتباعد, maka terjadilah pertemuan dua huruf dari satu jenis, iaitu huruf *ta>'* dan tidak memungkinkan untuk di*idgam*kan (إدغام). Jadi yanglayak dibuang ialah huruf

ta>' yang kedua karena *ta>'* yang pertama menjadi tanda مضارع sedangkan tanda itu tidak boleh dibuang. Pendapat yang sama dikemukakan oleh Abu> Sha>di> (1991: 107) dalam bukunya, الحذف البلاغي في القرآم الكريم bahawa apabila wujud dua huruf *ta>'* pada awal *fi'l mud}ari'*, maka yang layak dibuang ialah huruf *ta>'* yang kedua, karena *ta>'* yang pertama merupak tanda *mud}ri'*, dan beliau menambah ia dibuang untuk meringankan (للتخفيف) dalam pengucapan. Contoh-contohnya banyak terdapat dalam al-Qur'an. Antaranya: " تظاهرون " dalam ayat:
"…. تظاهرون عليهم بالإثم والعدوان…" (al-Baqarah 2: 85). Asalnya : تتظاهرون

5. *al-Sawa>biq Wa al-Lawa>h}iq* (السوابق واللواحق / *prefix and suffix*)

al-Sawa>biq Wa al-Lawa>h}iq ialah morfem terikat gabungan yang merupakan imbuhan yang diletak di awal dan akhir morfem dasar. Jenis imbuhan berupa gabungan antara awalan dengan akhiran ini wujud pada bentuk *fi'l ma>d}i>*, berupa awalan *hamzah* dan akhiran *la>m*, iaitu *la>m* akhir pada *tad}'i>f la>m fi'l*/ ل–إ /, dua fonem. Dalam bahasa Arab bentuk imbuhan gabungan seperti ini dapat dilihat pada pola افعلّ .

6. *al-Sawa>biq Wa al-H}ashw Wa al-Lawa>h}iq* (السوابق والحشو واللواحق/ *prefix, infix and suffix*).

al-Sawa>biq Wa al-H}ashw Wa al-Lawa>h}iq ialah gabungan morfem terikat yang merupakan satu kesatuan imbuhan dibubuh di awal, tengah dan akhir morfem dasar. Jenis imbuhan seperti ini dapat dilihat pada bentuk *fi'l ma>d}i>*, berupa awalan *hamzah* berbaris dibawah, sisipan *alif* dan akhiran *la>m*, iaitu *la>m* kedua pada *tad}'i>f la>m fi'l* / ل – ا – إ/, tiga fonem. Dalam bahasa Arab imbuhan seperti ini wujud pada pola افعالّ.

9. FUNGSI DAN MAKNA HURUF-HURUF IMBUHAN

Huruf-huruf imbuhan (الحروف الزائدة) yang terdapat pada kata kerja mempunyai fungsi dan makna yang tersendiri. Dalam huraian berikut akan diterangkan fungsi dan makna yang terdapat pada pola-pola *af'ala* (افعل), *fa''ala* (فعّل), *fa>'ala* (فاعل), *infa'ala* (انفعل), *if'alla* (افعلّ), *tafa>'ala* (تفاعل) dan *istaf'ala* (استفعل).

1. Fungsi imbuhan awalan *hamzah* / – أ / pada pola أفعل

Pola أفعل dibentuk dengan menambahkan awalan *hamzah* / – أ / pada awal morfem dasarnya. Imbuhan *hamzah* pada pola أفعل mempunyai beberapa fungsi. Antaranya:

a. Menukarkan kata kerja tak transitif kepada kata kerja transitif (al-Ra>jihi> 1984: 31). Seperti perkataan خرج (*kharaja*) pada contoh خرج زيد : Zaid telah keluar. Perkataan خرج merupaka kata kerja tak transitif. Apabila awalan *hamzah* diimbuhkan pada awalan kata dasar خرج, maka ia akan bertukar menjadi kata kerja transitif dan subjeknya (الفاعل) di dalam ayat tersebut bertukar menjadi objek langsung (المفعول به). Contohnya أخرجت زيدا : saya

mengeluarkan Zaid. Demikianlah halnya pada kata kerja yang lain seperti جلس menjadi أجلس, كرم menjadi أكرم, قام menjadi أقام.

Apabila morfem dasarnya merupakan kata kerja transitif yang memerlukan satu objek (مفعول واحد), penambahan *hamzah* memerlukan dua objek (مفعولين), contohnya لبس زيد ثوبا (Zaid memakai pakaian) menjadi ألبس زيدا ثوبا (saya memakaikan Zaid pakaian). Apabila pada asalnya morfem dasar memerlukan dua objek (مفعولين) maka dengan penambahan *hamzah ia* memerlukan kepada tiga objek (ثلاثة مفاعيل), seperti: علمت زيدا كريما (saya mengetahui Zaid itu mulia) menjadikan أعلمت عمرا زيدا كريما (saya memberi tahu Umar Zaid itu mulia).

b. Menunjukkan kepada tempat yang dituju atau mengerjakan sesuatu dalam masa-masa tertentu, contohnya:
   أشام = ia menuju ke arah Syam, dari perkataan شام
   أعرق = ia menuju ke arah Iraq, dari perkataan العراق
   أصبح = ia mengerjakan dalam waktu pagi, dari perkataan صبح
   أظهر = ia mengerjakan dalam waktu lohor, dari perkataan ظهر
c. Menunjukkan kepada makna berbilang, contohnya:
   أشجر المكان = tempat itu banyak pokoknya, dari perkataan شجرة
   أظبأ المكان = tempat itu banyak kijangnya, dari perkataan ظبي
   آسد المكان = tempat itu banyak singanya, dari perkataan أسد
d. Menunjukkan kepada tindakan penawaran (التعريض), contohnya:
   أرهنت المتاع = Saya menawarkan barang itu untuk digadaikan, dari perkataan رهن
   أبعت المنزل = saya menawarkan rumah itu untuk dijual, dari perkataan باع
e. Menunjukkan kepada jumlah bilangan (العدد), contohnya:
   أخمس العدد = jumlah bilangan itu menjadi lima, dari perkataan خمسة
   أتسعت البنات = jumlah bilangan anak perempuan itu menjadi sembilan, dari perkataan تسعة
f. Membentuk kata kerja tak transitif (الفعل اللازم) apabila menunjukkan kepada makna refleksi (المطاوعة) (al-H}amla>wi> 1965: 41). Contohnya:
   بشّرته فأبشر = saya telah menyampaikan berita baik kepadanya, maka iapun bergembira. Perkataan أبشر merupakan kata kerja transirif.
g. Menunjukkan kepada perbuatan secara tiba-tiba (المصادفة). (Muh}ammad Muhyi> al-Di>n 1970: 71). Contohnya: أبخلته = saya tiba-tiba berbuat bahkhil kepadanya.

9.1 Fungsi Huruf Ganda *'ayn* Pada Pola

Pola *fa''ala* (فعّل) terjadi dengan menggandakan suku kata kedua daripada pola dasar, seperti perkataan كسّر. Huruf ganda *'ayn* pada pola (فعّل) mempunyai beberapa fungsi. Di antaranya:

a. Menukarkan kata kerja tak transitif kepada kata kerja transitif . Contohnya: قعّدت عليّا على الكرسيّ : saya mendudukan Ali atas kerusi. Perkataan قعّد (saya mendudukkan) merupakan kata kerja transitif setelah huruf *'ayn* pada morfem dasar tersebut digandakan dari قعد (duduk) kata kerja tak transitif bertukar menjadi قعّد (mendudukkan) yang menunjukkan kata kerja transitif. Apabila morfem dasarnya merupakan kata kerja transitif yang memerlukan satu objek (مفعول واحد, maka penggandaan pada *'ayn* (ع) pada pola فعل menyebabkannya bertukar menjadi kata kerja transitif yang memerlukan dua onjek (مفعولين) seperti contoh:

فهم زيد الدرس (Zaid memahami pelajaran) menjadi

فهّمته الدرس (Saya memahamkan pelajaran itu kepadanya).

b. Menunjukkan kepada perbuatan yang dilakukan berkali-kali oleh seseorang seperti:
قتّل (berkali-kali membunuh)

c. Dibentuk daripada kata benda untuk menyatakan atau melakukan apa yang diterangkan oleh kata dasar kata benda tesebut, seperti: خيّم (memasang khemah) dari kata benda خيمة (khemah)

d. Menunjukkan ke suatu arah yang ditujukan oleh seseorang. Contohnya: شرّق محمد و غرّب محمود (Muhammad menuju ke timur dan Mahmud ke arah barat).

e. Menunjukkan keringkasan suatu ucapan (al- Ra>jihi> 1984: 35). Contohnya: هلّل ringkasan daripada ucapan: **لاإله إلاّ الله**

9.2 Fungsi *Alif* Pada Pola فاعل

Pola *fa>'ala* (فاعل) diperolehi dengan menambahkan *alif* / ـا ـ / sebagai imbuhan sisipan sesudah huruf pertama (فاء الفعل) kepada pola dasar, seperti كاتب. Fungsi *alif* pada pola فاعل pada asasnya menunjukkan makna sebagai berikut:

المشاركة iaitu menunjukkan kepada makna perbuatan yang dilakukan oleh dua pihak saling mengambil tindakan yang sama seperti yang dilakukan oleh kawan atau pun lawan terhadap dirinya.Contohnya: ضارب زيد عمرا (Zaid dan Umar saling memukul).

المتابعة iaitu menunjukkan kepada perbuatan yang dilakukan secara berterusan. Contoh: واليت الصوم (saya berpuasa secara berterusan). Ada kalanya pula pola (فاعل) menunjukkan makna yang sama dengan pola (فعل). Contohnya: سافر bermakna سفر (ia bermusafir).(al-Ra>jihi> 1984: 75) dan menunjukkan makna التكثير iaitu memperbanyak perbuatan.Contoh: ضاعفت أجره (saya melipatgandakan ganjarannya). (al-H}adi>d 57: 11)

9.3 Fungsi *Hamzah* dan *Nu>n* Pada Pola انفعل

Pola *infa'ala* (انفعل) dibentuk dengan memberi awalan *hamzah* dan *nu>n* / ـان ـ / kepada morfem dasar, seperti انكسر. Imbuhan *hamzah* dan *nu>n* pada awal pola انفعل menunjukkan makna refleksi (المطاوعة). Morfem dasar dari pola tersebut merupakan kata kerja transitif manakala berlaku pengimbuhan *hamzah* dan *nu>n* pada kata kerja itu maka lahirlah kata kerja tak transitif. Contoh: كسّر(memecahkan) menjadi انكسر (terpecah). كسّر بكر الباب، فانكسر (Bakar telah memecahkan pintu maka terpecalah ia).

9.4 Fungsi *Hamzah* dan *Ta>’* Pada Pola افتعل

Pada pola *ifta‘ala* (افتعل) dibentuk dari morfem dasar dengan menambah imbuhan awalan *hamzah was}l* dan sisipan *ta>’* antara huruf pertama (فاء الفعل) dengan huruf kedua (تاء الفعل) / ا – ت – / seperti اجتمع dari morfem dasar جمع.

9.5 Fungsi *hamzah* dan *ta>’* pada pola افتعل antara lain ialah:

المطاوعة iaitu menunjukkan makna refleksi bagi kata kerja dasarnya. Contoh: جمع (mengumpulkan) enjadi اجتمع (berkumpul)

الاشتراك iaitu menunjukkan penyalingan, yakni perbuatan yang dilakukan oleh dua pihak. Contoh:اختلف زيد وعمر (Zaid dan Umar saling berselisih).

الاتخاذ iaitu menunjukkan kepada makna pengambilan. Contoh: اختتم محمد (Muhammad mengambil sebentuk cincin).

المبالغة iaitu menunjukkan sesuatu tindakan yang dilakukan dengan penuh hati dan sungguh-sungguh. Contoh: اكتسب الناس (manusia berusaha dengan bersungguh-sungguh).(al-Rajih}i> 1984: 38)

الإظهار iaitu menunjukkan makna pernyataan atau melahirkan perasaan. Contoh: اعتظم محمود (Mahmud menyatakan atau melahirkan keagungannya). (al-H}amla>wi> 1965: 44).

9.6 Fungsi *Hamzah* dan Huruf Ganda *La>m* Pada Pola افعلّ

Imbuhan *hamzah* dan *la>m* pada gandaan huruf akhir / ا – ل / daripada pola *if‘alla* (افعلّ) menunjukkan makna bersangatan (المبالغة) bagi sesuatu warna dan kecacatan.Contoh: ابيضّ الثواب (kain itu putih melepak).

9.7 Fungsi *Ta>’* dan Huruf Ganda *‘Ayn* pada pola تفعّل

Pola *tafa’‘ala* تفعّل dibentuk dengan memberikan imbuhan awalan *ta>’* dan sisipan gandaan (geminasi) *‘ayn* / ت – ع – / pada morfem dasar, seperti perkataan تقدّس. Imbuhan *ta’* dan sisipan gandaan *‘ayn* pada pola تفعّل menunjukkan kepada beberapa makna (al-H}amla>wi> 1965: 45) seperti:

المطاوعة iaitu menunjukkan makna reflektif atau pantulan dari pola فعّل.Contoh: نبّه menjadi تنبّه seperti dalam ayat:فتنبّه، نبّه المعلّم التلميذ (guru memberi ingatan kepada murid, maka ia pun mengambil ingatan).

الاتخاذ iaitu menunjukkan makna pengambila. Contoh: توسّد عثمان ثوبه (Usman berbantalkan pakaiannya).

التكلّف iaitu menunjukkan makna paksaan. Contoh: تصبر التلميذ (murid memaksa dirinya bersabar).

التجنّب ia menunjukkan makna meninggalkan dan menjauhi sesuatu perbuatan. Contoh: تهجّد حمد (Muhammad meninggalkan tidur/bertahajjud).

التدريج iaitu menunjukkan tindakan yang dilakukan secara berangsur-angsur. Contoh: تحفظت فاطمة دروسها (Fatimah menghafal pelajarannya sedikit demi sedikit).

9.8 Fungsi *Ta>'* Dan *Alif* Pada Pola تفاعل

Pola *tafa>'ala* تفاعل dibentuk dengan memberi imbuhan awalan *ta>'* dan sisipan *alif* / - ا - / ت / pada morfem dasar, seperti: تحارب. Imbuhan *ta>'* dan *alif* pada pola تفاعل menunjukkan beberapa makna, antara lain:

المشاركة iaitu penyalingan suatu perbuatan yang dilakukan oleh dua pihak secara bersama-sama. Contoh: قتل menjadi تقاتل seperti: تقاتل المسلم والكافر (Orang muslim dan orang kafir berperang antara satu sama lain).

التجاهل menunjukkan kepada suatu tindakan yang berpura-pura. Contoh: تناوم (berpura-pura tidur).تمارض (berpura-pura sakit).

التدريج iaitu perbuatan yang berlaku secara berangsur-angsur. Contoh: تزايد ماء النهر (air sungai bertambah sedikit demi sedikit).

المطاوعة iaitu menunjukkan refleksi bagi kata kerja فاعل.Contoh: باعدته menjadi تباعد seperti: باعدت الحكومة المجرم، فتباعد (kerajaan telah membuang jauh penjenayah itu, maka ia pun terbuang jauh).

9.9 Fungsi *Hamzah, Si>n* Dan *Ta>'* Pada Pola استفعل

Pola *istaf'ala* استغعل, dibentuk dengan menambah awalan *hamzah, si>n* dan *ta>'* / - استـ / kepada morfem dasar, seperti استقبل dari morfem dasar قبل. *Hamzah* yang diimbuhkan adalah *hamzah was}l* (همزة الوصل). Imbuhan *hamzah, si>n* dan *ta>'* pada pola استفعل menunjukkan beberapa makna, antaranya ialah:

الطلب iaitu menunjukkan permohonan, sama ada secara hakiki mahupun secara majazi (Muhammad Muh}yi> al-Di>n 1990: 82). Contoh permohonan secara hakiki: استغفر الله (saya memohon ampun kepada Allah). Contoh permohonan secara majazi: Firman Allah (s.w.t):" ....ثمّ استخرجها من وعاء أخيه..." Maksudnya: "kemudian dia mengeluarkannya (piala raja) itu dari karung saudaranya". (Yu>su>f 12: 76)

التحوّل iaitu menunjukkan proses pertukaran dari suatu keadaan kepada suatu keadaan lain. Contoh:استحجر الطين (tanah itu telah menjadi batu).

الاختصار iaitu menunjukkan kepada penyingkatan terhadap suatu peristiwa.

المبالغة Contoh: استكبر الإنسان (manusia itu sangat sombong).

المصادفة iaitu menunjukkan tindakan secara tiba-tiba. Contoh: استعظم **(**meagongkan seseorang besar).

10. PENUTUP DAN CADANGAN

Hasil daripada kajian huruf-huruf imbuhan di atas dapatlah disimpulkan bahawa imbuhan kata kerja dalam bahasa Arab samada awalan, sisipan, apitan dan akhiran berfungsi untuk menghasilkan tidak kata kerja transitif dan kata kerja transitif *(muta'addi<).* Adalah

diharapkan kajian ini sebagai pembuka jalan (fa>tih*}*at al-kayr) kepada penyelidik akan datang untuk merangka strategi terbaik dalam menjayakan kaedah pengajaran dan pembelaran bahasa Arab di Nusantara.

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ANALISIS KATA GANTI NAMA DIRI ARAB DALAM KATA KERJA DALAM KALANGAN PELAJAR UiTM

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Abstrak

Kertas kerja ini membincangkan tentang penggunaan ganti nama diri Bahasa Arab (BA) dalam kalangan pelajar UiTM dalam ujian penilaian berterusan BA. Terutamanya yang terdapat dalam kata kerja yang sering menimbulkan kekeliruan dan kesilapan di kalangan mereka semasa pembinaan ayat yang terdapat dalam ujian bertulis. Kesilapan yang ketara dalam membezakan perubahan aspek gender (maskulin dan feminin), perubahan dari segi bilangan sama ada tunggal, duaan atau jamak serta membezakan ayat yang terdapat kata kerja, sama ada kata kerja kala lampau, kata kerja kala kini dan kata kerja perintah *(imperative)*. Antara kesilapan ialah:"المسلمون يصلي في المسجد" (al muslimuun yusallī fī al-masjid), ayat yang betul: المسلمون يصلون في المسجد. Kesilapan tersebut pada perkataan 'يصلي' .Contoh lain kesilapan dari aspek gender " يذهب فاطمة إلى المسجد " (yadhhab Fātimah ilā al-masjid), sepatutnya 'تذهب' kerana menunjukkan gender feminin. Melalui kajian ini, dapatlah dikenalpasti kekerapan kesilapan ganti nama yang berubah mengikut gender dan mengikut bilangan pelakunya serta kesilapan-kesilapan lain bagi kata ganti nama diri dalam kata kerja kala kini, kala lampau dan kata kerja perintah. Kertas ujian bertulis diambil sebagai sampel kajian dari pelajar BA pelbagai fakulti yang berada pada tahap tiga di UiTM Shah Alam, Selangor. Data kajian, dianalisis menggunakan kaedah kuantitatif melalui kekerapan kesilapan. Hasil penyelidikan ini diharap dapat dijadikan panduan dan rujukan kepada mereka yang terlibat dalam pengajaran dan pembelajaran BA terutamanya para pelajar, pensyarah, penyelidik, dan individu-individu yang berkaitan.

1 PENDAHULUAN

Kata Ganti Nama Diri (KGND) merupakan salah satu elemen yang penting dalam pembelajaran bahasa. KGND bahasa Arab (BA) mempunyai pola dan keistimewaannya yang tersendiri berbanding dengan bahasa-bahasa yang lain. Walau bagaimanapun, kesilapan atau kekeliruan dalam penggunaannya akan mengakibatkan perbezaan dari aspek makna dan secara tidak langsung akan menimbulkan konflik terutamanya apabila KGND yang berada dalam kata kerja, samada KGND itu berada pada kata kerja kala kini (KKKK), kata kerja kala lampau (KKKL) atau kata kerja perintah (arahan). Kesemuanya terdapat perubahan yang berbeza apabila kita menggunakannya ketika pembinaan ayat atau perbualan diungkapkan semasa berkomunikasi.

2 PERMASALAHAN KAJIAN

Kesilapan yang ketara dan lebih kerap berlaku adalah dalam membezakan perubahan aspek gender (maskulin dan feminin), perubahan dari aspek bilangan sama ada tunggal, duaan atau jamak serta kesilapan-kesilapan lain yang terdapat pada kata kerja samada kata kerja kala lampau, kata kerja kala kini dan kata kerja perintah yang dibina oleh pelajar terutamanya bagi menjawab soalan-soalan ujian berterusan atau kertas ujian bertulis.

3 OBJEKTIF KAJIAN

1. Kenalpasti kekerapan kesilapan KGND BA yang berubah mengikut gender dan perubahan mengikut pelakunya.
2. Kenalpasti kekerapan kesilapan- kesilapan lain KGND BA dalam KK dan KL BA dan kata kerja perintah *(Imperative).*

4 SKOP KAJIAN

Kajian ini hanya melibatkan 5 buah fakulti yang berbeza (AM, ED, SC, EE dan IM) yang mengambil subjek BA sebagai subjek elektif yang berada di tahap tiga. Tumpuan hanya diberikan pada bahagian ketiga dalam soalan ujian bertulis yang melibatkan kesilapan dari aspek gender, bilangan dan kesilapan–kesilapan lain ketika pembinaan ayat dengan menggunakan sama ada kata kerja kala kini, kata kerja kala lampau dan kata kerja perintah *(imperative)* .

5 KAJIAN LITERATUR

Terdapat banyak kajian berkenaan dengan penggunaan ganti nama diri BA yang terdapat dalam pembinaan kata kerja. Abdul Rahman Jamaan (2011) telah menjalankan kajian berkenaan kesilapan penggunaan kata ganti nama dan kata kerja kala kini dalam pembinaan ayat Arab yang hanya melibatkan 6 ganti nama yang utama dalam kata kerja kala kini melalui borang soal selidik kepada responden. Manakala Rusydi Rosli (2003) pula membincangkan tentang binaan kata dan fungsi makna berpandukan pakar bahasa Arab, Tamam Hassan yang memperkenalkan pembelajaran ganti nama dalam kata kerja melalui kaedah tangan untuk memahami lebih mendalam perubahan huruf .

5.1 Kata Ganti Nama Diri dan Hhubungkaitnya dengan Kata Kerja

Kata Ganti Nama Diri (2006) digunakan untuk menggantikan nama diri orang yang selalu digunakan dalam perbualan seharian kita atau yang menggantikan nama manusia. Dalam BA, dari sudut bahasa *ad-d̲amīr* ialah daripada *ad-d̲umuur* yang bermaksud yang lemah kerana huruf-hurufnya sedikit atau daripada *al-id̲hmar* maksudnya menyembunyikan kerana ia sering tersembunyi. Manakala dari sudut istilah pula, *ad-d̲amīr* ialah gantian bagi kata nama zahir bertujuan untuk ringkasan atau benda yang menunjukkan sifat hadir atau ghaib (tidak hadir) tanpa menggunakan perkataan hadir atau tidak hadir**.** [1] KGND 1 ialah menggantikan nama diri orang yang bertutur. Manakala KGND 2 pula ialah menggantikan nama diri orang yang diajak

[1] http://fazakkeer.blogsport.com

bertutur sama ada duaan atau jamak. KGND 3 ialah menggantikan nama diri orang yang diceritakan halnya (orang yang diceritakan halnya itu tidak hadir).

Dalam memahami KGND BA, pengkaji memberikan contoh perubahan KGND bagi kata kerja KK sama ada melalui jadual 1 dan jadual 2 atau melalui kaedah tangan seperti dalam rajah 1 dan 2 berikut :

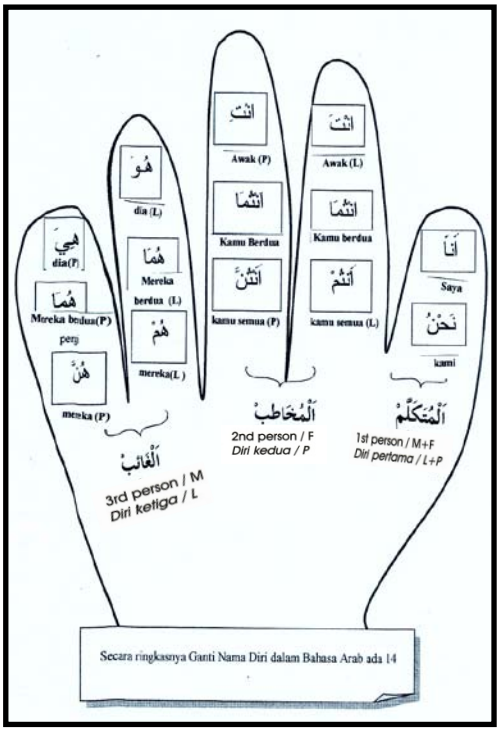
Jadual 1: Kata Ganti Nama Diri dalam BA

ضَمِير اَلْمُتَكَلِّمُ KATA GANTI DIRI (I)	**ضَمِير اَلْمُخَاطِبْ** KATA GANTI DIRI (II)		**ضَمِير اَلْـغَائِب** KATA GANTI DIRI (III)	
أَنَا saya	أَنْتَ Awak (L)	أَنْتِ Awak (P)	هُوَ Dia (L)	هِيَ Dia (P)
نَحْنُ kami	أَنْتُمَا Kamu berdua (L)	أَنْتُمَا Kamu berdua(P)	هُمَا Mereka berdua (L)	هُمَا Mereka berdua (P)
	أَنْتُمْ Kamu semua (L)	أَنْتُنَّ Kamu semua (P)	هُمْ Mereka(L)	هُنَّ Mereka (P)

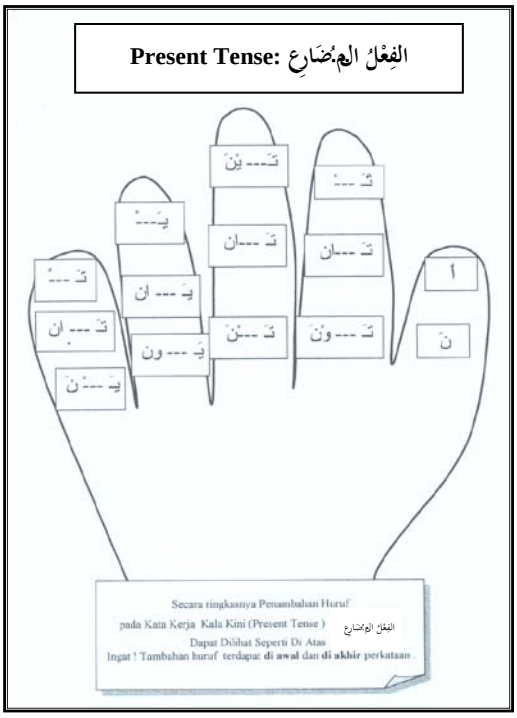
Jadual 2: Perubahan Huruf bagi KGND dalam BA untuk Kata Kerja Kala Kini *(Present Tense)*

ضَمِير اَلْمُتَكَلِّمُ KATA GANTI DIRI (I)	**ضَمِير اَلْمُخَاطِبْ** KATA GANTI DIRI (II)		**ضَمِير اَلْـغَائِب** KATA GANTI DIRI (III)	
اَدْرُس saya belajar	تَـــدْرُس Awak (L) belajar	تَـــدْرُسِيْنَ Awak (P) belajar	يَـــدْرُسُ Dia (L) belajar	تَـــدْرُسُ Dia (P) belajar
نَدْرُسُ Kami belajar	تَـــدْرُسَانِ kamu berdua (L) belajar	تَـــدْرُسَانِ kamu berdua (P) belajar	يَـدْرُسَانِ mereka berdua (L) belajar	يَتَدْرُسَانِ mereka berdua (P) belajar
	تَدْرُسُـــوْنَ Kamu semua (L) belajar	يَدْرُسْـــنَ Kamu semua (P)belajar	يَـدْرُسُوْنَ Mereka(L) belajar	تَـــدْرُسُـــوْنَ Mereka (P) belajar

Jadual 1 menunjukkan KGND secara tunggal BA dan jadual 2 pula menunjukkan perubahan huruf yang bergaris itu berubah dengan merujuk kepada KGND tertentu untuk kata kerja KK. Manakala melalui kaedah tangan pula, adalah seperti rajah 1 dan rajah 2 berikut.



Rajah 1: Ganti Nama BA



Rajah 2:Perubahan Huruf Kata Kerja Kala Kini

Melalui jadual dan rajah tersebut, kita dapat melihat bahawa KGND pertama iaitu saya, untuk kata kerja Kala Kini berubah menjadi / ا /: /a/. Manakala merujuk kepada kami pula, ia berubah menjadi /ن / : /na/ . Jadi, setiap huruf yang berubah itu, mempunyai makna tertentu dengan merujuk kepada KGND tertentu.

5.2 Kata Kerja dalam Bahasa Arab

Kata Kerja dalam BA terbahagi kepada 3 seperti berikut (1986):

5.2.1 Kata Kerja Kala Lampau (الفِعْل المَاضِي */al-fi'il al-mādī/ Past Tense*)

Lafazh atau kalimah (kata) yang menunjukkan pekerjaan yang telah dikerjakan seperti jadual 3

Jadual 3: Contoh ayat kata kerja kala Lampau

التَرْجَمَة(terjemahan)	**الجُمْلَة** (ayat)		**الرَقْم**(no)
Saya telah pergi *ke masjid semalam*	**Dhahabtu** ilā al-masjid ams	**ذَهَبْتُ** إِلَىَ المَسْجِد أَمْس	1

5.2.2 Kata Kerja Kala Kini (الفِعْل المُضَارِع: /al-Fi'il al-Mudāri'/Present Tense)

Lafazh atau kalimah (kata) yang menunjukkan pekerjaan yang sedang atau akan dikerjakan seperti jadual 4 .

Jadual 4: Contoh ayat didalamnya kata Kerja Kala Kini

الرَقْم (no)	**الجُمْلَة** (ayat)		**التَرْجَمَة**(terjemahan)
1	اَذْهَب إِلَىَ المَسْجِد مع أبي	**Adhhab** ilā al-masjid ma‘ abī	***Saya pergi*** *ke masjid bersama ayah saya*

5.2.3 Kata Kerja Suruhan/Perintah (الفِعْل الأمر /al-fi'il al-Amr/ Imperative)

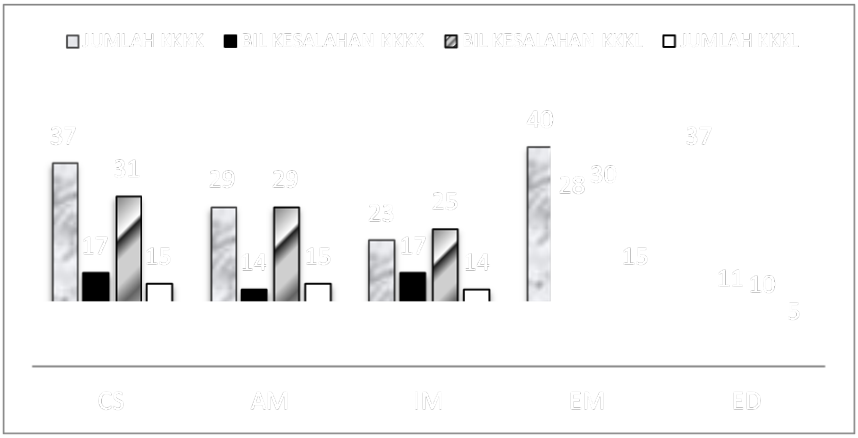
Lafazh yang menunjukkan hal yang harus dikerjakan yang menunjukkan permintaan untuk melakukan pekerjaan atau yang juga disebut dengan talab (*imperative)* seperti jadual 5.

Jadual 5 : Contoh ayat didalamnya kata kerja perintah *(imperative)*

الرَقْم (no)	**الجُمْلَة** (ayat)		**التَرْجَمَة**(terjemahan)
1	اِذْهَبِي إِلَىَ المَسْجِد اَلْآن	**Idhhabī** ilā al-masjid al-ān	***Pergilah*** *(awak perempuan) ke masjid sekarang!*

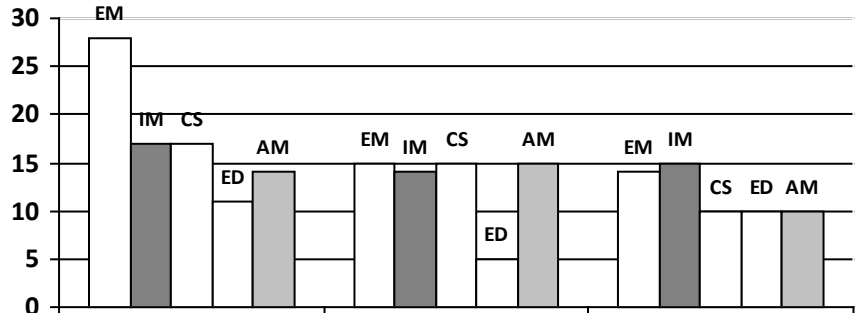
6 ANALISIS KESILAPAN GANTINAMA DIRI DALAM KATA KERJA

Sepertimana yang telah diterangkan di awal perbincangan tadi, pengkaji hanya menganalisis kesilapan yang berlaku pada kata kerja sahaja iaitu KKKK, kata kerja KKKL dan kata kerja perintah *(imperative).*Walau bagaimanapun, didapati tidak ada satu sampel pun yang menggunakan kata kerja perintah dalam pembinaan ayat mereka. Dalam graf 1 berikut menunjukkan kekerapan kesilapan kata kerja yang dilakukan oleh responden.



Graf 1: Kekerapan kesilapan menggunakan KK bahasa arab

Daripada graf 1 tersebut, jelas menunjukkan kekerapan kesilapan adalah pada KKKK berbanding KKKL . Manakala kekerapan kesilapan pada aspek gender , bilangan dan kesilapan – kesilapan lain dalam kata kerja adalah seperti graf 2 berikut.



	GENDER	BILANGAN	LAIN-LAIN
EM	28	15	14
IM	17	14	15
CS	17	15	10
ED	11	5	10
AM	14	15	10

Graf 2: Kekerapan kesilapan -kesilapan KGND dalam KK

Daripada graf tersebut, jelas menunjukkan kesilapan lebih kepada aspek gender berbanding bilangan dan lain-lain kesilapan.

Berikut adalah di antara contoh-contoh kesilapan pada kata kerja kala lampau dan kala kini yang menunjukkan kesilapan dari aspek gender maskulin iaitu tiada tambahan huruf di akhir kata kerja lampau tetapi ditambah huruf ت / t/ yang merujuk kepada feminin seperti jadual 6 berikut.

Jadual 6 contoh kesilapan KGND dalam KK dari aspek gender

Makna ayat	Sepatutnya	Penggunaan KGND salah
Pesakit lelaki yang kepenatan itu, ***telah berjumpa*** *doktor*	المرِيض المُتْعِب **قَابَلَ** الطَّبِيب *al-marīd al-mut'ib qābala at tabīb*	المَرِيض المُتْعِب **قَابَلَت** الطَّبِيب *al-marīd al-mut'ib qābalat at tabīb*
Ahmad ***telah mengambil*** *ubat pada pukul lima di hospital*	**تَنَاوَلَ** أَحْمَد الدَّوَاء فِيْ السَّاعَةِ الخَامِسَة فِي المُسْتَشْفَى ***Tanāwala*** *Ahmad ad-dawā' fī as-sā'att al-khāmisatt fī al-mustashfā*	**تَنَاوَلَت** أَحْمَد الدَّوَاء فِيْ السَّاعَةِ الخَامِسَة فِي المُسْتَشْفَى ***Tanāwalat*** *Ahmad ad-dawā' fī as-sā'att al-khāmisatt fī al-mustashfā*
Muhammad ***mengeluarkan*** *duit di bank esok*	مُحَمَّد **يَسْحَب** النُّقُود فِي البَنْك غَدًا *Muhammad* ***yashab*** *an nuqūd fī al Bank ghadan*	مُحَمَّد **تَسْحَب** النُّقُود فِي البَنْك غَدًا *Muhammad* ***tashab*** *an nuqūd fī al Bank ghadan*
Pegawai itu ***melihat*** *akaun simpanan di bank*	المُوَظَّفْ **يُشَاهِد** دَفْتَر التَوْفِيرِي فِي البَنك *al-Muwazzaf* ***yushāhid*** *daftar at-taufīī fī al-Bank*	المُوَظَّفْ **تُشَاهِد** دَفْتَر التَوْفِيرِي فِي البَنك *al-Muwazzaf* ***tushāhid*** *daftar at-taufīī fī al-Bank*

Begitu juga dengan kesilapan KGND pada kata kerja dari aspek bilangan. Sepatutnya pelajar perlu menggunakan KGND yang merujuk kepada dua orang atau ramai tetapi digunakan hanya untuk seorang. Ini dapat dilihat seperti dalam jadual 7.

Jadual 7: contoh kesilapan KGND dalam KK dari aspek bilangan

Makna ayat	Sepatutnya	Penggunaan KGND salah
*Abu dan Kamal **(mereka berdua) melawat** Ahmad di hospital*	أَبُو وَكَمَال **يَزُوران** اَحْمَد فِي المُسْتَشْفَى *Abū wa Kamāl **yazūrān** Ahmad fī al-Mustashfā*	أَبُو وَكَمَال **يَزُور** اَحْمَد فِي المُسْتَشْفَى *Abū wa Kamāl **yazūr** Ahmad fī al-Mustashfā*
*Abu dan Kamal **(mereka berdua) membeli** nasi di kedai Ahmad*	أَبُو وَ كَمَال **يَشْتَرِيَان** الأُرُزّ فِي دُكَّان أَحْمَد *Abū wa Kamāl **yashtariān** al-arūz fi dukkān Ahmad*	أَبُو وَ كَمَال **يَشْتَرِي** الأُرُزّ فِي دُكَّان أَحْمَد *Abū wa Kamāl **yashtarī** al-arūz fi dukkān Ahmad*
*Kami **menaiki** kereta ke sana*	نَحْنُ **نَرْكَب** السَّيَارَة إِلَىَ هُنَاك *Nahnu **narkab** as-sayyāratt ilā hunāk*	نَحْنُ **يَرْكَب** السَّيَارَة إِلَىَ هُنَاك *Nahnu yarkab as-sayyāratt ilā hunāk*
*Ahmad dan Jalal **(mereka berdua) bekerja** sebagai jurutera pada minggu depan*	أَحْمَد وَجَلاَل **سَيَعْمَلاَن** مُهَنْدِسًا فِي الأُسْبُوع القَادِم *Ahmad wa Jalāl **saya'malān** muhandisan fī al-usbū' al-qādim*	أَحْمَد وَجَلاَل **سَيَعْمَل** مُهَنْدِسًا فِي الأُسْبُوع القَادِم *Ahmad wa Jalāl **saya'mal** muhandisan fī al-usbū' al-qādim*

Manakala kesilapan-kesilapan lain antaranya ialah kekeliruan dalam menentukan samada kata kerja itu kala lampau atau kala kini juga berlaku seperti dalam jadual 8 berikut.

Jadual 8: contoh kekeliruan dalam penggunaan KGND sama ada Kala Kini atau Kala Lampau

Makna ayat	Sepatutnya	Penggunaan KGND salah
*Hamidah **pergi** ke bank untuk keluarkan duit.*	حَمِيدَة **تَذْهَب** إِلَى البنك لِسَحْبِ النُّقُود *Hamīdah **tadhhab** ilā al-bank li sahb an-nuqūd*	حَمِيدَة **تَذْهَبَتْ** إِلَى البَنْك لِسَحْبِ النُّقُود *Hamīdah **tadhhabat** ilā al-bank li sahb an-nuqūd*
*Ahmad **telah pergi** ke kelas semalam*	أَحْمَد **ذَهَبَ** إِلَى الفَصل أَمْس *Ahmad **dhahaba** ilā al-'fasl ams*	أَحْمَد **يَذْهَب** إِلَىَ الفَصْل أَمْس *Ahmad **yadhhab** ilā al-fasl ams*

Jelas menunjukkan responden terkeliru dengan penggunaan KGND bagi kata kerja KK dan kata kerja KL. Contoh bagi ayat pertama responden meletakkan dua huruf tambahan yang merujuk kepada KGND bagi kata kerja KK dan juga kata kerja KL. Begitu juga dengan ayat yang kedua, yang sepatutnya apabila terdapat unsur masa yang menunjukkan telah berlalu, sepatutnya responden perlu menggunakan KGND yang merujuk kepada kata kerja KL bukan kata kerja KK.

Walau bagaimanapun, terdapat juga kesilapan dari aspek yang lain antaranya ialah kekeliruan dalam menentukan penggunaan ganti nama diri kedua atau diri ketiga contohnya dalam jadual 9:

Jadual 9: contoh kekeliruan dalam menentukan KGND kedua atau KGND ketiga

Makna Ayat	Sepatutnya	KGND Salah
*Dia perempuan **melihat(dia(P)** Hamīdah **mengeluarkan (dia(P)** duit.*	هِيَ **تُشَاهِد** حَمِيْدَة **تَسْحَب** النُّقُود *Hiya **tushāhid** Hamīdah **tashab** an-nuqūd*	هِيَ **تُشَاهِدِين** حَمِيدَة **تَسْحَبِين** النُّقُود *Hiya **tushāhidīn** Hamīdah **tashabīn** an-nuqūd*
*Fatimah **berurusan(dia(P)** di kaunter bank*	فَاطِمَة **تَعَامَلَت** فِيْ شُبَّاك البَنْك *Fātimah **ta'āmalat** fī shubbāk al-bank*	فَاطِمَة **تَعَامِلِيْنَ** فِيْ شُبَّاك البَنْك. *Fātimah **ta'āmilīn** fī shubbāk al-bank*
*Ahmad dan kawan-kawannya ke hospital dan **mereka telah pergi** ke sana dengan kereta.*	اَحْمَد وَاَصْدِقَائِهِ اِلَى المُسْتَشْفَى وَ **ذَهَبُوا** إِلَى هُنَاك بِالسَّيَّارَة	اَحْمَد وَاَصْدِقَائِهِ اِلَى المُسْتَشْفَى وَ **ذَهَبْتُمْ** إِلَى هُنَاك بِالسَّيَّارَة

Daripada jadual 9, didapati bahawa pelajar keliru dengan penggunaan sama ada KGND itu berada pada diri pertama , kedua atau ketiga. Bagi ayat pertama, kedua dan ketiga, KGND tersebut digunakan untuk diri kedua, sedangkan ia sesuai untuk diri ketiga.

Manakala terdapat juga kesilapan dalam kalangan pelajar dalam menentukan samada perkataan yang digunakan itu KK atau KN. Ini dapat dilihat seperti dalam jadual 10 berikut.

Jadual 10 : contoh kekeliruan KK dan KN

Transliterasi	Sepatutnya	Makna Ayat	KGND Salah
Siti dan Hamil (mereka berdua) melawat Ahmad yang sakit di hospital.	سِيتِي وَحَامِيل **يزوران** اَحْمَد المَرِيض فِي المُسْتَشْفَى	*Siti dan hamil lawatan Ahmad yang sakit di hospital.*	سِيتِي وَحَامِيل **زِيَارَة** اَحْمَد المَرِيض فِي المُسْتَشْفَى

Dalam jadual 10, menunjukkan pelajar terkeliru samada perkataan itu kata kerja atau kata nama. Keadaan ini kemungkinan terjadi oleh kerana perkataan ziarah itu sering kali digunakan dalam percakapan seharian dalam bahasa Melayu yang merupakan perkataan pinjaman bagi masyarakat Melayu.

7 CADANGAN DAN PENUTUP

Melalui analisis KGND BA dalam kata kerja dalam kalangan pelajar UiTM, Shah Alam ini**,** didapati kesilapan dalam pembinaan ayat menunjukkan 41% kesilapan dari aspek gender dan 30% dari aspek bilangan. Jumlah ini agak besar yang perlu diberi perhatian oleh semua pihak terutamanya pensyarah dan pelajar itu sendiri.

Justeru, beberapa cadangan diberi berdasarkan kepada pemerhatian dari dapatan kajian di atas sebagai penambahbaikan dalam pengajaran dan pembelajaran bahasa. Antaranya ialah pensyarah perlu memberikan penjelasan lebih awal dalam pengajaran mereka terutamanya dalam menjelaskan perbezaan di antara kata kerja Kala Kini, Kala Lampau dan perintah *(imperative)*

secara terperinci bagi setiap huruf yang berubah dengan contoh-contoh yang relevan. Selain itu, perlu juga sentiasa dimulakan sesi pengajaran mereka dengan mengulang kaji berkenaan dengan KK dan disusuli dengan memberikan latihan-latihan kendiri supaya pelajar boleh menguasainya dengan baik. Di samping itu, boleh juga menggunakan kaedah tangan dalam mempelajari KGND sepeti yang diketengahkan oleh Tamam Hassan semasa sesi pengajaran dan pembelajaran dalam memahami setiap perubahan huruf tersebut. Manakala pelajar pula, mereka perlu sentiasa aplikasikan KGND dalam KK ketika berkomunikasi di dalam kelas atau melakukan latih tubi di dalam kelas.

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ANALISIS KESALAHAN BAHASA KETIKA PENGGUNAAN *AN-NAWASIKH* DALAM KALANGAN MAHASISWA JURUSAN BAHASA ARAB KOLEJ UNIVERSITI ISLAM ANTARABANGSA SELANGOR (KUIS)

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Abstrak

Analisis ini bertujuan untuk mengkaji bentuk-bentuk kesalahan bahasa dalam kalangan mahasiswa di tahu dua dan tiga pengajian program Bahasa Arab Sebagai Bahasa Kedua (BASL) di Kolej Universiti Islam Antarabangsa Selangor (KUIS) berhubung aspek penggunaan *An-Nawasikh.* Data dianalisis dengan menggunakan method deskriptif dari segi penyajiannya dan mengesan kesalahan dari segi analisis kesalahan bahasa. Hasil analisis yang didapati daripada kajian yang dijalankan menjurus kepada empat kategori kesalahan utama iaitu kesalahan penggunaan kalimah *tazkir dan ta'nith* sebanyak 21 % bagi tahun 3 dan 24 % bagi tahun 2, kesalahan penggunaan *domair* sebanyak 36 % bagi tahu 3 dan 29 % bagi tahun 2, kesalahan penggunaan *asma' al-khamsah* sebanyak 29 % bagi tahun 3 dan 2 dan kesalahan pada tanda-tanda *i'raab* sebanyak 14% bagi tahun 3 dan 18 % bagi tahun 2. Antara cadangan ke arah penambahbaikan pembelajaran yang diutarakan ialah agar para pendidik melihat semula silibus pembelajaran nahu dan memperkasakan lagi corak pembelajaran agar pelajar dapat belajar dengan lebih baik di samping memberi motivasi dan semangat kepada pelajar agar mereka belajar dengan lebih bersungguh-sungguh.

Kata Kunci: An-Nawasikh, Kesalahan Bahasa dan Kategori Kesalahan.

1 PENDAHULUAN

Penguasaan kemahiran berbahasa dan ilmu-ilmu bahasa Arab yang baik merupakan hal yang sangat penting bagi pelajar. Ia juga merupakan kewajipan pelajar yang mengikuti pengkhususan bahasa Arab di IPTA dan IPTS. Ini kerana mereka akan memperuntukkan tiga sehingga lima tahun – secara khusus di institusi-institusi pengajian - sebelum memperolehi segulung ijazah di dalam bahasa Arab. Begitulah juga halnya dengan mahasiswa sarjana muda bahasa Arab sebagai bahasa ke-dua di Kolej Universiti Islam Antarabangsa Selangor (KUIS).

Menurut Abdul Halim Mohamed (2009), pelajar bahasa Arab mesti menguasai empat kemahiran asas berbahasa Arab dan kemahiran ilmu bahasa Arab. Kemahiran asas iaitu meliputi kemahiran mendengar, bercakap, membaca dan menulis. Manakala kemahiran menguasai ilmu-ilmu bahasa Arab iaitu kemahiran ilmu Nahu, Sorf, Balaghah, Tarikh al-Adab dan sebagainya yang diajar dalam melengkapkan ilmu bahasa Arab dengan sempurna.
Pendapat tersebut telah disokong oleh Rahimi (2005) dan Husaini (2007) dalam penekanan mereka terhadap beberapa kemahiran berbahasa terutama kemahiran mendengar sebagai kemahiran berbahasa pertama yang perlu di ambil berat oleh para pelajar dalam memahirkan

diri untuk menguasai bahasa Arab dengan baik disamping kurikulum-kurikulum bahasa Arab yang telah dirancang oleh pihak institusi pengajian sepanjang pengajian mereka.

Walaupun demikian, masih terdapat beberapa kelemahan yang mampu dikesan yang terkena kepada para pelajar bahasa terutama pelajar bahasa Arab di seluruh negara antaranya penguasaan kosa kata bahasa Arab. Menurut Zafir (1984), pelajar bahasa Arab sebagai bahasa ke-dua – pada setiap peringkat – mesti menguasai paling minimun 5000 patah perkataan. Jika demikian pelajar di peringkat universiti sepatutnya telah menguasai sebanyak 15 ribu atah perkataan selepas mereka lalui peringkat permulaan dan pertengahan.

Antaranya kelemahan pelajar juga, ramai pelajar yang tidak dapat menguasai frasa bahasa Arab dengan baik (Abdul Halim 2002). Menurut Jaseem (1996), pelajar juga cuai dalam mengenal bunyi kalimah (perkataan) dengan baik. Manakala Hussin (1994) dan Naimah (2003) mengatakan bahawa ramai pelajar yang tidak menguasai sistem sintaksis dan morfologi bahasa dengan sempurna. Kelemahan-kelemahan tersebut terkadang menjadikan ramai pelajar bergantung kepada penterjemahan dalam memahami subjek-subjek pembelajaran (Dahab 1997; Syed Omar 1997).

Berkait dengan beberapa kelemahan yang dihadapai oleh para pelajar yang disebut oleh beberapa pakar bahasa, maka satu kajian telah dilakukan terhadap para pelajar yang sedang mengikuti Ijazah Sarjana muda Bhasa Arab sebagai bahasa ke-dua (BASL) di Kolej Universiti Islam Antarabangsa Selangor (KUIS) untuk mengetahui sejauh mana penguasaan mereka berkaitan pengunaan an-Nawasikh di dalam bahasa Arab yang merupakan satu elemen penting dalam tatacara nahu (syntax) bahasa Arab yang biasa digunakan dalam kebanyakan penulisan dan perbualan dalam bahasa Arab.

2 PERSOALAN KAJIAN

Kajian ini cuba menjelaskan kesalahan pengunaan tatabahasa nahu (syntax) dalam kalangan pelajar yang mengambil pengkhususan bahasa Arab di KUIS. Tumpuan kajian ini dapat dilihat dalam beberapa persoalan kajian yang telah digariskan iaitu:

1) Apakah jenis kesalahan yang dilakukan oleh para pelajar ketika an-Nawasikh digunakan?
2) Apakah jenis kesalahan terbesar yang dilakukan oleh para pelajar ketika an-Nawasikh digunakan?

Kajian ini adalah berbentuk kajian deskriptif. Para responden terdiri daripada semua pelajar BASL di tahun kedua dan tahun ketiga pengajian di KUIS. Mereka dianggap telah mempelajari sistem tatabahasa nahu (syntax) dengan baik dan sempurna dengan pengalaman pembelajaran mereka selama dua dan tiga tahun. Para responden terbabit adalah seramai 40 orang (20 pelajar tahun 2 dan 20 pelajar tahun 3) tetapi hanya seramai 35 pelajar yang memulangkan kertas jawapan kepada penkaji. Para responden adalah terdiri daripada mereka yang menggunakan bahasa Melayu sebagai bahasa utama pertuturan dan bahsa Arab sebagai bahsa pertuturan ke-dua.

Data-data diperolehi melalui kaedah kajian lapangan yang melibatkan pengedaran set soalan berkaitan dengan penggunaan 8 alatan an-Nawasikh (الأدوات الناسخة) yang biasa digunakan oleh para pelajar iaitu (كان، صار، ظلّ، ليس، ما زال، إن، كأنّ، لعلّ). Para pelajar yang terlibat hanya

perlu menyesuaikan penggunaannya untuk dimasukkan ke dalam ayat-ayat bahasa Arab yang telah disediakan.

Pembahagian soalan yang berbentuk praktikal jawapan diberikan. Terdapat 4 soalan untuk setiap alatan an-Nawasikh yang digunakan dengan jumlah soalan praktikal terkumpul adalah sebanyak 32 soalan. Soalan-soalan yang diberikan adalah soalan mudah yang difahami maksud perkataannya serta tidak memerlukan masa untuk berfikir yang panjang untuk menjawab setiap soalan yang dikemukakan

Bahagian dapatan daripada data-data tersebut pula kemudian dihuraikan dengan melihat mengaitkannya dengan beberapa kajian lepas yang kemuadiannya ditutup dengan beberapa cadangan dan penambahbaikan bagi faedah kajian yang yang akan datang.

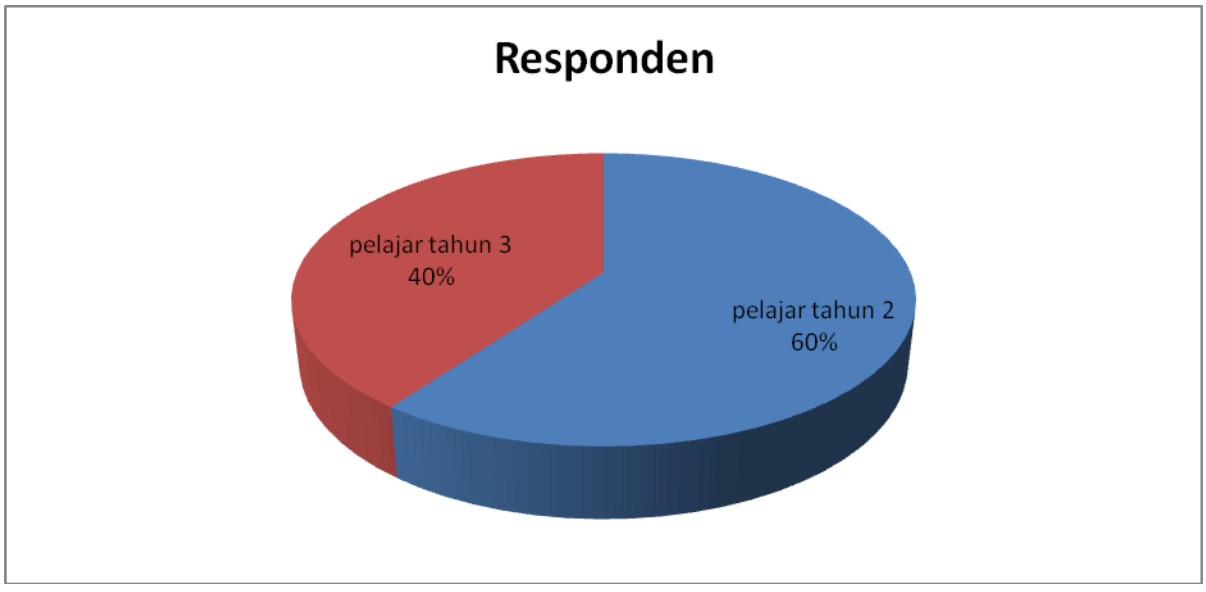
3 METODOLOGI KAJIAN

Sebagaimana yang telah disebutkan terdahulu, kajian ini adalah berbentuk kajian deskriptif yang melibatkan kekerapan dan peratusan menggunakan perisian SPSS versi 19.

4 PROFILE RESPONDEN KAJIAN

Seramai 35 orang pelajar daripada Kolej Universiti Islam Antarabangsa Selangor (KUIS) menjadi responden kajian. Profil pelajar yang menjadi seperti ditunjukkan dalam Jadual 1 di bawah:

Jadual 1: Profil pelajar (N= 35)



Sebagaimana Jadual 1 di atas, mengikut taburan data yang dikumpul daripada dua tahap iaitu tahun dua dengan jumlah pelajar 15 pelajar yang mewakili sebanyak 60% jumlah responden dan 20 pelajar daripada tahun tiga yang mewakili sebanyak 40% responden.

5 PENEMUAN KAJIAN DAN PERBINCANGAN

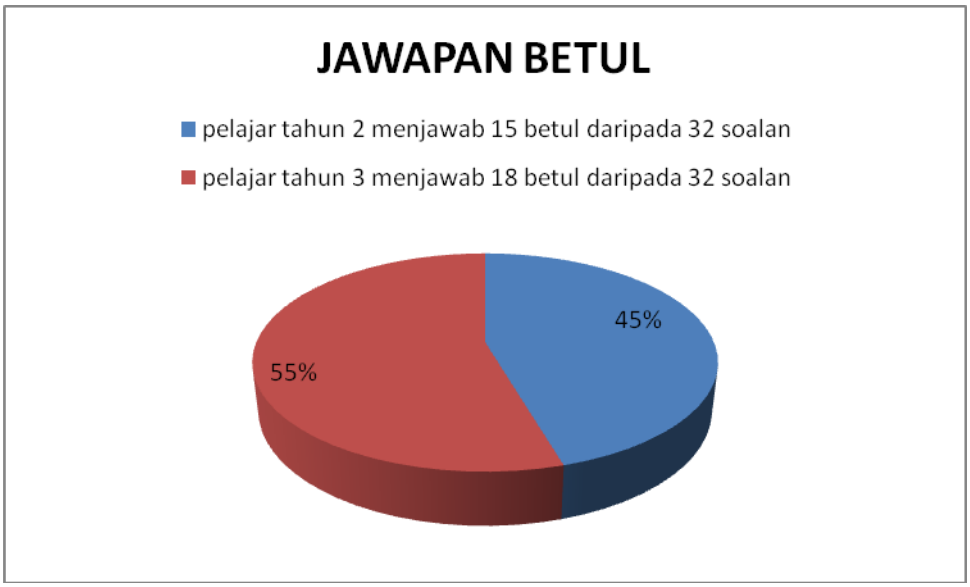
Hasil kajian mendapati terdapat 4 jenis kesalahan yang dilakukan oleh para pelajar semasa menyesuaikan penggunaan an-Nawasikh untuk dimasukkan ke dalam ayat-ayat

bahasa Arab yang telah disediakan iaitu kesalahan dalam perubahan pada tanda sistem nahu (syntax) Arab (علامات الإعراب), kesalahan dari segi perubahan pada kata nama yang lima(أسماء الخمسة), kesalahan dalam perubahan jantina (التذكير والتأنيث) bagi alatan an-Nawasikh dan kesalahan dalam perubahan ketikan berlaku persambungan an-Nawasikh dengan kata ganti nama (الضمائر).

5.1 Jumlah peratus bagi jawapan pelajar yang betul الجملة الصحيحة

Peratus jawapan yang betul para pelajar terhadap penggunaan an-Nawasikh dalam bahasa Arab dapat dilihat dalam Jadual 2 di bawah:

Jadual 2



5.1.1 Keterangan

Secara umumnya, sebanyak 15 jawapan yang dikemukakan dijawab dengan betul oleh pelajar pada tahun 2 yang mewakili sebanyak 45%. Manakala bagi tahun 3 pula sebanyak 18 peratus dijawab dengan betul yang mewakili sebanyak 55%.

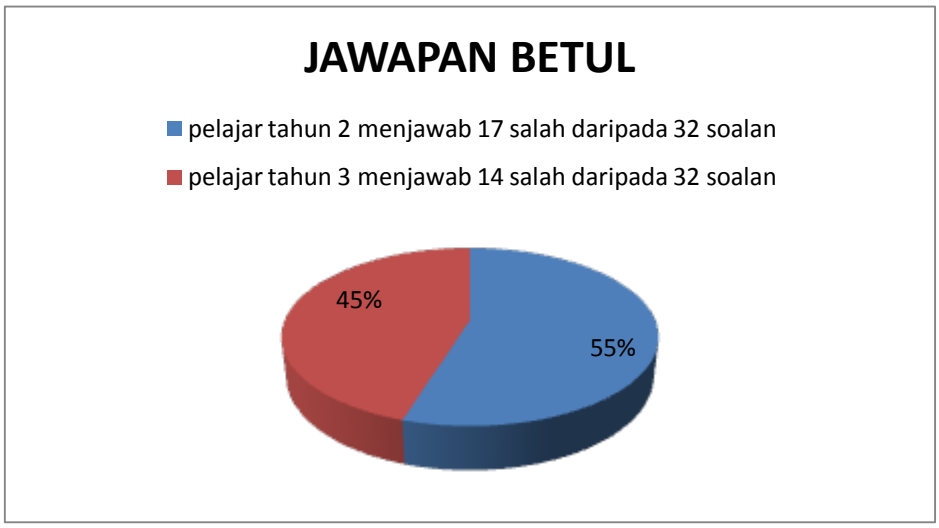
Terdapat perbezaan yang ketara antara kedua-dua tahun tersebut berpandukan peratusan yang diperoleh daripada data yang telah dikumpulkan. Peratus jawapan yang betul dijawab oleh para pelajar pada tahun 3 didapati lebih tinggi daripada peratusan yang diberikan oleh data bagi tahun 2. Ini menunjukkan kemahiran dan penguasaan berbahasa pelajar pada tahun 3 lebih baik daripada tahun 2 dengan perbezaan peratusan sebanyak 10 peratus.

Peratusan ini sebenarnya dapat dijangka dengan pengalaman yang lebih meluas diperoleh daripada para pelajar pada tahun 3 dan peluang mempelajari bahasa Arab dengan lebih panjang berbanding dengan tempoh masa dan peluang mempelajari bahasa Arab yang dilalui oleh pelajar di tahun ke-2 pengajian.

5.2 Jumlah peratus bagi jawapan pelajar yang betul الجملة الخاطئة

Peratus kesalahan pelajar terhadap penggunaan an-Nawasikh dalam bahasa Arab dapat dilihat dalam Jadual 3 berikut:

Jadual 3



5.2.1 Keterangan

Secara umumnya, sebanyak 17 jawapan yang dikemukakan dijawab dengan salah oleh pelajar pada tahun 2 yang mewakili sebanyak 55%. Manakala bagi tahun 3 pula sebanyak 14 jawapan dijawab dengan salah yang mewakili sebanyak 45%.

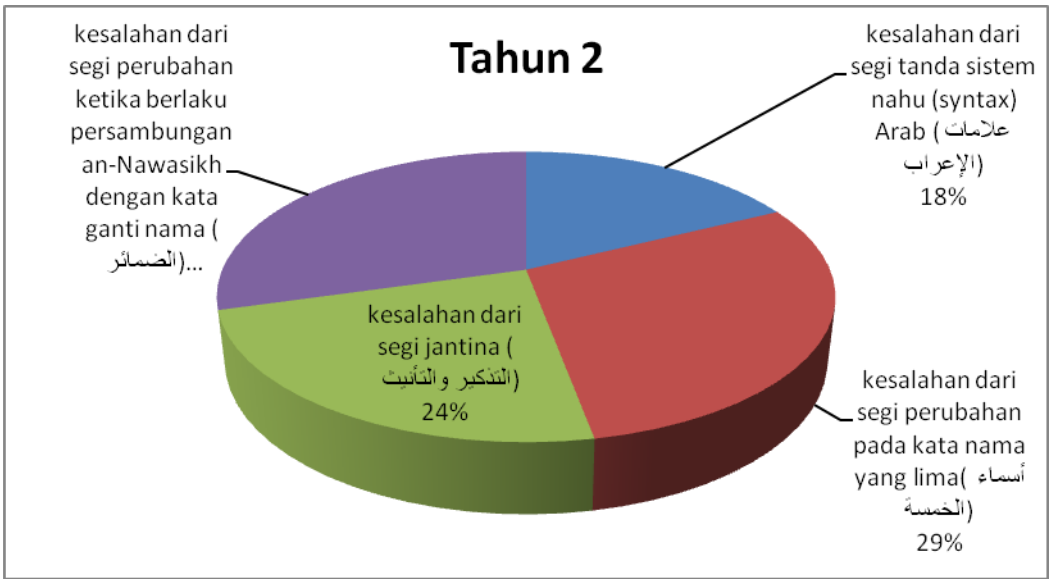
Terdapat perbezaan yang ketara antara kedua-dua tahun tersebut berpandukan peratusan yang diperoleh daripada data yang telah dikumpulkan. Peratus jawapan yang betul dijawab oleh para pelajar pada tahun 2 didapati lebih tinggi daripada peratusan yang diberikan oleh data bagi tahun 3. Ini menunjukkan kemahiran dan penguasaan berbahasa pelajar pada tahun 2 lebih lemah daripada tahun3 dengan perbezaan peratusan sebanyak 10 peratus.

Peratusan ini sebenarnya dapat dijangka dengan pengalaman yang lebih sedikit diperoleh daripada para pelajar pada tahun 2 dan peluang mempelajari bahasa Arab dengan lebih pendek berbanding dengan tempoh masa dan peluang mempelajari bahasa Arab yang dilalui oleh pelajar di tahun ke-3 pengajian.

5.3 Jenis-jenis kesalahan yang dilakukan oleh para pelajar tahun 2

Peratus jenis-jenis kesalahan yang dilakukan oleh para pelajar tahun 2 dalam Jadual 4 berikut.

Jadual 4



5.3.1 Keterangan

Sebagaimana yang telah disebutkan terdahulu, kesalahan yang terdapat di dalam penggunaan an-Nawasikh oleh para pelajar di tahun 2 pengajian di KUIS tertumpu kepada 4 bahagian iaitu kesalahan dalam perubahan pada tanda sistem nahu (syntax) Arab (علامات الإعراب) sebanyak 18 peratus iaitu menyamai sebanyak 3 kesalahan besar, kesalahan dari segi perubahan pada kata nama yang lima(أسماء الخمسة) yang mewakili sebanyak 29 peratus yang menyamai 5 kesalahan, kesalahan dalam perubahan jantina (التذكير والتأنيث) bagi alatan an-Nawasikh yang mewakili sebanyak 24 peratus iaitu menyamai dengan 4 kesalahan dan kesalahan dalam perubahan ketikan berlaku persambungan an-Nawasikh dengan kata ganti nama (الضمائر) yang mewakili sebanyak 29 peratus dengan jumlah kesalahan sebanyak 5 kesalahan.

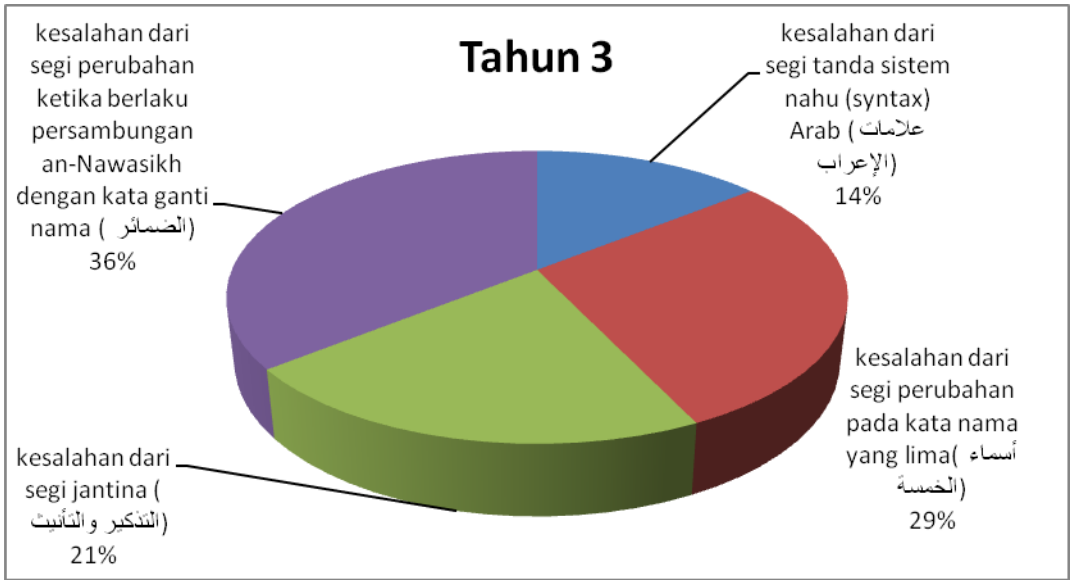
Daripada data yang diperoleh, kesalahan yang terbesar terdapat pada kesalahan dari segi perubahan pada kata nama yang lima(أسماء الخمسة) dan kesalahan dalam perubahan ketikan berlaku persambungan an-Nawasikh dengan kata ganti nama (الضمائر) yang mewakili sebanyak 29 peratus kemudian diikuti pula oleh kesalahan dalam perubahan jantina (التذكير والتأنيث) bagi alatan an-Nawasikh dengan 24 peratus dan kesalahan dalam perubahan pada tanda sistem nahu (syntax) Arab (علامات الإعراب) sebanyak 18 peratus.

Data ini sedikit sebanyak menyokong dapatan kajian terdahulu dilakukan oleh beberapa pakar dalam kajian bahasa yang memperkatakan tentang kelemahan para pelajar dalam menguasai keseluruhan aspek kemahiran bahasa Arab antarnya Rahimi (2005), Hussin (1994) dan Naimah (2003).

5.4 Jenis-jenis kesalahan yang dilakukan oleh para pelajar tahun 3

Peratus jenis-jenis kesalahan yang dilakukan oleh para pelajar tahun 3 dalam Jadual 5 berikut.

Jadual 5



5.4.1 Keterangan

Sebagaimana yang telah disebutkan terdahulu, kesalahan yang terdapat di dalam penggunaan an-Nawasikh oleh para pelajar di tahun 3 pengajian di KUIS tertumpu kepada 4 bahagian iaitu kesalahan dalam perubahan pada tanda sistem nahu (syntax) Arab (علامات الإعراب) sebanyak 14 peratus iaitu menyamai sebanyak 2 kesalahan besar, kesalahan dari segi perubahan pada kata nama yang lima(أسماء الخمسة) yang mewakili sebanyak 29 peratus yang menyamai 5 kesalahan, kesalahan dalam perubahan jantina (التذكير والتأنيث) bagi alatan an-Nawasikh yang mewakili sebanyak 21 peratus iaitu menyamai dengan 3 kesalahan dan kesalahan dalam perubahan ketikan berlaku persambungan an-Nawasikh dengan kata ganti nama (الضمائر) yang mewakili sebanyak 36 peratus dengan jumlah kesalahan sebanyak 5 kesalahan.

Daripada data yang diperoleh, kesalahan yang terbesar terdapat pada kesalahan dalam perubahan ketikan berlaku persambungan an-Nawasikh dengan kata ganti nama (الضمائر) yang mewakili sebanyak 36 peratus kemudian diikuti oleh kesalahan dari segi perubahan pada kata nama yang lima(أسماء الخمسة) sebanyak 29 dan kesalahan dalam perubahan jantina (التذكير والتأنيث) bagi alatan an-Nawasikh dengan 21 peratus dan kesalahan dalam perubahan pada tanda sistem nahu (syntax) Arab (علامات الإعراب) sebanyak 14 peratus.

Data ini sedikit sebanyak menyokong dapatan kajian terdahulu dilakukan oleh beberapa pakar dalam kajian bahasa yang memperkatakan tentang kelemahan para pelajar dalam menguasai keseluruhan aspek kemahiran bahasa Arab antarnya Rahimi (2005), Husaini (2007) dan Abdul Halim (2002).

5.5 Contoh jenis-jenis kesalahan yang dilakukan oleh para pelajar tahun 2 dan 3 dalam an-Nawasikh.

1. Kesalahan dalam perubahan pada tanda sistem nahu (syntax) Arab (علامات الإعراب)

الرقم	الجملة الخاطئة	الجملة الصحيحة
1	إن المسلمون مؤمنون بالله وحده	إن المسلمين مؤمنون بالله وحده
2	إن الحاسوبا معطل	إن الحاسوبَ معطل
3	ظل الشاعر متشائم في أشعاره	ظل الشاعر متشائماً في أشعاره
4	ليس خالداً فائزا	ليس خالدُ فائزا
5	صار خالد وسعيد زميلان حميمان	صار خالد وسعيد زميلين حميمين
6	ظلت الأصدقاء متعاونون	ظل الأصدقاء متعاونون

2. Kesalahan dari segi perubahan pada kata nama yang lima(أسماء الخمسة)

الرقم	الجملة الخاطئة	الجملة الصحيحة
1	إن أبيها مهندس	إن أبيها مهندس
2	كان زيد أخ لزميله عثمان	كان زيد أخ لزميله عثمان
3	لعل أخوه جاء	لعل أخوه جاء
4	ما زال أحمد أبوه مدرس	ما زال أحمد أبوه مدرس
5	إن أبوه مهندس	إن أبوه مهندس

3. Kesalahan dalam perubahan jantina (التذكير والتأنيث) bagi alatan an-Nawasikh

الرقم	الجملة الخاطئة	الجملة الصحيحة
1	ما زال الثلوج متساقطة	ما زالت الثلوج متساقطة
2	كان المدينة جميلة	كانت المدينة جميلة
3	ظلت الأصدقاء متعاونين	ظل الأصدقاء متعاونين
4	لعل أختي ناجحة في إمتحانها	لعلت أختي ناجحة في إمتحانها
5	كان السماء مظلة	كانت السماء مظلة

4. Kesalahan dalam perubahan ketikan berlaku persambungan an-Nawasikh dengan kata ganti nama (الضمائر).

الرقم	الجملة الخاطئة	الجملة الصحيحة
1	صارت بطلا	صرت بطلا
2	ليس نحن أطفالا	لسنا أطفالا
3	لعل نحن لاعبو الملاكمة	لعلنا لاعبو الملاكمة
4	كأن هو أسد في الفصل	كأنه أسد في الفصل
5	إن هو صديق مخلص	إنه صديق مخلص

6 PENUTUP

Sebagai penutupnya dinyatakan bahawa tujuan kajian ini dijalankan adalah untuk melihat kesalahan-kesalahan yang dilakukan oleh para pelajar di Kolej Universiti Islam Antarabangsa Selangor (KUIS) ketika menggunakan alatan an-Nawasikh yang diberikan dalam soal selidik yang diedarkan.

Jelas sekali bahawa pelajar masih lagi tidak menguasai sepenuhnya kemahiran berbahasa terutama yang berkaitan dengan sistem nahu Arab yang asas yang sepatutnya dikuasai mereka dengan baik selaku pelajar yang mengikuti Program Sarjana Muda Bahasa Arab sebagai Bahasa kedua di KUIS.

Selain itu, ia juga menggambarkan kelemahan yang lebih besar yang mungkin boleh dikaitkan berlaku kepada sistem pembelajaran di KUIS itu sendiri sama ada dari aspek silibus kurikulum atau dari aspek corak pembelajaran yang dilaksanakan yang mungkin menjadi penyebab kepada ketidakhadaman pelajar berkaitan dengan ilmu-ilmu asas bahasa Arab termasuklah ilmu nahu Arab (علم النحو العربي).

Kelemahan yang dihadapi oleh para pelajar di peringkat ini perlu diatasi dengan segera kerana ketidakfahaman pelajar kepada perkara asas dalam sistem nahu Arab ini akan menyebabkan kelemahan seterusnya bagi tajuk-tajuk atau subjek-subjek yang berkaitan dengan kemahiran berbahasa dan ilmu-ilmu bahasa Arab yang lain.

Kelemahan yang dihadapi oleh para pelajar akan menyebabkan sikap atau motivasi atau persepsi mereka yang negatif atau lemah dalam bidang pembelajaran mereka. Ini akan menyebabkan mereka akan bersikap dengan sikap yang negatif seperti malas, cuai, dan sebagainya serta mempunyai tahap motivasi yang rendah dengan semangat yang lemah serta persepsi yang negatif akan menjauhkan lagi mereka untuk turut serta dalam prose pengajaran dan pembelajaran yang dijalankan oleh institusi pengajian.

Para pendidik atau pensyarah perlu memberi perhatian terhadap dua unsur yang penting yang telah disebutkan tadi iaitu silibus pengajian dan corak pengajaran yang disampaikan serta sentiasa menyuburkan sikap, motivasi dan persepsi yang cemerlang kepada para pelajar agar mereka belajar ke arah meminati setiap subjek yang diajar dan bukan dianggap semata-mata sebagai beban pembelajaran. Ini adalah untuk memastikan supaya segala akademik dan faktor sahsiah yang baik tidak luntur daripada para pelajar yang mengharungi BASL dalam tempoh pengajian selama 4 tahun di KUIS.

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ANALISIS KONTRASTIF VOKAL BAHASA MANDARIN DAN BAHASA MELAYU

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Abstrak

Tujuan kajian ini adalah untuk mengetahui masalah pembelajaran sebutan vokal bahasa Mandarin di kalangan pelajar Melayu. Melalui kaedah Analisis Kontrastif, pengkaji akan meramalkan masalah sebutan vokal bahasa Mandarin yang dihadapi oleh pelajar Melayu. Analisis Kontrastif adalah kaedah sinkronik dalam analisis bahasa. Kaedah ini digunakan untuk menunjukkan persamaan dan perbezaan antara bahasa-bahasa. Kajian ini dijalankan dengan 3 langkah, iaitu membuat deskripsi vokal bahasa Mandarin dan bahasa Melayu, membuat perbandingan vokal bahasa Mandarin dan bahasa Melayu dan membuat ramalan kesulitan pembelajaran vokal bahasa mandarin. Hasil dari kajian menunjukkan bahawa vokal y, ɿ, ʅ, ɚ, ɤ, A dan ɑ, adalah sukar dipelajari, manakala vokal yang mudah dipelajari adalah a, i, e, ə, u, dan o. Kajian ini akan bermanfaat kepada para pengajar, pelajar dan perancang sukatan pelajaran. Mereka akan lebih memahami masalah penyebutan bahasa Mandarin yang dihadapi oleh pelajar Melayu dan berusaha mengurangkan atau menangani masalah tersebut.

Kata kunci: Analisis kontrastif, sistem sebutan, vokal, penutur bukan asli

1 LATAR BELAKANG KAJIAN

Dalam mempelajari sesuatu bahasa, aspek yang paling awal kita kenali ialah mendengar dan menyebut. Aspek sebutan merupakan asas kepada pembelajaran sesuatu bahasa. Jika aspek ini tidak dipelajari dengan baik, ia akan mengganggu pemahaman dan pertuturan sesuatu bahasa. Oleh itu, kajian tentang sebutan dalam sesuatu bahasa perlu diutamakan.

Seseorang pelajar yang tidak cukup baik dalam memahami pertuturan orang lain akan menghalang komunikasi dan hilang rasa yakin diri. Begitu juga jika seseorang pelajar tidak menyebut dengan baik dalam sesuatu bahasa, pendengar tidak memahami apa yang dipertuturkan dan maklumat tidak dapat disampaikan. Pendengar juga mungkin membuat interpretasi yang berbeza dengan maksud asal penutur.

Berdasarkan pengalaman mengajar, didapati bahawa pelajar Melayu tidak berapa fasih menyebut sesetengah bunyi vokal bahasa Mandarin yang tidak terdapat dalam bahasa ibunda mereka. Oleh itu, melalui perbandingan bunyi vokal bahasa Mandarin dan bahasa Melayu, diharap kajian ini dapat memberi kita maklumat yang berguna dan gambaran yang lebih jelas tentang bunyi yang membawa masalah pembelajaran kepada pelajar Melayu.

2 MATLAMAT KAJIAN

Kajian ini bertujuan untuk menentukan masalah pembelajaran sebutan vokal bahasa Mandarin di kalangan pelajar Melayu dewasa. Berdasarkan perbandingan sistem fonetik dua bahasa tersebut, kajian ini dijalankan untuk mengetahui:

i. vokal dalam bahasa Mandarin yang membawa masalah pembelajaran kepada pelajar Melayu
ii. cara untuk memperbaiki sebutan vokal bahasa Mandarin di kalangan pelajar Melayu

Jawapan diperolehi berdasarkan andaian bahawa vokal yang tidak terdapat dalam bahasa Melayu akan membawa kesulitan pembelajaran dan sebaliknya.

3 TINJAUAN KAJIAN LEPAS

Analisis kontrastif (CA) ialah satu cabang linguistik terapan yang membandingkan dua atau lebih bahasa untuk menunjukkan persamaan dan perbezaan antara bahasa-bahasa tersebut. Tujuan CA ialah untuk menyediakan bahan pengajaran yang lebih berkesan bagi pelajar L2. Pelopor-pelopor CA yang terkenal ialah C.C. Fries dan Robert Lado.

Fries berpendapat bahawa pelajar hanya akan mencatat pencapaian maksimum dalam pembelajaran bahasa asing jika pengajar menggunakan bahan pengajaran yang berdasarkan analisa deskriptif yang cukup baik antara bahasa sasaran dan bahasa ibunda pelajar.

Dalam bukunya *Linguistics Across Cultures*, Lado berhujah bahawa kita boleh meramal dan membuat huraian pola-pola yang akan menyebabkan kesulitan dalam pembelajaran, dan pola-pola yang tidak akan menyebabkan kesulitan, dengan membandingkan secara sistematik, bahasa dan budaya yang dipelajari dengan bahasa dan budaya bahasa pelajar. Beliau berpendapat bahawa dalam proses pembelajaran L2, elemen-elemen yang sama atau hampir sama dengan bahasa ibunda merupakan fitur-fitur yang senang dipelajari, sebaliknya elemen-elemen yang tidak sama dengan bahasa ibunda mereka merupakan fitur-fitur yang sukar dipelajari.

Lado menjelaskan pandangan tersebut dengan berkata bahawa fungsi, bentuk dan distribusi yang sama antara bahasa asing dan bahasa ibunda pelajar boleh dipelajari dengan senang dan cepat dengan pengalihan yang ringkas. Sebaliknya jika pola-pola tersebut tidak selari dengan bahasa ibunda, pelajar akan menghadapi masalah mempelajarinya kerana gangguan dari pola-pola dalam bahasa ibunda yang telah biasa pada pelajar.

Pada pendapat Lado, pengaruh bahasa ibunda pelajar terhadap pembelajaran bahasa asing boleh dibahagikan kepada 2 jenis. Hal ini dianggap sebagai pengalihan positif jika terdapat pola-pola bahasa ibunda sama atau hampir sama dengan pola-pola bahasa asing, di mana ia akan memudahkan pembelajaran bahasa asing. Sementara itu, pengaruh bahasa ibunda dianggap sebagai gangguan jika pola-pola bahasanya berbeza dengan bahasa sasaran, di mana ini akan membawa kekeliruan dan masalah pembelajaran bahasa sasaran.

Sama seperti Fries, Lado percaya bahawa membuat perbandingan bahasa-bahasa mempunyai satu matlamat utama, iaitu untuk menyediakan bahan pengajaran dan cara pedagogi kepada para pengajar dan perancang pelajaran yang lebih berkesan dalam bidang pengajaran bahasa asing.

Liu (1997: 35) dalam artikelnya yang bertajuk Pemerolehan Bahasa Kedua dan Pengajaran Bahasa Mandarin sebagai Bahasa Asing (*Di'er Yuyan Xide Yu Duiwai Hanyu Jiaoxue*) berkata, seseorang pelajar yang mempelajari bahasa ibunda tidak akan menghadapi masalah pembelajaran yang besar. Namun, jika seseorang mempelajari bahasa kedua yang berasal dari rumpun bahasa yang berbeza, maka tentu wujudnya masalah pembelajaran. Ini adalah kerana pelajar-pelajar bahasa kedua tidak dapat melupakan fitur-fitur dalam bahasa ibunda mereka. Apabila pelajar belajar bahasa baru, mereka akan berfikir dan belajar dengan cara yang sama semasa mempelajari bahasa ibunda. Oleh itu, kesilapan pembelajaran bahasa asing memang berkait rapat dengan gangguan bahasa ibunda. Jadi, kajian CA membolehkan kita memahami secara teliti sejauh manakah gangguan bahasa ibunda terhadap pelajar.

4 METODOLOGI

Dalam kajian ini, pendekatan CA dipilih kerana pendekatan ini dapat membantu dalam kajian ini supaya masalah pembelajaran yang dihadapi oleh pelajar bahasa asing lebih mudah difahami.

Menurut Choi (1996: 88) dalam artikelnya yang berjudul *Some Methodological Guidelines for Contrastive Analysis and Error* Analysis, kaedah CA melibatkan tiga langkah utama, iaitu membuat deskripsi dua bahasa, membanding dan meramal.

Langkah pertama ialah membuat deskripsi dua bahasa, yang merujuk kepada membuat deskripsi bahasa Mandarin dan bahasa Melayu. Dalam menghuraikan vokal bahasa Mandarin, pengkaji kerap menggunakan buku rujukan dari Xu Shirong (1999) yang bertajuk *Putonghua Yuyin Changshi* (Pengetahuan Am Fonologi Bahasa Mandarin) dan buku Zhao Jinming (1997) yang bertajuk *Yuyin Yanjiu Yu Duiwai Hanyu Jiaoxue* (Pengkajian Fonologi dan Pengajaran Bahasa Mandarin Sebagai Bahasa Asing), manakala dalam menghuraikan sistem sebutan bahasa Melayu, pengkaji banyak merujuk kepada buku M. Yunus Maris (1980) yang berjudul *The Malay Sound System* dan buku Abd. Halim Yusof (1988) yang berjudul *Fonetik*.

Langkah kedua ialah membuat perbandingan antara dua bahasa. Sebelum perbandingan dijalankan, pengkaji perlu mengenal pasti bahawa struktur dan elemen dalam dua sistem dapat dibandingkan dengan menggunakan model deskripsi yang sama. Dalam kajian ini, pengkaji perlu mengenal pasti bahawa sistem fonetik bahasa Melayu dapat dibandingkan dengan sistem fonetik bahasa Mandarin. Dalam hal ini, pengkaji akan menggunakan *International phonetic Alphabet* (IPA) untuk membuat deskripsi fonetik kedua-dua bahasa berkenaan.

Langkah seterusnya ialah membuat ramalan. Berdasarkan analisis perbandingan, pengkaji akan membuat satu hierarki kesulitan pembelajaran yang menunjukkan vokal yang paling sukar dipelajari hingga yang paling mudah dipelajari. Hierarki ini dibentuk berdasarkan andaian bahawa terdapatnya masalah pembelajaran yang sukar ditangani dan juga terdapatnya masalah pembelajaran yang mudah diselesaikan. Diramalkan bahawa elemen-elemen yang tidak terdapat dalam bahasa ibunda pelajar akan membawa masalah pembelajaran yang paling besar, manakala elemen-elemen yang terdapat dalam bahasa ibunda kurang membawa masalah pembelajaran.

Dalam kajian ini, simbol / / ialah lambang yang digunakan untuk transkripsi fonemik; simbol [ ] adalah lambang yang digunakan untuk transkripsi fonetik; tanda “ ” ialah makna sesuatu perkataan; tanda * bermakna kesilapan penyebutan.

5 VOKAL BAHASA MANDARIN DAN BAHASA MELAYU

5.1 Vokal Bahasa Mandarin

Vokal ialah bunyi bahasa yang dihasilkan dari getaran pita suara tanpa sebarang sekatan atau penyempitan di atas glotis. (Harimurti, 1993: 228) Terdapat 7 vokal tunggal dalam bahasa Mandarin, iaitu [i, y, ɛ, a, ɤ, u, o]. Selain itu, terdapat juga bunyi-bunyi “khas”, iaitu vokal retrofleks [ɚ], vokal hujung lidah [ɿ], [ʅ] dan [A, ɑ] yang boleh digolongkan sebagai alofon. Alofon adalah varian fonem berdasarkan posisi. (Harimurti, 1993: 10) Alofon bahasa Mandarin adalah bunyi yang terdapat dalam distribusi komplementar bagi fonem berkenaan: [ᴀ, a, ɑ, ɛ] adalah alofon-alofon bagi vokal /a/, [ə, ɤ, ɚ] adalah alofon-alofon bagi vokal /ɤ/, [e, ɛ] alofon bagi vokal /ɛ/, dan [i, ɿ, ʅ] merupakan alofon-alofon bagi /i/. Jadual di bawah menunjukkan vokal bahasa Mandarin. (Xu, 1999: 22-28)

Jadual 1: Vokal Bahasa Mandarin (dipetik dari Xu, 1999:29)

Darjat Lontaran Lidah / **Bentuk Bibir**	**Depan**		**Tengah**		**Belakang**	
Darjat Pembukaan Mulut	Hampar	Bundar	Hampar	Bundar	Hampar	Bundar
Sempit	i, ɿ, ʅ	y				u
Separuh Sempit					ɤ	o
Sederhana	E		ə, ɚ			
Separuh Luas	E					
Luas	A	ᴀ	ɑ			

5.2 Vokal Bahasa Melayu

Terdapat 6 vokal dalam bahasa Melayu, iaitu [i, a, u, o, e, ə]. Menurut Yunus Maris (1980: 31), [e, ɛ] adalah alofon-alofon bagi vokal /e/, [ɘ, ɜ] adalah alofon-alofon bagi vokal /ə/ manakala [o, ɔ] adalah alofon-alofon bagi /o/. Jadual di bawah menunjukkan vokal bahasa Melayu.

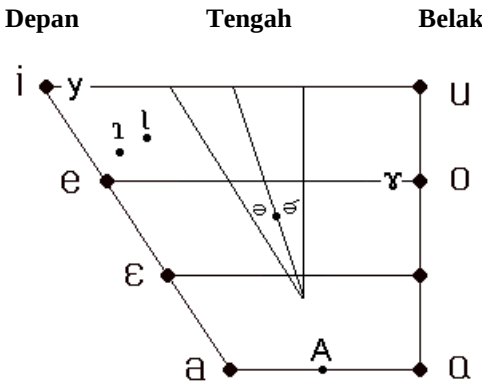
Jadual 2: Vokal Bahasa Melayu (diubah-suai dari Yunus, 1980:32)

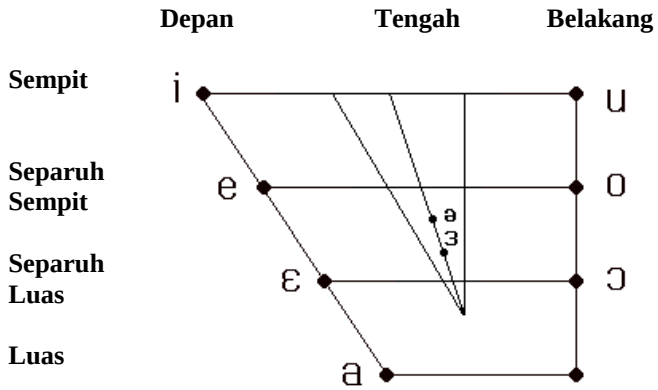
Darjat Lntaran Lidah / **Bentuk Bibir**	**Depan**	**Tengah**	**Belakang**
Darjat Pembukaan Mulut	Hampar	Hampar	Bundar
Sempit	i		u

Separuh Sempit	e	ə	o
Sederhana		ɜ	ɔ
Separuh Luas	ɛ		
Luas	a		

5.3 Perbandingan Vokal Mandarin Dan Melayu

Bahasa Mandarin mempunyai vokal yang lebih banyak daripada bahasa Melayu. Rajah vokal di bawah menunjukkan bahawa terdapat 6 vokal yang sama di antara kedua-dua bahasa, iaitu [a, i, ə, ɛ, u, o]. Wujud juga 7 vokal bahasa Mandarin yang tidak terdapat dalam bahasa Melayu, iaitu [y, ɿ, ʅ, ɚ, ɤ, ᴀ, ɑ]. Alofon-alofon bahasa Melayu yang tidak terjumpa dalam sebutan bahasa Mandarin ialah [e, ɜ, ɔ].





Rajah 1a: Vokal Bahasa Mandarin
(diubah-suai daripada: Zhao (ed.), 1997:281)

Rajah 1b: Vokal Bahasa Melayu
(dipetik daripada: Yunus, 1980:38)

Vokal bahasa Mandarin yang juga terdapat dalam bahasa Melayu telah ditunjukkan seperti dalam jadual di bawah:

Jadual 3a: Contoh Vokal Mandarin dan Melayu

Simbol IPA	**Contoh Dalam Bahasa Mandarin**	**Contoh Dalam Bahasa Melayu**
i	衣 [ji] “baju”	ikan [ikan]
ɛ	欸 [ɛ] “kata seru”	ejek [ɛǰɛʔ]
ə	饿 [ə] “lapar”	enam [ənam]
a	阿[a] “nama panggilan”	lari [lari]
o	我 [wo] “saya”	bola [bola]
u	乌 [u] “hitam”	upah [upah]

Terdapat sedikit perbezaan sebutan fonem [ɛ] dalam kedua-dua bahasa. Pembukaan rongga mulut bagi melafaz bunyi [ɛ] bahasa Melayu lebih besar daripada bunyi [ɛ] dalam bahasa Mandarin. Contoh bagi 7 vokal bahasa Mandarin yang tidak terdapat dalam bahasa Melayu ditunjukkan seperti berikut:

Jadual 3b: Contoh Vokal Mandarin Yang Tidak Terdapat Dalam Bahasa Melayu

Simbol IPA	**Contoh**
y	女 [ny] “wanita”
ɿ	四 [sɿ] “empat”
ɪ	十 [ʂɪ] “sepuluh”
ɚ	儿女 [ɚny] “anak perempuan”
ɤ	河 [xɤ] “sungai”
A	啊 [A] “kata seru”
ɑ	拉 [lɑ] “tarik”

Dalam bahasa Melayu, vokal bagi [e, o] adalah varian bebas dan tidak mengganggu makna. Contoh bagi vokal bahasa Melayu yang tidak terdapat dalam bahasa Mandarin ditunjukkan seperti di bawah:

Jadual 3c: Contoh Vokal Bahasa Melayu Yang Tidak Terdapat Dalam Bahasa Mandarin

Simbol IPA	**Contoh**
e	meja [meǰa]
ɜ	kera [kərɜ]
ɔ	boros [bɔrɔs]

5.4 Hierarki Kesulitan Pembelajaran Vokal Bahasa Mandarin

Hierarki kesulitan vokal bahasa Mandarin dibina dengan membuat andaian bahawa bunyi yang tidak terdapat dalam bahasa Melayu merupakan bunyi yang sukar dipelajari dan sebaliknya. Jadual di bawah menunjukkan hierarki kesulitan pembelajaran vokal bahasa Mandarin di kalangan pelajar Melayu dewasa:

Jadual 4: Hierarki Kesulitan Pembelajaran Vokal Bahasa Mandarin

Hierarki Kesulitan	**Jenis**
Vokal yang sukar dipelajari	[y, ɿ, ʅ, ɚ, ɤ, A, ɑ]
Vokal yang mudah dipelajari	[a, i, e, ə, u, o]

Dari jadual di atas, didapati bahawa vokal bahasa Mandarin terutamanya [y , ɿ, ʅ, ɚ, ɤ] amat asing kepada pelajar Melayu, dan cara sebutannya tidak dapat dicontohi dari bahasa ibunda mereka. Oleh itu, dijangka bunyi-bunyi vokal tersebut akan membawa masalah pembelajaran kepada pelajar.

6 RUMUSAN KAJIAN

Ramalan kesulitan pembelajaran sebutan bahasa Mandarin telah dibuat dengan menggunakan kaedah CA, iaitu unsur-unsur yang tidak terdapat dalam bahasa ibunda pelajar merupakan unsur yang sukar dipelajari, sebaliknya unsur-unsur yang terdapat dalam bahasa ibunda pelajar tidak mendatangkan masalah pembelajaran.

6.1 Sebab-Sebab Kesulitan Pembelajaran Bunyi Bahasa Mandarin

6.1.1 Gangguan Bahasa Ibunda

Dalam mempelajari bahasa Mandarin, pelajar Melayu berkecenderungan menggantikan bunyi bahasa asing dengan bunyi yang mirip dalam sistem fonetik mereka. Selain itu, menyelitkan sebutan separuh vokal [j, w] di antara vokal merupakan satu amalan yang umum di kalangan pelajar Melayu. Misalnya [niɛn] disebut sebagai *[nijAn].

6.1.2 Gangguan Ejaan Hanyu Pinyin

Kebanyakan masalah sebutan bahasa Mandarin datang dari sistem ejaan Hanyu Pinyin yang digunakan dalam kelas bahasa Mandarin. Sistem ejaan Hanyu Pinyin pada asalnya direka khas untuk tujuan pembelajaran rakyat China sendiri dan bukannya untuk rakyat asing. Apabila digunakan untuk mengajar pelajar asing, ianya pasti banyak menimbulkan masalah pembelajaran. Pelopor-pelopor sistem sebutan sebelumnya masing-masing cuba menyelesaikan masalah menulis simbol sebutan Mandarin terutamanya dalam vokal [y] yang unik dalam bahasa Mandarin. Namun sehingga kini, sesetengah masalah tersebut masih belum diselesaikan dalam sistem sebutan bahasa Mandarin.

Dalam buku *Yuyin Yanjiu Yu Duiwai Hanyu Jiaoxue* (Kajian Sebutan dan Pengajaran Mandarin Sebagai Bahasa Asing), beberapa pengajar bahasa Mandarin telah mengenalpasti masalah sebutan yang dihadapi oleh pelajar L2. Masalah tersebut timbul terutamanya disebabkan oleh dua faktor, iaitu kelemahan dan kesukaran sistem tersebut. Terdapat peraturan yang tidak konsisten bagi vokal [y] apabila bergabung dengan konsonan. Apabila bergabung dengan konsonan [tɕ, tɕ’, ɕ] atau bersendirian, dua titik di atas ejaannya (iaitu *ü*) diabaikan dan bertukar kepada *u*; Apabila bergabung dengan konsonan [n, l], vokal *ü* perlu dikekalkan. Jadi, vokal dalam suku kata *ju, qu, xu, yu, yue, yuan dan yun* kerap silap dianggap oleh pelajar sebagai vokal [u]. Ini menyebabkan pelajar keliru dan mudah melakukan kesilapan.

/i/ dalam Mandarin mewakili 3 jenis vokal: [i, ɿ, ʅ]. Perbezaan sebutan yang ketara antara ketiga-tiga alofon tetapi menggunakan satu simbol iaitu ‘i’ yang sama semestinya akan mengelirukan

pelajar. Pengaruh gabungan vokal [i] dengan konsonan frikatif dan afrikat menyebabkan pelajar mudah melakukan kesilapan. Masalah ini boleh berlaku kerana ejaan dan jika perubahan dalam sebutan tidak diterangkan oleh guru bahasa Mandarin. Kesilapan berlaku kerana pelajar menganggap 'i' mesti disebut [i]. Pelajar perlu diberitahu bahawa konsonan [tɕ, tɕ', ɕ] hanya bergabung dengan [i], misalnya 几[tɕi] "berapa", 起[tɕ'i] "bangun", 西 [ɕi] "barat", konsonan [tʂ, tʂ', ʂ, ʐ] hanya bergabung dengan [ɿ], misalnya 只 [tʂɿ] "hanya", 吃 [tʂ'ɿ] "makan", 时 [ʂɿ] "masa", 日[ʐɻ] "hari" dan konsonan [ts, ts', s] hanya bergabung dengan [ʅ], misalnya 字 [tsʅ] tulisan, 次 [ts'ʅ] "kali" , 死 [sʅ] "mati". Jika pelajar tidak dapat membezakan alofon-alofon [i, ɿ, ʅ] ini, maka kesilapan mudah berlaku. Pelajar akan membaca [tʂɿ] dan [tsʅ] sebagai [tʂi] dan [tsi] dan sebagainya. Misalnya [tʂɥɕiɛn] disebut sebagai [tɕiɕiɛn], [tʂ'ɿfan] disebut sebagai *[jifan], [koŋsʅ] disebut sebagai *[koŋsi].

6.2 Cara Memperbaiki Pengajaran Dan Pembelajaran Sebutan Bahasa Mandarin

6.2.1 Mengetahui Cara Artikulasi

Vokal *ü* [y] merupakan satu vokal yang unik dalam bahasa Mandarin. Walaupun tidak terjumpa dalam kebanyakan bahasa, namun cara pelafazannya tidaklah sesukar yang disangka. Kita boleh mengajar pelajar melafazkan vokal [i] dahulu, mengekalkan kedudukan lidah, kemudian membulatkan bibir, maka akan melafazkan [y] dengan betul. (Zhao (ed.), 1997: 280)

Penyebutan vokal depan hujung lidah [ʅ] hampir sama dengan menghasilkan '*shirt*' tanpa bunyi 'rt' dalam bahasa Inggeris. Vokal belakang hujung lidah [ɿ] mirip kepada penyebutan Amerika Inggeris 'rrr' tanpa bunyi geseran, jarak antara hujung lidah dengan palatal lebih besar dan bunyinya lebih lemah.

Vokal [ɚ] juga merupakan sejenis vokal yang unik. Sebutannya hampir dengan [ə]. Pengajar boleh mengajar bahawa semasa menyebut [ə], pelajar perlu menggulungkan lidah ke arah palatal. Bagi menyebutnya dengan baik, latih tubi amat diperlukan. (Zhao (ed.), 1997: 337)

6.2.2 Mengenal pasti Sistem Tulisan Hanyu Pinyin

Vokal [i] mewakili 3 jenis sebutan, iaitu sebagai [i], [ʅ] dan [ɿ]. [ʅ] hanya wujud di belakang konsonan [ts, ts', s]. [ɿ] hanya wujud di belakang konsonan [tʂ, tʂ', ʂ, ʐ].

6.2.3 Mengetahui Peraturan Gabungan Antara Konsonan dan Vokal dalam Sebutan bahasa Mandarin

Pembentukan suku kata bahasa Mandarin agak ringkas, iaitu bermula dengan konsonan dan diikuti dengan vokal atau komponen vokal. Oleh itu, posisi konsonan atau vokal dalam sesuatu suku kata kurang penting dalam usaha meramalkan kesulitan pembelajaran sebutan bahasa Mandarin. Sebaliknya, pengetahuan tentang kemungkinan gabungan konsonan dengan vokal dalam kedua-dua bahasa lebih penting dari pengetahuan tentang posisi fonem dalam sesuatu suku kata.

Jadual 5: Kemungkinan Gabungan Vokal dengan Konsonan Bahasa Mandarin
(diubah-suai daripada Xu, 1999: 82- 84)

Vokal	**Keadaan**
a	Boleh bersendirian atau bergabung dengan semua konsonan kecuali [z, tɕ, tɕ', ɕ]
ə	Boleh bersendirian atau bergabung dengan semua konsonan kecuali [p, p', f, tɕ, tɕ', ɕ]
ɤ, e	Bersendirian
ɿ	Hanya bergabung dengan [ts, ts', s]
ɻ	Hanya bergabung dengan [tʂ, tʂ, ʂ, z]
o	Boleh bersendirian atau bergabung dengan [p, p', m, f]
i	Boleh bersendirian ([ji]) atau bergabung dengan [p, p', m, t, t', n, l, tɕ, tɕ', ɕ]
u	Boleh bersendirian ([wu]) atau bergabung dengan [p, p',m, f, t, t', n, l, k, k', x, tʂ]
y	Boleh bersendirian ([ɥy]) atau bergabung dengan [n, l, tɕ, tɕ', ɕ]

Mengetahui hubungan gabungan antara konsonan awalan dengan vokal, diftong, triftong dan sebagainya akan menambahkan keyakinan pelajar dalam menguasai sebutan bahasa Mandarin. Misalnya konsonan velar [k, k', x] boleh bergabung dengan vokal dan komponen vokal [u], konsonan palatal [tɕ, tɕ', ɕ] banyak bergabung dengan vokal dan komponen vokal [i] dan [y].

6.2.4 Memperbaiki Cara Tulisan Hanyu Pinyin

Dalam mengkaji pembelajaran sebutan bahasa Mandarin, perbincangan tentang sistem ejaannya tidak dapat diabaikan. Hal ini adalah kerana pelajar terdedah kepada bahan bacaan yang tertulis dalam ejaan dan bukannya dalam IPA.

Ejaan yang tidak tetap bagi vokal *ü* merupakan salah satu masalah yang mengelirukan pelajar. Oleh kerana *j, q, x* tidak boleh bergabung dengan vokal *u*, maka vokal *u* dipinjam bagi mewakili simbol *ü*. Akan tetapi, ini membawa kekeliruan kepada pelajar. Jika vokal *ü* dalam *ju, qu, xu, yu* ditulis bersama dengan vokal asalnya, iaitu sebagai *jü, qü, xü, yü*, dianggarkan kesilapan yang berlaku dalam penyebutan akan banyak berkurangan.
Selain itu, dicadangkan simbol IPA bagi alofon [ɿ,ɻ] juga digunakan dalam tulisan supaya tidak terkeliru dengan vokal [i]. Cara ejaan triftong *iou, uei* dan *uen* diharap dapat dikekalkan dan tidak disingkatkan simbol tulisannya. Ini akan mengelakkan kekeliruan dan mengurangkan kesilapan yang berlaku.

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DELIVERING FLOUTING INFERENCE-TYPES ALLUDE TO INDISTINCT UNDERSTANDING DURING INFERENTIAL PROCESS

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Abstract

Non-conventional inference-types, i.e. silent and flouting, are produced with other conventional inferences during inferential process. This paper nonetheless addresses the exclusive flouting inference-types in few selected netvertisements, applying the griceian and relevance theory together with the semiotics analysis as its framework. The flouting features, e.g. overt and covert flouting inference-types give misleading messages, indistinct understanding and many hazy directions to its recipients (readers cum public internet users) due to the media contents are not precise and factually truthful. These inferences are partially truthful, high-risk and insignificantly delivered negative connotations for products and services netvertised online. The flouting inferences are more preferred – safer and less risk to be caught – in the netvertisements by the accredited netvertisers. Overall, the flouting inferences are predicted to be influential and play a major stagnant role in the near future if caught unaware notably.

Key words: Flouting Inference-types, Inferential Communication, Relevance, Semiotics, Netvertisements

1 INTRODUCTION

At present, netvertisers prefer the easiest ways to sell their products and services online. This paper is looking at the exclusive flouting inference-types applied by the netvertisers through their copywriters in the netvertisements. The netvertisers applied this inferential process in order to market their products. In defining an *inference*, it is a conclusion derived from premises. The inference becomes the inferential technique to capture the mindsets of the intended consumers (targeted buyers). The nature of inferential communication is systematic and decodable by different interpreters. Netvertising is considered as a new domain for inferential studies (Aizimah, 2005; Aizimah, 2009). By scrutinising randomly on different inferences found in netvertising forms such as web buttons, skyscrapers, banners and so forth, the readers cum public Internet users (PIU) can understand the gist of the inferential-drawing processes. The potential public Internet users (buyers) can discover the usefulness of its accuracy by the netvertisers. The non-conventional inference-types, i.e. silent and flouting whether they are in overt or covert, are therefore produced during the inferential process.

When addressing inferences, they are more automatic and less conscious processing compared to the maxim-clash (Grice, 1975; Levinson, 2000: Sperber and Wilson, 2000). This process is a blatant violation of the Griceian (Co-operative Principles), which is made manifest for the writer (speaker) and the reader (hearer) forcing the reader (hearer) to cover-up the violation. Saeed (2003) argued that some cases of flouting inferences are more interesting than the violation of maxims. Irony can be seen as a flouting of the maxim of quality. Due to that, netvertisers would

bid on precious key words to have their netvertising forms displayed on those pages. The netvertisers would only pay if someone clicks onto their netvertisements. Sperber and Wilson (1995, 2000) claims that verbal communication involves coding and inferential process. The coding model supports that communication is conducted by encoding and decoding a message (information). In contrast, the inferential model states that communication involves producing and interpreting evidence. The inference-drawing and decoding processes are thus differed. The inferential process operates in accordance with the purpose and actual possibilities of netvertising in a communicative and interactive situation. A tagline in the netvertisement, for instance, functions as a simplified unique, catchy message (information) based on contexts given. The question is how to interpret the evidence if it has not been produced by the netvertiser? This linguistic function which has been instilled in each different form of netvertising, they would semiotically accommodate its contextual and relevancies to convince the buyers.

Semiotics analysis, on the other hands, involves a search for meanings intentionally or unintentionally attached to the signs (Babbie, 2001; Saeed, 2003). The relevant meanings would reside in one's mind. The netvertisements have assimilated the semiotics factors to entice the readers' (viewers') attention and curiosity thus the semiotics factors and values would enrich the contents of the netvertisements indirectly. Let's say, the *WhiteSmoke* netvertisement (Figure 1) illustrates how the semiotics factor would demonstrate different interpretations in its content. The content offers required information for its English language learning tool software programme. The picture of a white sharpener is shown to symbolise how the software supposes to work. It intends to help its potential users in enhancing their language skills and abilities. The way the readers perceive and interpret the picture would give different impressions of the actual meanings.

Dimension: 180x150
Type: GIF Image
Size: 10.2 KB

Tagline: *Sharpen your English. WhiteSmoke is your tool. Get it now.*
Flouting: Sharpen your English. (Manner)
F> WhiteSmoke provides a suitable application software kits for language learners. (O)
(Source: The WhiteSmoke button, NST Online)

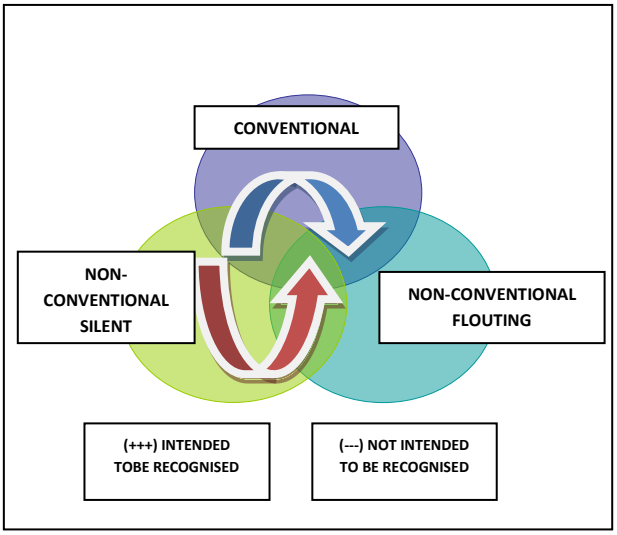
Figure 1 *WhiteSmoke* netvertisement

The sharpener is a metaphor that is used as an object, which shows how the *WhiteSmoke* software would assist the English language learners in their learning process such as grammar,

spelling and so forth. Semiotically, the use of white colour sharpener indicates how everyone can simply apply its learning tools. The flouted meaning is overtly implied to the learners. The semiotics values thus help through its sublime meanings on what the netvertisers intend to convey.

2 METHODOLOGY

The paper puts forward on a collaborated typology of overlapped inferences applying the griceian and relevance theory with the semiotics analysis. The typology includes netvertisements that have been netvertised by Internet engines such as *Google AdSense*, *Yahoo!*, *MSN* and so forth. In this paper, it also addresses elements, i.e. context-dependent, calculability, negation tolerant and cancel-ability which consists of detailed overlapped distribution of the overt and covert inferences produced during the inferential process by the readers (public Internet users).



(Adapted from: Aizimah, 2009)

Figure 2 Overlapped Inference-types in Netvertising

The sample of netvertisements (display netvertising forms) was retrieved in 2008 from the Internet engines stated. Certain conditions of significance, i.e. negation tolerant, cancel-ability, calculability and context-dependent were examined. The contexts of netvertisements were broad and universal. All the netvertisements involved were addressed to the public Internet users whereby the selection was based on certain requirements. The requirements are as follows:

i. There must be an interactive feature.
ii. The text and any semiotic aspects must be addressed to the public Internet users.
iii. It must be in English as its medium.
iv. It must not include irrelevant details such as place of purchase, price and discounts.

The netvertisements were compiled then examined and justified for the information of the media contents. There were several softwares, e.g. *Flash Adobe*, used to capture the netvertisements. The netvertisements were then transcribed and analysed for their relevancies on the English texts. The paper included semiotics (pictures, symbols, images, colours and so forth) analysis on visual meanings of each netvertisement, and also covered on an analysis of contextual information that was considered relevant for any specified inferences in the transcription. The findings were then transcribed and examined for their contexts and semiotics values.

3 FINDINGS & DISCUSSION

The paper highlights on two stages, i.e. preliminary and post analysis. These two stages discuss the findings and semiotics impacts that can be derived from inferential communication between the netvertisers and public internet users.

3.1 Preliminary Analysis

3.1.1 Overlapped Inference-types

In display netvertising, few distinctive features of inference-types were employed in the selected netvertisements. From these netvertisements, there were certain significance of features, i.e. cancel-ability, negation tolerant, calculability and context dependent in each inference. The inference-types were divided into conventional and non-conventional, i.e. silent and flouting, whereby each inference was differed in terms of overt and covert inferential communication in the construction of a persuasive and informative version. There were six inference-types found in the sample. The types were distinguished and categorized together in the collaborated typology such as the conventional inferences, i.e. the overt conventional inferences and covert conventional inferences, and the non-conventional inferences (conversational), i.e. the overt non-conventional silent inferences and covert non-conventional silent, and the overt non-conventional flouting inferences and covert non-conventional flouting inferences. The bridging inferences were attached for their neutral function and also acted as the additional background premises, which would not affect the inferential communication from the contextual premises. The paper would thus focus more on the flouting inference-types, i.e. overt flouting and covert flouting inferences for their semiotically impacts.

The inferences were signaling different unintended versus intended meanings, depending on their contexts and relevancies (refer to the diagram). These meanings were produced from the inferences therefore they enforced the readers to think prudently with each choice of products and services. *The Adverlets.com* banner was one of the examples that signaled a variety, distinctive unintended and intended meanings to their targeted buyers. Implicatures formed related inferences, i.e. conventional, silent and flouting when the target users used their services and added them to their personal blogs or websites. The netvertisers would then be paid based on frequencies of each click by the viewers of their blogs or websites. A business co-operation would be accomplished on certain periods of time agreed by both parties, e.g. the *Adverlets.com* and blog or website owners.

Dimension: 720x90
Type: JPEG Image
Size: 12.5 KB
(Source: The Adverlets banner, Google AdSense)

Figure 3 *Adverlets.com*

Here, when the viewers clicked into the netvertisement, the conventional and non-conventional inferences were formed in their minds. Each meaning resides in their minds would help to interpret the evidence needs. This actually could lead for future pragmatics research to another domain, which is neurolinguistics, insha-Allah. Another netvertisement that indicates how inferences work is the *InventNow* netvertisement. The banner assimilated the covert silent inferences which elicit few flouting inferences, i.e. overt and covert. The *InventNow* netvertisement focused on how invention programme could influence young inventors to produce and market their own products through relevant channels like theirs.

Dimension: 728x90
Type: JPEG Image
Size: 9.83 KB
(Source: The InventNow banner, Yahoo! Ad)

Figure 4 *InventNow*

In retrospect, the flouting inference-types were naturally perceived to be uncontrollable and automatic. The process was less conscious compared to controlled and conscious processing for other inference-types. The derived inferences were automatic and spontaneous. The implicatures would also determine for the filling-in and maxim-clash examples compared to the flouting inferences. During the inferential process, the inferences were easily cancellable if additional new premises were contributed to the original premises. These inferences were also calculable. It was permissible to construct a literal meaning of the tagline and semiotic indicators based on diversified contexts. It would work out well if the targeted customers (public Internet users) believe the inferences in question, to preserve the intepretation of co-operation and relevancy semiotically.

3.1.2 Contextual meanings

Overall, there were two types of meanings derived from the inferences; these meanings were intended and unintended for its interpretation (evidence). The viewers could infer from taglines stated in the netvertisements which thus signaled first as implicatures by the netvertisers. Then the implicatures, i.e. relevant or irrelevant inferences were indirectly produced. In the *PLUS* netvertisement, there were two motorcyclists raced illegally and ended up in the hospital. It is clear that the message intended was to promote safety on roads. The message was highlighted in the tagline from the netvertisement: *Respect your limits*. The tagline was thus overt conventional in nature.

Dimension: 180x150
Type: GIF Image
Size: 38.7 KB
(Source: The PLUS web banner, NST online)

Figure 5 *PLUS* netvertisement

The *PLUS* netvertiser emphasizes on a semiotics value of respecting the road users' limitations on road. In other words, the road users should thus abide the road law. The tagline was brief; nonetheless, it delivered a sound advice and catchy message to its intended target road users online.

Tagline 1: *Respect your limits*. (Text 1)

Another aspect is about a contextual situation of the first picture in the *PLUS* netvertisement which illustrates a state of two motorcyclists while they raced on roads. Since the context was derived from a Malaysian situational context, it depicts that these motorcyclists were negatively labeled as "Mat Rempit" who smugly showed off their flying stunt techniques on their motorbikes. The intended message clearly stated about the effects to other road users. The bridging premise illustrates this:

+ Two motorcyclists are involved in an illegal race.

From the outcome, it produced the overt conventional inference that was clear and comprehensive if two conditions, i.e. cancel-ability and context-dependent, were to be considered. It did not exploit the understanding of message intended to the viewers.

>>Two motorcyclists race with each other in an illegal race. (O)

Another meaning from the similar netvertisement is, most illegal motorcycle racers are juvenile or amateur, would depict the covert non-conventional inference, which was silent.

+Most illegal motorcycle racers are amateurs.

The bridging premise would not affect the intended meaning derived from the situational context of the netvertisement. Related to the additional background premise, it signified only the amateurs would race on road illegally – as it was covert in nature and debatable.

S>The motorcyclists in the picture are considered as amateurs, not the professional motorcyclists who race at the right track. (C)

The inference was derived from the actions of the action-doers (motorcyclists) who raced illegally on roads. The intended meaning thus signaled to the viewers (road users) that only the amateurs and reckless risk-takers would definitely dare to risk their own life. In the semiotics aspect, the collaboration of *CitiBank* together with the *Microsoft Silverlight* has an interesting predicament if one might think so. The netvertisement used a content module form as its method of display netvertising to netvertise online transaction services. In its semiotics analysis, it carries a subtle intended meaning with a yellow sporty Porsche moves on its surface if a viewer rolls a cursor on it.

Dimension: 300x250
Type: JPEG Image
Size: 19.0 KB
(Source: The Citibank content module, Google AdSense)

Figure 6 *CitiBank* and *Microsoft Silverlight*

When one addresses the Porsche sporty car, it associates with two vital aspects, i.e. speed and posh. The netvertisement has thus presented the semiotics value or ideas of being rich, elite, sophisticated, posh, and how having a saving account in the *Citibank* could change the viewer's life dramatically. The yellow sporty Porsche symbolizes as youthfulness and luxury. This indicates how semiotics values were instilled to support the flouted meanings in the netvertisements, which could influence and entice the viewers as targeted customers during the inferential process.

Flouting: *Catch the Porsche if you can*. (Roll over it). (Manner; Relation)

F> How to catch a real Porsche by just rolling on the image showed? (C)
Flouting: *Can't see the Porsche moving? Click here to download Microsoft Silverlight.* (Manner)

F> The eye vision of the viewers is being tested when they follow the movement of the image. (O)
F> How fast does it move? (C)
F> Porsche is a luxury. (C)
F> Porsche indicates richness and wealth. (O)
F>Citibank collaborates with Microsoft Silverlight in their financial scheme for potential customers. (O)

(Source: The Citibank content module, Google AdSense)

In second thought, no meaning is actually inherent in any sign. The intended meaning stays in mind after the relevant inferences produced. Each certain sign actually represents something else to particular individuals (viewers). Hence, the semiotics analysis involves different dimension of the meanings intentionally or unintentionally attached to the semiotics signs in the netvertisements. The signs are thus universal; they are different, unique and authentic in nature. It is human creativity transforms a common plain netvertisement into a distinctive, unique entity to the intended viewers. In other words, each sign delivers different relevant interpreted meanings to the viewers.

3.2 Post Analysis

3.2.1 Flouting Inference-types

The findings stressed out the significant meanings produced by the viewers (public Internet users) based on the distribution of inferences, whereby how much powerful intended versus unintended meanings could influence a decision-making process (the mindsets of human being) in analysing situations such as purchasing products and services via online. The inferences employed were derived from the situational context and semiotics connotation from the netvertisements. The decision-making process then resulted of recognized overt versus covert inferences in inferential communication.

The flouting inferences could play a significant role in netvertisements futuristically. The inferences, i.e. overt and covert, are high-risk and in fact, they have altogether insignificantly delivered negative blurred connotations for products and services online. They could easily be misinterpreted by the online buyers; likewise, they are not being precise and hiding factual truth in the netvertisements. Relating to the sample, the flouting inferences would be mostly employed by the netvertisers together with the covert silent inferences. The flouted messages derived from unintended or intended intention assimilated altogether within the inferences thus seemed to violate the maxims and the co-operation principle (griceian). The netvertisers would try to avoid being caught in delivering fallacies to the public, i.e. the virtual communities in netvertising. The flouting inferences were thus more preferred in the analysed netvertisements.

For instance, the *EASYFOREX* netvertiser obviously flouted unintended messages (information) in its skyscraper type of netvertisements. The netvertisement indicated how the shares investment could be managed smoothly anywhere around the globe by using their service. Semiotically the interactive picture that involved a single bulb, a safety hat, a globe and its own trademark with white colour as its background which conveyed substantial flouted messages. All these messages represented how potential customers would believe and curious to find more on the services they offered. This would probably exploit the relevancies of what netvertisements supposed to be – against the advertising ethics indirectly.

Dimension: 120x600
Type: GIF Image
Size: 21.1 KB
(Source: The EASYFOREX skyscraper, Yahoo! Ad)

Figure 7 *EASYFOREX*

The flouting inferences showed on how the taglines together with interactive pictures were assimilated. The flouted messages were flaunted and intentionally, without being directive, delivering the flouting inferences as sent-signals to the viewers (readers) so that they would click onto the link button of the skyscraper. The inferences intentionally violated both maxims of manner and quality. It is thus ironic that the investment services would be that efficient and simple.

Flouting: Trade Smarter. Trade Safer. Trade anywhere. Trade better. EASYFOREX. (Manner; Quality)

F>Foreign exchange trading is unstable and high-risk in nature therefore EASYFOREX is there to help. (C)

F> EASYFOREX makes foreign exchanges become better. (O)

F> EASYFOREX can plan it wisely for profits. (O)

(Source: The EASYFOREX skyscraper, Yahoo! Ad)

Honesty and relevancies of the products and services netvertised are unfortunately noted as secondary instead of primary concerns. Not all the netvertisers are willing to integrate certain good values in netvertising; this factor could lead to profit loss. As such, Islamic-oriented marketing strategies through netvertising could help the buyers in determining their purchases via online (Aizimah, 2009; Ahasanul Hague et al, 2010). It is unethical and against Islamic fundamental values if one lies or hides flaws of the products or services they supply. Again it depends on individuals' beliefs and ethical practices. It was predicted that the flouting inference-type might gain more in the future even though the overt flouting was slightly lower than the covert ones. The semiotics factor through a combination of colours in vivid images, words, and together with the background music or voice could determine how much the target potential customers believe thus purchase the products or services. The semiotics factor would persuade and even convince them even if the fallacies are obvious and half-truthful in the message communicated.

Distortions and misperceptions could be easily initiated by inferential communication; however, some essential aspects are thoroughly overlooked. There is a good reason for individuals who are concerned with the roles of inferential communication – to assume what is communicated is propositional: it is relatively simple to treat what propositions are and how an inference might operate over non-propositions of netvertisements. Nonetheless, it is also vague to assure how the inferences operate over non-propositions, i.e. signs, images (visuals), impressions or emotions (semiotics values). Thus the propositional media contents and attitudes seem to provide the sole relative solid ground on which to base a partly or wholly inferential approach to communication in netvertising. This can be moulded as an inferential culture to the netvertising notably.

4 CONCLUSION & RECOMMENDATION

Inferential communication offers unique facets when one looks closely into a blend of inference-types together with semiotics and situational context elements. The paper, nonetheless, focuses exclusively on the one of non-conventional inferences, i.e. the flouting inference-types and their roles. The flouting inferences were divided as the overt flouting and covert flouting inferences. These inferences were signaling different intended and unintended meanings depending on their contexts and relevancies. The meanings derived from the flouting inferences would thus enforce the viewers (public internet users) to think prudently with each choice of products netvertised. The inferential studies can also contribute to developing new curriculum for every level of education to higher institutions of learning. Encouragingly, it provides a different façade of paradigm for other learning domains, i.e. advertising, media, marketing, IT, political studies, neurolinguistics and so forth. Hence it opens more avenues for future research.

It can enlarge the prospect of new research, and at the same time, it can assist students to develop their creativity and innovation by increasing the inferential skills within them in class. The neurolinguistics research, for instance, can also experiment and test the inferential process for measuring capacities of IQ, EQ and SQ of human brains notably. Linguists and netvertising practitioners should also be tactful to examine and produce quality netvertisements without tapping out the native inherent conceptual ideas and eastern values which are becoming more and more rare these days. Some of today's netvertisements are focused towards globalised inputs for media contents instead of stressing more on localized inputs. More emphasis should be made on a combination of glocal contents in the professional practice. Islamic conceptual netvertisements should thus be considered as alternative answer as well by key players in the industry, insha-Allah. These netvertisements would employ more overt conventional and overt silent inferences for products and services. The constructive media contents and advertising synergy can indirectly help the public internet users to choose. This is how the netvertisements should be constructed; as it protects the public by providing factual truth on the products and services and it also merits credibilities and integrities of the netvertisers and media companies.

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METAPHOR: WINDOW TO THE NATIVE SPEAKER'S MIND

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Abstract

This paper looks at the importance of learning and understanding metaphor among second language learners. It begins with a brief overview of the Sapir-Whorf linguistic relativity theory. It provides further discussion of Lakoff and Johnson (1980), Andrew Goatly (2000) and Charteris-Black's (2011) framework on conceptual metaphor. Discussion of these theories will highlight the critical roles played by metaphor in everyday basic communication to convey complex idea and persuasion. Failure to recognize and understand metaphor will be detrimental to L2 learners' proficiency and hinder their ability to communicate effectively. L2 learners may also overlook important information or overemphasize trivia. The ability to recognize and understand metaphor will help L2 learners communicate effectively with the native speakers and this will provides first-hand second language cultural experience to the learners.

Keywords: Cognitive Semantics, Conceptual Metaphor, Metaphor and Persuasion, Second Language Learners.

1 INTRODUCTION

Language, thought and culture are the three important concepts of second language learning. It is impossible for a learner to learn a second language without getting acquainted with the second language (L2) culture or having a peep into the native speakers' mind.

No language can exist outside the native speakers' culture and no culture can exist without language as its tool. Hazidi (1998) highlighted the point that despite the fact that language embodies culture, it also plays an important role in the preservation and transmission of culture. He also stressed that the "aspects and characteristics of culture are in the language used, and not referred to by the language" (Hazidi, 1998).

The above argument is in line with Levi-Strauss's theory (1963) which states that both language and culture emerge and develop together. They are both originated in the speakers' mind and further developed through the speakers' physical and emotional contacts with other elements (Fatimah, 2005). Man's direct contact or connection with his environment will give birth to his conceptualization and interpretation of the world. This conceptualization and interpretation of one's worldview is further reflected in one's language (Hazidi, 1998).

Conceptualization is important as it allows speakers of a language to, for instance, categorize the different types of flowers such as lilies, roses and daisies under a general concept 'flower'. Conceptualization has tremendously helped us in categorizing the seven million shades of colour into a few manageable ones. The extensional use of conceptualization has allowed us to visualize 'pig' as a four-legged animal. However, an intentional use on the other hand has evoked quite a different reaction to Muslim communities in which 'pig' is seen as dirty and full of negative traits (Asmah,1993). These conceptualizations and the meanings they carry

are made possible through the medium of language (Asmah, 1993). As physical and emotional environments play important roles in determining the intentional use of conceptualization within a language community, the extensional use relies heavily on commonly perceived attributes and qualities of an object under scrutiny.

Hazidi (1998) elaborated that language does not convey what exists in the outside world, but the world is actually "dressed in meaning formed by human thought which in turn is shaped by culture". As this meaning is culturally determined or modified, they vary considerably from culture to culture (Lado, 1957). Therefore, it provides a good basis as to why "thought cannot be easily transferred across language and culture because thought depended upon language and culture which function as background and context that shape thought" (Hazidi, 1998:).

The above argument originated from Sapir-Whorf's hypotheses on Linguistic Relativity and Linguistic Determinism. These hypotheses show a strong connection between perception of reality and linguistic representations (Thomas, 2004). They further emphasize the fact that our choice of word reflects our thinking. For instance, Carol and Cohn (1987) reported that a carefully selected techno strategic language managed to alter group's ideology by imposing positive effects and traits of nuclear power through the use of euphemism[1], sexual metaphor[2], domestic imagery[3] and religious terminology[4]. It seems that their usage of these strategies has managed to somewhat alter people's perception of nuclear power, reactor and related activities (Thomas, 2004). The same hypotheses have successfully convinced the masses to use "politically correct" language (Thomas, 2004) such as 'sanitary engineer', 'physically challenged' and 'vertically challenged' to minimize the ill effect standard terms such as 'garbage collector', 'crippled' and 'fat' might pose to those subjects in question.

All the above are in line with Palmer's (1981) assertion that 'language does not merely voice ideas, but that it is 'the shaper of ideas' '(Palmer, 1981:45). This is best reflected in the use of figurative language like metaphor, proverb and idiom.

2 METAPHOR

The word metaphor is of Greek origin (meta = trans = across) (phor = fer = ferry) (Baker, 1992) which means 'to transfer' or 'carry over' (Charteris-Black, 2011:31). Sullivan and Reese on the other hand believe that the word 'metaphor' comes from Greek 'amphora', referring to a storage container used for transporting valuable goods. Interestingly, since metaphors are used to transport meaning from one concept to another, the word 'metaphor' itself is a metaphor (Sullivan & Reese, 2008).

Several scholars of different academic backgrounds have agreed that metaphor involves understanding and experiencing one kind of thing in terms of another (Sullivan & Reese, 1980). The earliest definition of metaphor was by Aristotle in *Poetics*. He defined metaphor as "giving the thing a name that belongs to something else". Christine Brooke-Rose (1958, as cited in Lanham, 1991:23-24) defined metaphor as "any replacement of one word by another

1 Clean bomb for high energy blast and collateral damage instead of human corpses.
2 Penetration aids, pat the missile.
3 Describe the launch-ready missile as Christmas tree farms.
4 Atomic Bomb test "trinity" and nuclear priesthood.

or any identification of one thing, concept or person with any other". Beard (2000) defined metaphor as "a word/phrase which establishes a comparison between one idea and another". In addition to the above, Taylor (2003, as cited in Fanany & Fanany, 2008:13)) defined metaphor as a "means by which experience that is of an abstract and intangible nature can be conceptualized in terms of things that are more familiar".

As for this paper, definitions by metaphor's gurus Lakoff and Johnson, Charteris-Black and translation expert, Newmark, will be used. According to Lakoff and Johnson (1980), metaphors allow us to understand one domain of experience in terms of another. Understanding takes place in terms of entire domain of experience and not in terms of isolated concepts. Take for instance, basic domain such as love, time and argument – these experiences are conceptualized and defined in terms of another basic domain: journey, money and war.

Complementing Lakoff and Johnson's (1980) definition, Charteris-Black (2011) states that it is important to distinguish the (i) common sense and (ii) metaphoric sense of a word or phrase. A common sense of word (or primary sense as Finegan (2004) called it) is referring to the literal meaning of a word/phrase and it commonly serves as the source domain of a metaphor, while the metaphoric sense is prevalent in the target domain. In simpler words, metaphor is a shift in the use of a word/ phrase by giving it a new sense.

In addition to Lakoff and Johnson's and Charteris-Black's definitions, Newmark (1988) has listed that "any figurative expression: the transferred sense of a physical word, the personification of an abstraction, the application of a word or collocation to what it does not literally denote, i.e., to describe one thing in terms of another," is to use a metaphor (Newmark, 1988:104).

It is important to note here that metaphor is built up of interrelating components which are known as symbols. Since metaphor is a whole, a symbol is therefore a part of that whole. Thus, "the more its symbolism is explored, the more significance emerges" (Lawley & Tompkins, 2000:7). And this relationship between the symbols creates connection between two areas which do not have direct link (Carter et al., 2001). This connection makes it possible to expand meanings and allow complex feelings, behaviours, situations and abstract concepts to receive a form (Lawly & Tompkins, 2000). It further enhances, clarifies and reinforces an existing idea by making it more vivid (Carter et al., 2001). This transfer of complex idea is sometimes virtually impossible without the aid of metaphor (Kahn & Kerr-Jarrett, 1993).

Despite the classical view on metaphor held by Aristotle, metaphor is regarded as part of language (Saeed, 2009). Lakoff and Johnson's work "*Metaphor We Live By*" has set a new trend in the modern views on metaphor (Lakoff and Johnson, 1980). Metaphor is no longer a decorative agent in a plain work which serves no purpose (Saeed, 2009). As it is "fundamental to how we make sense of the world" (Sullivan and Reese, 2008: xi), it helps in the creation of realities especially social realities (Lakoff and Johnson, 1980).

In addition to the above, Goatly (2000) has outlined four important functions of metaphor which are (1) explanation, (2)ideological restructuring, (3) cultivation of intimacy and (4) expression/hiding of emotions. These functions are presented in the following table:

Functions of Metaphor

FUNCTIONS	EXAMPLES
Explanation/ Modelling	Metaphors are used in science and education both to build models and theories and to explain concepts to students.
Ideological Restructuring	* (Please refer to the note below)
Cultivating Intimacy	- Those lacking enough political knowledge to make sense of it feel excluded. - Riddles and jokes also depends on the metaphor whether the readers get it or not.
Expressing/hiding emotions	Rely exclusively on emotional connotations – swear words (‘piss of’, ‘shit’).

> * IDEOLOGICAL STRUCTURING: “probably underlie most uses of metaphor. Metaphors of food for women, cookie, tart and honey are particularly noteworthy and, ideologically, reduce women to objects for satisfying men’s appetites. But if we call economic growth in mature economies a cancer, and if we recategorize property ownership as theft we are trying to get our readers to reconceptualize and take a different ideological position. In this way, metaphor can become a creative force, undoing our received categories and transforming our perception of the world” (Goatly, 2000: 132).

In conclusion, metaphor does not ornament writing or speech; rather it helps the writer or speaker to convey abstract ideas to be easily grasped by his reader or listener. Due to the close relationship between metaphor, culture and thought, one is able to undress his thought, worldview, experience and emotion through a metaphor he created, thus allowing L2 learners to peep into the native speaker’s mind.

3 METAPHOR AND L2 LEARNERS

The above discussion has briefly described the important roles play by metaphor in our everyday life and communication. Therefore, it has highlighted the importance of learning a few commonly used L2 metaphors. By getting familiar with these common metaphors, learners are made aware of the culture, physical and psychological environments that the native speakers live in. This will help the learner to communicate effectively with the native speakers.

Fanany & Fanany (2008) have listed some disadvantages that a second language learner might face if he is not accustomed to or aware of L2 metaphor. Among others, it will definitely be detrimental to learners’ fluency. It will also hinder the learner’s ability to communicate effectively in the second language. A lot of confusion will take place when a learner

overlooks important imformation and overemphasizes trivia conveyed by a native speaker. This is made worse if L2 is the medium of communication in the school or job place.

It is important for an L2 learner to learn metaphor as metaphor is a window to the native speaker's mind. Learners learning Malay as a second language will learn a lot about Malay culture, *adat*, worldview and the environment Malay people live in through the metaphor created by this native speaker. Metaphor also describes the experiences and emotions of the native speakers (Ahmad, 2005). These Malay metaphors which originate from the native speakers' perception of their surroundings, past experiences, experiences passed down from earlier generations and religious teachings (Rozaimah & Amirah, 2011) are definitely different if they are to be compared with other languages and cultures. This is so as it is impossible to have two groups of people who share exactly the same culture (Ahmad, 2005).

4 CONCLUSION

Gibbs (1992) states that for every minute that we talk or write, we actually produce around six metaphors. This statistic proves that human languages are bursting with metaphors (Sullivan & Rees, 2008). Since metaphors rely heavily on native speakers' culture and worldview, they may pose a problem to L2 learners. Despite having to memorize important vocabulary, mastering the structure and becoming skillful in the phonological and orthographical aspects of the second language, L2 learners need to at least be familiar with and understand the commonly-used metaphors in L2. This will ensure effective communication between learners and native speakers in the future.

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STRUKTUR GAYA BAHASA ARAB DAN BAHASA INDONESIA: SUATU ANALISIS KONTRASTIF

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Kertas kerja ini mendiskripsikan persamaan gaya bahasa Arab dan bahasa Indonesia dari segi struktur dengan menggunakan analisis kontrastif. Struktur yang dimaksud adalah penggunaan kata yang tersusun dalam kalimat gaya bahasa tersebut. Hasil perbandingan menujukkan bahwa ada lima belas (15) gaya bahasa Arab yang sepadan atau sama dengan gaya bahasa Indonesia ditinjau dari segi penggunaan katanya. Kelima belas gaya bahasa tersebut adalah: 1) *al-Tasybi>h al-Mursal* sepadan dengan Simile, 2) *al-Tasybi>h al- Bali>g* sepadan dengan Metafora, 3) *al-It}na>b* sepadan dengan Perifrase, Pleonasme dan Interupsi, 4) *al-Kina>yah* sepadan dengan Kolakasi/Epitet, 5) *al-Jina>s al-Ta>m* sepadan dengan Antanaklasis, 6) *al-T{iba>q* sepadan dengan Paradoks dan Oksimoron, 7) *al-Muqa>balah* sepadan dengan Antitesis, 8) *al-Was}l* sepadan dengan Sindeton, 9) *al-Fas}l* sepadan dengan Asyndeton, 10) *al-Jina>s Gayr al-Ta>m* sepadan dengan Pararima, 11) *al-Tana>sub* sepadan dengan Paralelisme, 12) *al-Saja‘* sepadan dengan Anadiplosis, 13) *al-Isti‘a>rah al- Makniyyah* sepadan dengan Antropomorfisme dan Personifikasi 14) *al-Insya>’ bi al-Istifha>m* sepadan dengan Retoris dan 15) *al-Taqdi>m wa al-Ta’khi>r* sepadan dengan Inversi (Anastrof).

1 PENDAHULUAN

Setiap kelompok masyarakat menggunakan bahasa untuk berkomunikasi di antara mereka. Setiap anggota yang terlibat dalam kegiatan komunikasi, selalu berusaha agar orang lain dapat memahaminya dan sebaliknya ia harus bisa memahami orang lain sehingga terjalin komunikasi dua arah yang baik dan harmonis. Oleh karena itu, peristiwa komunikasi meliputi tiga hal penting yang harus diperhatikan yaitu medan (*field*), cara (*mode*) dan suasana (*tenor*).

Medan (*field*) merupakan istilah yang mengacu pada hal atau topik dalam teks pembicaraan. Cara (*mode*) mengacu kepada peran yang dimainkan bahasa dalam komunikasi termasuk peran yang terkait dengan jalur yang digunakan seperti bahasa lisan atau tulisan. Suasana (*tenor*) mengacu pada hubungan peran peserta tuturan atau pembicaraan, yaitu hubungan sosial antara penutur (pembicara) dan mitra tutur (pendengar) yang ada dalam teks atau pembicaraan. Suasana menekankan bagaimana pemilihan bahasa dipengaruhi oleh hubungan sosial antara peserta tutur. Selain itu suasana juga mempengaruhi pemilihan ragam bahasa ke dalam pembagian gaya (*stylistics*) berbahasa (Kushartanti, 2005:48).

Secara historis suatu bahasa akan berbeda dengan bahasa yang lainnya termasuk bahasa Arab dan bahasa Indonesia. Masing-masing memiliki aturan-aturan kebahasaan sendiri, baik dalam tataran fonologi, morfologi, sintaksis, maupun semantik, namun tidak menutup kemungkinan terdapat persamaan antara keduanya. Menurut para ahli, bahasa-bahasa itu memiliki persamaan-persamaan yang bersistem, karena bahasa itu bermula dari bahasa induk atau bahasa proto yang sama (Nurhadi, 1995:238).
Pada umumnya orang sering mengalami kesulitan dalam mempelajari dan mengajarkan materi-materi bahasa asing sebagai bahasa kedua. Penyebab dari kesulitan tersebut karena adanya interferensi bahasa ibu. Selain itu, kesulitan mempelajari bahasa kedua disebabkan adanya perbedaan antara bahasa pertama dan bahasa kedua.

Menurut Robert Lado dalam Nurhadi, struktur-struktur yang ada dalam bahasa kedua (bahasa Asing) menyebabkan kesukaran dalam mempelajarinya. Membandingkan secara sistematis struktur bahasa kedua dengan struktur bahasa pertama akan memudahkan pembelajaran bahasa (1995:238). Dengan demikian perbandingan antara bahasa pertama dan bahasa kedua merupakan salah satu kunci yang akan memudahkan proses belajar mengajar bahasa kedua. Sebagai pengajar, saya tertarik untuk membandingkan antara gaya bahasa yang dimiliki oleh kedua bahasa tersebut dari aspek struktur atau penggunaan katanya.

2 PEMBAHASAN

2.1 Pengertian Gaya Bahasa (*al-Uslu>b al-Lugawi>*)

Gaya pada umumnya bermakna cara, ragam, dan lain-lain. Pada manusia, gaya adalah cara seseorang memperlakukan dirinya dalam hal berpakaian, bertingkah laku, bercakap, makan minum dan sebagainya sehingga terkadang cara atau ragam seseorang memperlakukan dirinya tersebut hanya dipandang dari segi fisik atau lahiriah saja. Pada bahasa, gaya adalah cara atau ragam bahasa yang dipakai dalam tulisan atau karangan (Mas, 1988:8).

Dalam bahasa Arab, gaya bahasa diistilahkan atau disepadankan dengan kata *uslu>b (Baalbaki*, 1990:478). Dalam kamus al-Munawwir Arab-Indonesia (Munawwir, 2002:647) disebutkan bahwa اَلْأُسْلُوْب berarti gaya bahasa dan dalam Glossarium Istilah Ilmiah Indonesia Berasal dari Bahasa Arab disebutkan juga bahwa *uslu>b* berarti gaya dan *uslu>b al-lugha>t* berarti gaya bahasa. (Ramali, 1974:198).

Kata *uslu>b* sendiri dalam beberapa kamus Arab mempunyai arti yang sama. Luwis Ma'lu>f dalam kamusnya *al-Munjid* mengemukakan bahwa الأُسْلُوْب ج أَسَالِيْب berarti الطَّرِيْقُ *(Ma'lu>f*, 1998: 343) dan dalam kamus *Asa>s al-Bala>ghah* disebutkan أُسْلُوْبٌ berarti طَرِيْقُهُ *(al-Zamakhsyari*, 1994: 304). Demikian pula dalam *Lisa>n al-'Arab* الأسلوب berarti الطريق وَالْوَجْهُ وَالْمَذْهَبُ *(Ibn Manz}ur*, 1994: 473).

Dalam *mu'jam al-mufas}s}al* (al-Taranji dan Raji> al-Asmar, t.th.: 44) dijelaskan bahwa *uslu>b* adalah: طَرِيْقَةٌ يَسْتَخْدِمُهَا الْكَاتِبُ لِيُبَيِّنَ رَأْيَهُ أَوْ يُعَبِّرَ عَنْ مَوْقِفِهِ، بِأَلْفَاظٍ مُؤَلَّفَةٍ عَلَىْ صُوْرَةٍ تَكُوْنُ أَقْرَبَ لِنَيْلِ الْغَرَضِ الْمَقْصُوْدِ مِنَ الْكَلَامِ، وَأَفْعَلَ فِيْ نَفْسِ قَارِئِهِ أَوْ سَامِعِهِ. Ertinya: "Cara yang digunakan oleh seorang penulis untuk menjelaskan pendapatnya atau mengungkapkan sikapnya dengan kata-kata yang terangkai sedemikian rupa sehingga lebih dekat mencapai sasaran kalimat yang dikehendaki dan lebih menyentuh jiwa para pembaca dan pendengarnya." Senada dengan pendapat di atas, *al-Ja>rim dan Must}a>fa> A<mi>n* (1119: 12) mengemukakan bahwa *uslu>b* adalah: اَلْمَعْنَى الْمَصُوْغُ فِيْ أَلْفَاظٍ مُؤَلَّفَةٍ عَلَيْ صُوْرَةٍ تَكُوْنُ أَقْرَبَ لِنَيْلِ الْ غَرَضِ الْمَقْصُوْدِ مِنَ الْكَلَامِ وَأَفْعَلَ فِيْ نُفُوْسِ سَامِعِيْهِ. Ertinya: "Makna yang terkandung pada kata-kata yang terangkai sedemikian rupa sehingga lebih dekat mencapai sasaran kalimat yang dikehendaki dan lebih menyentuh jiwa para pendengarnya."

Berdasarkan dua pendapat di atas, maka dapat disimpulkan bahwa gaya bahasa atau *al-uslu>b al-lugawi>* adalah cara atau metode tertentu yang digunakan oleh penulis atau pengarang dalam mengungkapkan ide dan pemikirannya sesuai dengan tujuan dan efek yang ingin dicapai.

2.2 Analisis Kontrastif

Kata Kontrastif berasal dari perkataan *Contrastive* yaitu kata keadaan yang diturunkan dari kata kerja *to contrast* artinya berbeda atau bertentangan (Echols dan Hasan Shadily, 1992:144). Menurut *Ya>qu>t* (t.th. : 4) analisis kontrastif adalah:

ويقصد بعلم اللغة التقابلى (*contrastive Linguistics*) المقارنة بين لغتين ليستا مشتركتين فى أورمة واحدة, كالمقابلة بين الفرنسية و العربية مثلا, او بين الإنجليزية و العربية مثلا آخر. أما إذا كانت المقارنة بين لغتين من أرومة واحدة كالعربية و العبرية مثلا – و هما من الاصل السامى – فهذا يدخل فى مجال علم اللغة المقارنة (*contrastive Linguistics*)

"Yang dimaksud dengan kajian linguistik kontrastif adalah perbandingan dua bahasa yang tidak serumpun. Seperti perbandingan antara bahasa Perancis dan bahasa Arab atau perbandingan antara bahasa Inggris dan bahasa Arab. Jika yang diperbandingkan antara dua bahasa yang serumpun seperti bahasa Arab dan Ibrani karena keduanya berasal dari bahasa Semith, maka keduanya dimasukkan ke dalam kajian linguistik komparatif". Senada dengan pendapat tersebut Kasihani Kasbullah dalam Nurhadi (1995: 237) menyatakan bahwa dalam analisis kontrastif orang mencari perbedaan atau persamaan antara dua bahasa iaitu bahasa pertama dan bahasa target.

Berdasarkan beberapa pendapat tersebut, maka kontrastif adalah kajian dalam bidang kebahasaan yang meneliti persamaan-persamaan dan perbedaan-perbedaan yang terdapat pada dua bahasa atau lebih yang tidak serumpun untuk mencari konsep-konsep dasar dalam masalah praktis, seperti pembelajaran dan pengajaran bahasa dan sastra serta penerjemahan.

2.3 Persamaan Gaya Bahasa Arab dan Bahasa Indonesia.

Salah satu aspek persaman gaya bahasa Arab dan Indonesia adalah persamaan dari segi struktur atau penggunaan kata dalam kalimat. Adapun persamaan gaya bahasa yang dimaksud adalah sebagai berikut:

a. *al-Tasybi>h al-Mursal* (التشبيه المرسل) dan simile.

al-tasybi>h al-mursal adalah salah satu bentuk gaya bahasa *al-tasybi>h* yang menyebutkan *ada>t al-tasybi>h* (أداة التشبيه) dalam kalimat *(al-Ja>rim dan Must}a>fa> A<mi>n* (1119: 25). *Ada>t al-tasybi>h* biasa terdiri dari الكاف , كأن , مثل dan lain-lain yang semakna dengannya. Maknanya adalah seperti, sama atau serupa. Contoh: أنت كالشمس في الضياء "kamu seperti matahari dalam cahayanya"

Adapun bentuk gaya bahasa Indonesia yang sama dengan *al-tasybi>h al-mursal* adalah simile. Simile adalah salah satu bentuk gaya bahasa perbandingan yang menggunakan kata depan dan penghubung seperti layaknya, bagaikan, seperti, bagai Contoh : "Dan ia pun bercerita, betapa dia selalu memimpikan hidupnya mengalir seperti sebuah bossanova" (Sudarsana, 2007:61). Berdasarkan pemaparan di atas, dapat ditarik kesimpulan bahwa kedua gaya bahasa tersebut sama-sama menggunakan kata "seperti" dalam kalimat.

b. *al-Tasybi>h al- Bali>gh* (التشبيه البليغ) dan Metafora/Depersonifikasi.

al-Tasybi>h al- Bali>gh adalah bentuk gaya bahasa yang membandingkan suatu hal dengan hal lain dengan menghilangkan *ada>t al-tasybi>h* (أداة التشبيه) dan *wajh al-syabah* (وجه الشبه) wujud persamaannya sehingga yang tersisa hanyalah *musyabbah* (مشبه) dan *musybbah bih* (مشبه به). Contoh: أنت شمس "Kamu matahari"

Gaya bahasa Indonesia yang sama dengan *al-tasybi>h al- bali>gh* adalah metafora dan depersonifikasi karena gaya bahasa ini juga membandingkan suatu hal dengan hal lain, dengan menghilangkan kata-kata seperti, layaknya dan bagaikan. Contoh: "Dan ia pun bercerita, betapa dia selalu memimpikan hidupnya adalah sebuah bossanova "

Kedua contoh gaya bahasa di atas jika dibandingkan dengan dua contoh sebelumnya, menjelaskan bahwa persamaan antara keduanya terletak pada kata-kata yang dihilangkan dalam kalimat.

Pada contoh *al-tasybi>h al-bali>gh* kata yang dihilangkan adalah الكاف "seperti"sebagai *ada>t al-tasybi>h* dan في الضياء "dalam cahayanya" sebagai *wajh al-syabah*, sedangkan pada contoh metafora, kata yang dihilangkan adalah "seperti" dan "mengalir".

Gaya bahasa *al-tasybi>h al-bali>gh* juga disepadankan dengan depersonifikasi. Contoh depersonifikasi adalah:

- Jika aku bunga, engkau kumbangnya

Contoh di atas juga menghilangkan kata seperti dalam kalimat. Asalnya "jika aku seperti bunga, engkau seperti kumbangnya.

c. *al-It}na>b* (الإطناب) dan Perifrase/Pleonasme/Interupsi

al-It}na>b merupakan bentuk gaya bahasa yang menggunakan kata-kata yang lebih banyak dari makna yang dikehendaki dengan cara menambah lafaz dalam suatu kalimat melebihi makna kalimat tersebut. Contoh *uslu>b* ini dapat dilihat pada QS. *Nuh* (71); 28 : رَّبِّ اغْفِرْلِي وَلِوَالِدَيَّ وَلِمَنْ دَخَلَ بَيْتِيَ مُؤْمِنًا وَلِلْمُؤْمِنِيْنَ وَالْمُؤْمِنَاتِ.Terjemahnya:" Ya Tuhanku! ampunilah aku, ibu bapakku, orang yang masuk ke rumahku dengan beriman dan semua orang yang beriman laki-laki dan perempuan"

Ayat di atas menggunakan banyak kata seperti ولمن دخل بيتى مؤمنا yang sebenarnya maknanya sudah tercakup pada kata وللمؤمنين والمؤمنات .

Gaya bahasa yang sama dengan *al-It}na>b* dalam bahasa Indonesia adalah perifrase, pleonasme dan interupsi karena ketiga bentuk gaya bahasa ini menggunakan kata-kata yang berlebihan. Perifrase merupakan ungkapan yang panjang sebagai pengganti pengungkapan yang lebih pendek (Sudarsana, 2007:67). Pleonasme yaitu menambah keterangan pada pernyataan yang sudah jelas atau menambah keterangan yang sebenarnya tidak diperlukan (Sudarsana, 2007:69), sedangkan interupsi merupakan ungkapan yang menyisipkan keterangan tambahan di antara unsur-unsur kalimat(Sudarsana, 2007:74)

Contoh gaya bahasa perifrase dapat dilihat pada kalimat berikut:

- Ke mana pun ia pergi, *besi tua bermerek Yamaha produksi tahun 1970* selalu menemaninya.

Kalimat di atas menggunakan kata-kata yang panjang, padahal kalimat tersebut bisa lebih pendek tanpa mengurangi makna yang dikehendaki. Ada dua pilihan dalam pengungkapannya yang lebih pendek yaitu:

- Ke mana pun ia pergi, *besi tua bermerek Yamaha* selalu menemaninya.
- Ke mana pun ia pergi, *Yamaha produksi tahun 1970* selalu menemaninya.

Adapun contoh pleonasme dapat dilihat pada kalimat berikut:

- *Majulah* engkau *ke depan* dan kemudian *mundur ke belakang*.

Kalimat di atas menggunakan keterangan yang sebenarnya tidak diperlukan yaitu *ke depan* dan *ke belakang* karena makna yang dikehendaki sudah jelas dengan adanya kata *maju* dan *mundur* dalam kalimat tersebut.

Contoh gaya bahasa interupsi dapat dilihat dalam kalimat berikut:

- Di sana kedua anaknya, *anak Parta*, lelap dalam wajah tanpa dosa.

Kata yang disisipkan sebagai keterangan tambahan di antara unsur-unsur kalimat pada contoh di atas adalah "anak Parta". Meskipun kata-kata tersebut tidak disisipkan dalam kalimat, pembaca sudah memahami maksud atau makna yang terkandung di dalamnya.

Berdasarkan pemaparan di atas, dapat ditarik kesimpulan bahwa gaya bahasa *al-It}na>b* sama dengan perifrase, pleonasme interupsi dan enumerasio. Persamaannya dapat dilihat pada kata-kata yang digunakan dalam kalimat, yaitu menggunakan kata-kata yang panjang atau berlebihan dari makna yang dikehendaki dalam kalimat.

d. *al-Kina>yah* (الكناية) dan Kolakasi/Epitet

al-Kina>yah merupakan salah satu gaya bahasa yang biasa dipakai untuk memuji atau menyindir seseorang atau sesuatu secara tidak langsung, biasanya dengan cara menyebutkan sifat-sifat yang

dimiliki oleh seseorang atau sesuatu tersebut. Contoh : طَوِيْلُ النَّجَادِ رَفِيْعُ الْعِمَادِ # كَثِيْرُ الرَّمَادِ إِذَا مَاشَتَا *(al-Ha>syimi>*, 1960: 346). Ertinya: "Ia adalah orang yang panjang sarung pedangnya, tiangnya tinggi dan banyak abu dapurnya pada musim dingin"

Pada kalimat di atas, kata ''طَوِيْلُ'' berasosiasi tetap dengan kata ''النَّجَادِ'', kata ''رَفِيْعُ'' berasosiasi tetap dengan kata ''الْعِمَادِ'' dan kata ''كَثِيْرُ'' berasosiasi tetap dengan kata ''الرَّمَادِ''. Jika kata طَوِيْلُ , رَفِيْعُ , dan كَثِيْرُ disandingkan dengan kata lain selain kata-kata di atas, maka maknanya akan berubah.

Dalam bahasa Indonesia, gaya bahasa yang sama dengan *al-kina>yah* adalah kolakasi dan epitet. Kolakasi yaitu gaya bahasa yang menggunakan bentuk asosiasi tetap antara suatu kata dengan kata lain yang berdampingan dalam kalimat (Sudarsana, 2007:75), sedangkan epitet adalah gaya bahasa yang menyatakan suatu sifat atau ciri yang khusus dari seseorang atau sesuatu hal (Ratna, 2009: 445). Contoh gaya bahasa kolakasi dapat dilihat pada kalimat-kalimat berikut :

- Susah memang berurusan dengan si *kepala batu*.
- Di kelas kami, ia memang dikenal sebagai *bintang kelas*.

Pada kalimat pertama, "kepala batu" merupakan asosiasi tetap antara "kepala" dan "batu". Pada kalimat kedua, kata "bintang" berasosiasi tetap dengan kata "kelas".

Contoh gaya bahasa epitet biasa dijumpai pada penggunaan kata "putri malam" yang diasosiasikan khusus untuk bulan, "raja rimba" yang diasosiasikan khusus untuk singa, "lonceng pagi" yang diasosiasikan khusus untuk ayam jantan dan "raja dangdut" diasosiasikan khusus untuk Rhoma Irama.

Berdasarkan pemaparan di atas, maka *al-kina>yah* dinyatakan sama dengan kolakasi dan epitet. Persamaannya terletak pada penggunaan kata-kata yang berasosiasi dalam kalimat.

e. *al-Jina>s al-Ta>m* (الجناس التام) dan Antanaklasis

al-Jina>s al-ta>m adalah bentuk gaya bahasa yang menyebutkan dua kata yang sama dalam kalimat , namun berbeda dari segi makna (*al-'A<lim*,t.th.: 26). Persamaan kata tersebut baik dari segi jumlah huruf, jenisnya, baris, maupun dari segi urutannya dalam kata tersebut. Contoh dapat dilihat pada ayat berikut: وَيَوْمَ تَقُوْمُ السَّاعَةُ يُقْسِمُ الْمُجْرِمُوْنَ مَا لَبِثُوْا غَيْرَ سَاعَةٍ. Terjemahnya:"Dan pada hari terjadinya kiamat, bersumpahlah orang-orang yang berdosa; "mereka tidak berdiam (dalam kubur) melainkan sesaat (saja)""

Pada ayat di atas, digunakan dua kata yang sama yang mempunyai makna berbeda yaitu kata ''الساعة''. Kata pertama bermakna hari kiamat dan kata kedua bermakna waktu. Gaya bahasa yang sama dengan *al-jina>s al-ta>m* dalam bahasa Indonesia adalah antanaklasis. Antanaklasis adalah bentuk gaya bahasa yang menggunakan perulangan kata yang sama dalam kalimat, tetapi dengan makna yang berlainan (Sudarsana, 2007:71). Contoh: Bapak *kepala* sekolah menggaruk-garuk *kepalanya* yang tidak gatal ketika beliau mengetahui, Badu belum membayar uang sekolah.

Pada kalimat di atas, kata "kepala" digunakan dua kali dalam kalimat dengan makna yang berbeda. Pertama bermakna "pimpinan" dan makna kedua adalah "kepala yang merupakan salah satu anggota tubuh". Berdasarkan dua contoh tersebut, maka *al-jina>s al-ta>m* dan antanaklasis dinyatakan sama. Persamaannya terdapat pada pengulangan kata-kata yang sama dalam kalimat, namun berbeda dari segi makna.

f. *al-T{iba>q* (الطباق) dan Paradoks/Oksimoron

al-T{iba>q adalah bentuk gaya bahasa yang menyebutkan dua kata yang berlawanan makna dalam kalimat *(al-S}a'i>di*, 1999: 4). Contoh dapat dilihat pada QS.*al-Kahfi/* 18:18 yang berbunyi: وَتَحْسَبُهُمْ أَيْقَاظًا وَهُمْ رُقُوْدٌ.Terjemahnya: "Dan kamu mengira mereka itu bangun, padahal mereka tidur"

Ayat di atas menggunakan dua kata yang berlawanan makna yaitu kata أَيْقَاظًا yang bermakna "bangun" dan kata رُقُوْدٌ yang bermakna "tidur".

Adapun gaya bahasa yang sama dengan gaya bahasa *al-t}iba>q* dalam bahsa Indonesia disebut paradoks dan oksimoron. Paradoks adalah cara pengungkapan dengan menyatakan dua hal yang seolah-

olah bertentangan, namun sebenarnya keduanya benar, sedangkan oksimoron adalah paradoks dalam satu frase (Sudarsana,2007: 76. Contoh kedua gaya bahasa ini, dapat dilihat pada kalimat-kalimat berikut:

- Aku sangat *menderita* dalam pertemuan yang *membahagiakan* ini
- Ada *ketegangan yang mengasyikkan* ketika aku menyaksikan pertandingan sepak bola semalam

Pada contoh pertama, gaya bahasa paradoks menyebutkan dua kata yang berlawanan makna yaitu kata "menderita" dan "membahagiakan". Pada contoh kedua, gaya bahasa oksimoron menyebutkan dua kata yang berlawanan dalam satu frase yaitu "ketegangan yang mengasyikkan".

Berdasarkan pemaparan di atas, maka *al-t}iba>q* dinyatakan sama dengan paradoks dan oksimoron. Persamaannya terdapat pada kata-kata yang digunakan dalam kalimat iaitu menyebutkan kata-kata yang berlawanan makna.

g. *al-Muqa>balah* (المقابلة) dan Antitesis

al-Muqa>balah merupakan gaya bahasa yang menyebutkan minimal dua kata yang saling berlawanan makna secara tertib dalam kalimat (*Qilqi>lah*, 1992: 295). Contoh dapat dilihat pada QS. *al-Taubah/* 9 : 82 yang berbunyi: فَلْيَضْحَكُوْا قَلِيْلاً وَلْيَبْكُوْا كَثِيْرًا جَزَاءً بِمَا كَانُوْا يَكْسِبُوْنَ Terjemahnya:"Maka hendaklah mereka tertawa sedikit dan menangis banyak, sebagai pembalasan dari apa yang selalu mereka kerjakan"

Pada ayat di atas, kata-kata yang saling berlawanan makna disebutkan secara tertib iaitu يَضْحَكُوْا yang bermakna "tertawa" berlawanan dengan makna kata يَبْكُوْا iaitu "menangis" dan قَلِيْلاً yang bermakna "sedikit" berlawanan dengan makna kata كَثِيْرًا iaitu "banyak".

Dalam bahasa Indonesia, gaya bahasa yang sama dengan *al-muqa>balah* adalah antitesis. Antitesis adalah pengungkapan yang menggunakan kata-kata yang berlawanan arti antara satu dan yang lainnya (Sudarsana,2007: 77). Contoh gaya bahasa ini dapat dilihat pada kalimat berikut:

- Tindak kejahatan sekarang tidak membedakan lagi *siang malam, pagi petang, laki-laki perempuan, dengan kekerasan atau tanpa kekerasan.*

Contoh tersebut menyebutkan beberapa kata yang berlawanan makna secara tertib dalam kalimat yaitu "siang" dan "malam", "pagi" dan "petang", "laki-laki" dan "perempuan" serta "dengan kekerasan" dan "tanpa kekerasan".

Berdasarkan pemaparan di atas, maka *al-muqa>balah* dinyatakan sama dengan antitesis. Persamaannya terdapat pada kata-kata yang digunakan dalam kalimat yaitu menyebutkan kata-kata yang berlawanan makna secara tertib.

h. *al-Was}l* (الوصل) dan Sindeton

al-Was}l adalah gaya bahasa yang menghubungkan suatu kalimat dengan kalimat-kalimat yang lain dengan menggunakan kata penghubung seperti huruf wawu (الواو) (*Banna>'*, t.th.: 57). Contoh : لاَ وَفَاءَ لِكَذُوْبٍ وَلاَرَاحَةَ لِحَسُوْدٍ. Ertinya: "Tidak ada kesetiaan bagi seorang pembohong, dan tidak ada ketenangan bagi orang pendengki"

Pada contoh di atas, kalimat لاَ وَفَاءَ لِكَذُوْبٍ dan لاَرَاحَةَ لِحَسُوْدٍ dihubungkan dengan menggunakan kata penghubung wawu (الواو).

Gaya bahasa Indonesia yang juga menggunakan kata penghubung dalam kalimat dinamakan sindeton. Sindeton adalah pengungkapan suatu kalimat atau wacana yang bagian-bagiannya dihubungkan dengan kata penghubung. Contoh :

- Pantas, Bambang mampu menjadi pelobi besar, broker politik *dan* kekuasaan, *atau* apalagi namanya, *karena* dia memang cerdik *dan* bisa menggunakan bahasa *dan* kata-kata sebagai senjata untuk membuat lawan bicaranya tak berdaya (Sudarsana, 2007: 73).

Kalimat-kalimat dalam wacana di atas, menggunakan kata penghubung yaitu "dan", "atau" dan "karena".

Berdasarkan pemaparan di atas, maka *al-was}l* dinyatakan sama dengan sindeton. Persamaannya terletak pada penggunaan kata penghubung dalam kalimat.

i. *al-Fas}l* (الفصل) dan Asyndeton

al-Fas}l merupakan kebalikan dari gaya bahasa *al-was}l* karena gaya bahasa ini tidak menggunakan kata penghubung dalam menghubungkan kalimat yang satu dengan kalimat lainnya (*Banna>'*, t.th.: 57) . Contoh dapat dilihat dalam QS. *al-Ra'd*/13: 2 yang berbunyi: يُدَبِّرُ الْأَمْرَ يُفَصِّلُ الْأَيَاتِ لَعَلَّكُمْ بِلِقَاءِ رَبِّكُمْ تُوْقِنُوْنَ. Terjemahnya: "Allah mengatur urusan (makhluk-Nya), menjelaskan tanda-tanda (kebesaran-Nya), supaya kamu meyakini pertemuan (mu) dengan Tuhanmu"
Pada ayat di atas, kalimat يُدَبِّرُ الْأَمْرَ dan يُفَصِّلُ الْأَيَاتِ tidak menggunakan kata penghubung.

Bentuk gaya bahasa Indonesia yang tidak menggunakan kata penghubung dalam menghubungkan suatu kalimat dengan kalimat yang lain disebut asyndeton. Untuk menghubungkan antar kalimat dalam suatu wacana digunakan tanda baca yaitu koma (,). Contoh :

- Lalu ia berjalan(,) mendekat(,) bersimpuh di samping makam yang bertahun tahun ia terlantarkan. (Sudarsana, 2007: 74).

Berdasarkan pemaparan di atas, maka penulis menyimpulkan bahwa *al-fas}l* sama dengan asyndeton. Persamaannya adalah kedua gaya bahasa tersebut tidak menggunakan kata penghubung dalam merangkai kalimat dalam suatu wacana.

j. *al-Jina>s Gayr al-Ta>m* (الجناس غير التام) dan Pararima

al-Jina>s gayr al-ta>m adalah bentuk gaya bahasa yang mengunakan dua kata yang hampir sama dalam kalimat. Perbedaan antara keduanya terletak pada salah satu hurufnya. Contoh dapat dilihat pada QS. *al-D{uha>/* 93 : 9-10 yang berbunyi: فَأَمَّا الْيَتِيْمَ فَلَا تَقْهَرْ. وَأَمَّا السَّائِلَ فَلَا تَنْهَرْ. Terjemahnya:"Sebab itu, terhadap anak yatim janganlah kamu berlaku sewenang-wenang. Dan terhadap orang yang minta-minta, janganlah kamu menghardiknya"
Ayat di atas menggunakan dua kata yang mirip yaitu kata "تَقْهَرْ" dan "تَنْهَرْ" . Kedua kata itu hanya berbeda pada satu huruf saja yaitu "ق" dan "ن". Konsonan awal dan akhir sama.

Dalam bahasa Indonesia, gaya bahasa yang mirip dengan *al-jina>s gayr al-ta>m* adalah pararima. Pararima merupakan gaya bahasa yang mengulang konsonan awal dan akhir dalam kata atau bagian kata yang berlainan. Contoh dapat dilihat dalam kata mondar-mandir, kolang-kaling dan lekak-lekuk.

Berdasarkan pemaparan di atas, dapat disimpulkan bahwa *al-jina>s gayr al-ta>m* dan pararima merupakan gaya bahasa yang sama. Persamaannya terletak pada penggunaan kata yang mirip dalam kalimat. Kata yang digunakan adalah kata yang diulang pada konsonan awal dan akhir.

k. *al-Tana>sub* (التناسب) dan Paralelisme

al-Tana>sub merupakan gaya bahasa yang menyebutkan kata-kata yang sebanding atau sejajar dalam kalimat (*Qilqi>lah*, 1992: 294). Contoh dapat dilihat pada QS. *al-Rahma>n/* 55 : 5-6 yang berbunyi: اَلشَّمْسُ وَالْقَمَرُ بِحُسْبَانٍ. وَالنَّجْمُ وَالشَّجَرُ يَسْجُدَانِ. Terjemahnya: "Matahari dan bulan (beredar) menurut perhitungan. Dan tumbuh-tumbuhan dan pohon-pohonan kedua-duanya tunduk kepada nya."
Pada dua ayat diatas, kata اَلشَّمْسُ sebanding atau sejajar dengan الْقَمَرُ dan النَّجْمُ sejajar dengan الشَّجَرُ .

Dalam bahasa Indonesia, gaya bahasa yang sama dengan *al-tana>sub* adalah paralelisme. Paralelisme adalah pengungkapan dengan menggunakan kata, frase, klausa yang sejajar. Contoh :

- Dia sudah cukup pengalaman dengan *kegetiran kehidupan, dengan kondisi hidup yang paling bersahaja.* (Sudarsana, 2007:70).

Contoh di atas menggunakan klausa "dengan kegetiran kehidupan" yang disejajarkan dengan klausa "dengan hidup yang paling bersahaja".

Berdasarkan pemaparan di atas, gaya bahasa *al-tana>sub* dan paralelisme dinyatakan sama. Persamaan keduanya terletak pada penggunaan kata-kata yang sejajar atau sebanding dalam kalimat.

l. *al-Saja'* (السجع) Anadiplosis

al-Saja‘ adalah gaya bahasa yang susunan kalimatnya diakhiri oleh huruf yang sama *(al-‘A<lim*, t.th. : 31). Contoh: الحِقْدُ صَدَأُ الْقُلُوْبِ ، وَاللَّجَاجُ سَبَبُ الْحُرُوْبِ. Ertinya: “Dengki itu karatnya hati dan kekerasan itu penyebab terjadinya peperangan”

Pada contoh di atas, kedua kalimatnya diakhiri oleh huruf yang sama yaitu huruf *ba* (ب). Dalam bahasa Indonesia, gaya bahasa yang sama dengan *al-saja‘* adalah anadiplosis. Anadiplosis adalah kata atau kelompok kata terakhir yang diulang pada kalimat berikut. Gaya bahasa ini biasa digunakan pada pantun berkait. Contoh:

- Dalam bahasa ada kata, dalam kata ada makna, dalam makna semuanya tidak ada. (Ratna, 2009: 442).

Kalimat-kalimat yang ada pada contoh di atas, semuanya diakhiri oleh huruf yang sama yaitu huruf (a).

Berdasarkan pemaparan tersebut, maka gaya bahasa *al-saja‘* sama dengan anadiplosis. Persamaan antara keduanya terdapat pada akhir kalimat karena kedua gaya bahasa tersebut diakhiri oleh huruf yang sama.

m. *al-Isti‘a>rah al- Makniyyah* (الإستعارة المكنية) dan Antropomorfisme/Personifikasi

al-Isti‘a>rah al-makniyyah merupakan salah satu jenis *isti‘a>rah* yang tidak menyebutkan *musyabbah bih* secara langsung dalam kalimat, tapi hanya menyebutkan salah satu sifat atau kebiasaan yang dimiliki oleh *musyabbah bih (‘Ali> al-Ja>rim dan Must}a>fa> A<mi>n*, 1119: 77). Contoh gaya bahasa ini dapat dilihat pada kalimat berikut: تَبَسَّمَ الْبَرْقُ فَأَضَاءَ مَا حَوْلَهُ. Ertinya: “Kilat itu tersenyum, maka menerangi alam sekelilingnya”

Pada kalimat di atas, الْبَرْقُ (kilat) diserupakan dengan manusia, namun *musyabbah bih* yaitu manusia tidak disebutkan secara langsung dalam kalimat. Kata yang menggantikannya dalam kalimat adalah salah satu sifat atau kebiasaan yang dimiliki oleh manusia yaitu tersenyum. Dengan demikian , gaya bahasa tersebut menggunakan kata-kata yang seharusnya digunakan untuk manusia, karena menurut logika tidak mungkin kilat bisa tersenyum, yang biasa tersenyum hanyalah manusia.

Gaya bahasa yang menggunakan kata yang berhubungan dengan manusia untuk hal yang bukan manusia disebut antropomorfisme dalam bahasa Indonesia, sedangkan gaya bahasa yang menjadikan benda mati bisa melakukan hal-hal yang biasa dilakukan oleh manusia disebut personifikasi.

Contoh gaya bahasa antropomorfisme dan personifikasi dapat dilihat pada kalimat-kalimat berikut:

- Setelah sampai di *kaki gunung*, ia duduk-duduk di *mulut sungai*.
- Angin *mendesah, mengeluh dan mendesah*.

Pada contoh pertama, gaya bahasa antropomorfisme menggunakan kata “kaki” dan “mulut” yang dimiliki oleh manusia untuk kata “gunung” dan “sungai”. Pada contoh kedua, gaya bahasa personifikasi menggunakan kata-kata yang biasa dilakukan oleh manusia seperti “mendesah” dan “mengeluh” untuk kata “angin”.

Berdasarkan pemaparan di atas, maka *al-isti‘a>rah al-makniyah* dinyatakan sama dengan gaya bahasa antropomorfisme dan personifikasi. Persamaan antara ketiganya terletak pada penggunaan kata-kata dalam kalimat. Ketiganya menggunakan kata-kata yang berhubungan dengan manusia untuk hal yang bukan manusia serta melakukan hal-hal yang biasa dilakukan oleh manusia.

n. *al-Insya>’ bi al-Istifha>m* (الإنشاء بالإستفهام) dan Retoris

al-Insya>’ bi al-istifha>m yang dimaksud di sini adalah bentuk *al-insya>’* yang menggunakan kata tanya (*istifha>m*), namun kalimat tersebut tidak menghendaki jawaban sebagaimana seharusnya karena jawaban sudah terkandung dalam kalimat. Contohnya dapat dilihat dalam syair al-Buhturi> iaitu: هَلِ الدَّهْرُ إِلاَّ غَمْرَةٌ وَانْجِلاَؤُهَا # وَشِيْكًا إِلاَّ ضِيْقَةٌ وَانْفِرَاجُهَا؟. Ertinya: “Waktu itu tiada lain hanyalah datang dan perginya kesulitan dan silih bergantinya kesempitan dan kesempatan dengan cepat”

Bentuk gaya bahasa yang mengungkapkan pertanyaan yang tidak menghendaki jawaban karena sudah terkandung dalam pertanyaan dalam bahasa Indonesia disebut retoris. Contohnya:

- Siapakah di antara Anda yang tidak ingin merdeka? Bebas dari segala bentuk penindasan.(Sudarsana, 2007: 72).

Berdasarkan pemaparan di atas, maka *al-insya>' bi al-istifha>m* dinyatakan sama dengan gaya bahasa retoris dalam bahasa Indonesia. Persamaan antara keduanya terletak pada penggunaan kata dalam kalimat. Keduanya menggunakan kata tanya yang tidak menghendaki jawaban karena jawaban dari pertanyaan tersebut sudah terkandung dalam kalimat.

o. *al-Taqdi>m wa al-Ta'khi>r* (التقديم والتأخير) dan Inversi (Anastrof)

al-Taqdi>m wa al-ta'khi>r adalah bentuk gaya bahasa yang memperbolehkan predikat mendahului subjeknya (pelaku) bahkan obyek boleh mendahului subjek dan predikatnya. Contoh dapat dilihat dalam kalimat dan QS. *al-Fa>tihah*/1: 5 iaitu: إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِيْنُ. Terjemahnya:"Hanya Engkaulah yang kami sembah, dan hanya kepada Engkaulah kami meminta pertolongan" Pada ayat di atas, objek kalimat iaitu إِيَّاكَ mendahului subjek dan predikatnya yaitu نَعْبُدُ dan نَسْتَعِيْنُ .dan contoh:

(predikat) نَجَحَتْ (subjek) زُهْرِيَّةُ

(subjek) زُهْرِيَّةُ (predikat) نَجَحَتْ

Bentuk gaya bahasa yang menyebutkan terlebih dahulu predikat kemudian subjek kalimat disebut inversi atau anastrof dalam bahasa Indonesia. Contoh dapat dilihat dalam kalimat berikut:

- *(P) Kutulis (S) surat ini* kala hujan gerimis

Berdasarkan pemaparan di atas, maka gaya bahasa *al-taqdi>m wa al-ta'khi>r* dinyatakan sama dengan inversi dan anastrof. Persamaan antara keduanya terletak pada struktur kalimat yaitu sama-sama mendahulukan predikat atas subjek kalimat.

3 PENUTUP

Persamaaan gaya bahasa Arab dan Indonesia ditinjau dari aspek struktur (penggunaan kata) adalah : *al-Tasybi>h al-Mursal* sepadan dengan Simile, *al-Tasybi>h al- Bali>g* sepadan dengan Metafora, *al-It}na>b* sepadan dengan Perifrase, Pleonasme dan Interupsi, *al-Kina>yah* sepadan dengan Kolakasi/Epitet, *al-Jina>s al-Ta>m* sepadan dengan Antanaklasis, *al-T{iba>q* sepadan dengan Paradoks dan Oksimoron, *al-Muqa>balah* sepadan dengan Antitesis, *al-Was}l* sepadan dengan Sindeton, *al-Fas}l* sepadan dengan Asyndeton, *al-Jina>s Gayr al-Ta>m* sepadan dengan Pararima, *al-Tana>sub* sepadan dengan Paralelisme, *al-Saja'* sepadan dengan Anadiplosis, *al-Isti'a>rah al- Makniyyah* sepadan dengan Antropomorfisme dan Personifikasi, *al-Insya>' bi al-Istifha>m* sepadan dengan Retoris dan *al-Taqdi>m wa al-Ta'khi>r* sepadan dengan Inversi (Anastrof).

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Curriculum Development & Evaluation and Assessment

PEMBINAAN MODUL BAHASA ARAB PELANCONGAN: SATU PENILAIAN

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Abstrak

Kajian ini berkaitan penilaian kepada modul bahasa Arab untuk tujuan pelancongan. Modul merupakan suatu bahan pengajaran dan pembelajaran yang penting dalam menyampaikan kandungan kurikulum kepada pelajar. Bagi pengajaran dan pembelajaran bahasa ia penting untuk menyalurkan kandungan sesuatu bahasa malahan juga penting sebagai saluran pemindahan budaya dan nilai sesuatu masyarakat. Tujuan kajian ini adalah untuk mengenal pasti kesesuaian kandungan modul dengan menentukan kelebihan dan kelemahan dari aspek persembahan. Fokus kajian adalah untuk menilai keberkesanan pembelajaran dan pengajaran menggunakan modul berkenaan. Bahan kajian adalah modul bahasa Arab yang diguna pakai di Universiti Tekologi MARA. Proses penilaian ini menggunakan teori *Context, Input, Product and Process* (CIPP) yang dibina oleh Stufflebeam (1971). Teori ini diaplikasikan kerana lebih mudah serta komprehensif dan memenuhi kehendak dalam penilaian yang berorientasikan kepada objektif. Hasil keseluruhan menunjukkan modul berkenaan adalah sesuai digunakan untuk tujuan pelancongan. Data menunjukkan modul ini membantu pelajar untuk berkomunikasi bahkan kosakata yang dipilih adalah bersesuaian. Begitu juga dengan persembahan modul dapat menarik minat pelajar untuk mempelajari bahasa Arab kerana isi kandungannya disusun secara teratur dan seragam bagi semua unit serta reka bentuk yang kemas. Namun terdapat beberapa kelemahan dalam persembahan yang dikenal pasti, antaranya penggunaan warna, gambar dan ilustrasi adalah tidak menarik. Begitu juga ikon dan simbol tidak digunakan dengan jelas. Oleh itu, kajian ini dapat membantu penulis modul dan pensyarah untuk menghasilkan modul yang lebih efektif dan berkualiti bagi menarik minat pelajar terhadap bahasa Arab, di samping dapat memberi sumbangan baru dalam arena penyelidikan bahasa Arab.

Kata kunci: Pembangunan Kurikulum, Pengajaran dan Pembelajaran Bahasa Arab, Penilaian Modul Bahasa Arab, Bahasa Arab Pelancongan

1 PENDAHULUAN

Modul merupakan suatu bahan pengajaran dan pembelajaran (P & P) yang penting dalam menyampaikan kandungan kurikulum kepada pelajar. Bagi P & P bahasa ia penting untuk menyalurkan kandungan sesuatu bahasa malahan juga penting sebagai saluran pemindahan budaya dan nilai sesuatu masyarakat. Modul mampu menarik minat pelajar untuk mempelajari

sesuatu bahan pembelajaran jika ia disusun dengan kemas dan teratur. Kandungan silibus yang dipilih mestilah sesuai dengan kumpulan sasaran serta menepati tujuan penulisannya.

Sharifah Alwiyah Alsagoff (1981) mentakrifkan modul sebagai bahagian-bahagian kecil yang tersendiri tetapi lengkap dan berkaitan rapat di antara satu bahagian kecil dengan bahagian-bahagian kecil yang lain. Beliau juga menyatakan modul pengajaran ialah bahan pengajaran yang dilengkapkan dengan isi kandungan mata pelajaran serta strategi-strategi tindakan-tindakan, gerakerja-gerakerja yang boleh diselenggara oleh guru bersama-sama dengan cara penilaian isi kandungan mata pelajaran tersebut. Manakala Sidek Mohd Noah (2005) memberi takrifan bahawa modul ialah satu unit P & P yang membincangkan sesuatu tajuk tertentu secara sistematik dan berurutan bagi memudahkan pelajar belajar secara bersendirian supaya dapat menguasai sesuatu unit pembelajaran dengan mudah dan tepat.

Maka dapat dirumuskan bahawa modul merupakan bahan pengajaran yang sistematik mempunyai unit-unit pelajaran yang kecil dengan setiap unit kecil mempunyai tajuk yang berkait rapat dengan unit-unit yang lain. Ia juga mempunyai tujuan dan objektif yang tertentu bagi memenuhi keperluan dan kehendak pelajar agar pembelajaran pelajar akan lebih berkesan. Bagi memastikan sesuatu modul itu menepati tujuan dan objektif yang telah ditetapkan, proses penilaian terhadap modul seharusnya dilakukan. Ia bukanlah bertujuan untuk mengkritik ataupun menunjukkan kelemahan penulis tetapi ia untuk bertujuan mengukur tahap keberkesanan dan kesempurnaan sesuatu modul. Dengan cara ini ia dapat meningkatkan mutu dan kualiti modul itu dalam P & P.

Oleh itu, kajian ini adalah bertujuan untuk mengenal pasti kesesuaian kandungan modul dengan menentukan kelebihan dan kelemahan dari aspek persembahan dan kandungan. Selain itu juga ia bertujuan untuk menilai keberkesanan pembelajaran dan pengajaran menggunakan modul berkenaan.

2 PENGGUNAAN MODUL DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA ARAB

Pengajaran bermodul menyediakan peluang kepada para pelajar untuk mempelajari sesuatu bahan pengajaran (Chandrika, 2003). Hal ini berlaku kerana modul merupakan suatu alat, bahan dan sumber bantuan kepada pelajar dalam usaha membantu pelajar memahami sesuatu pelajaran yang dipelajarinya (Sidek Mohd Noah, 2005). Modul dapat membantu para guru mengajar sesuatu tajuk melalui pelbagai aktiviti tersusun seperti membaca teks, mendengar rakaman, meneliti gambar untuk mencapai objektif yang telah ditetapkan.

Selain itu, pembelajaran bermodul juga akan membolehkan para pelajar memilih cara pembelajaran yang paling sesuai untuk diri mereka supaya pembelajaran akan lebih berkesan dan produktif (Chandrika, 2003). Menurut Rusell (1974) dalam Mohd Sidek Noah (2005) penggunaan modul juga dapat menarik minat pelajar sekolah terhadap P & P serta melatih pelajar sekolah bersikap yakin diri, menunjukkan bakat, kebolehan, kepimpinan, sikap bekerjasama dan juga membantu meningkatkan prestasi akademik serta sahsiah pelajar. Mohd Puzhi bin Usop (2007) dalam dapatan kajiannya menunjukkan penggunaan modul dalam pembelajaran dapat menarik minat terhadap sesuatu bahan pengajaran.

3 PEMBINAAN MODUL PENGAJARAN DAN PEMBELAJARAN BAHASA ARAB

Modul yang dibina mestilah menepati standard pembelajaran yang telah ditetapkan. Seseorang penulis juga seharusnya arif dan pakar dalam menyampaikan inti pati kandungan dan hasrat kurikulum yang ingin disampaikan. Bukan semua golongan boleh mengggunakan modul tersebut dari darjah satu hingga ke universiti. Tetapi setiap satu modul mestilah ditujukan khas kepada satu golongan murid yang lebih kurang sama dari segi kebolehan, penguasaan perbendaharaan kata dan sifat-sifat lain yang dianggap perlu (Sharifah Alwiyah Alsagoff, 1981). Menurut Bahagian Buku Teks, Kementerian Pelajaran Malaysia (2011) bahawa kandungan sesuatu modul merupakan aspek utama yang perlu dititikberatkan oleh penulis. Isi kandungan mestilah meliputi prinsip P & P. Bahan yang dipilih juga berasaskan faktor-faktor seperti umur, jantina, pengetahuan pelajar serta pengalaman pelajar iaitu dari mudah ke sukar, dekat ke jauh yang meliputi persekitarannya.

Selain itu, teknik persembahan mestilah menarik dan tersusun. Azharudin (2005) menambah faktor yang perlu diberi perhatian dalam mempersembahkan bahan pengajaran kepada pelajar ialah ilustrasi dan bahan grafik. Ia amat penting bagi membantu pelajar memahami dan mengukuhkan ingatan merka terhadap pembelajaran.

Pemilihan media yang digunakan dalam modul mestilah berpandukan kepada keperluan serta kehendak objektif-objektif modul. Penggunaan media seharusnya terjalin rapi ketika perancangan modul dan bukannya digunakan dengan secara sisipan kemudian ataupun secara tambahan sewenang-wenang sahaja (Sharifah Alwiyah Alsagoff, 1981).

4 METODOLOGI KAJIAN

Kajian ini melibat 43 orang pelajar Diploma yang dipilih dari satu fakulti dari Universiti Teknologi MARA (UiTM) iaitu Fakulti Pengurusan Hotel dan Pelancongan. Dalam kajian ini, Modul Bahasa Arab untuk Pelancongan dijadikan sumber teras kajian. Modul ini diguna pakai sebagai bahan P & P untuk subjek Bahasa Arab.

Proses penilaian ini menggunakan teori *Context, Input, Product and Process* (CIPP) yang dibina oleh Stufflebeam (1971). Teori ini diaplikasikan kerana lebih mudah serta komprehensif dan memenuhi kehendak dalam penilaian yang berorientasikan kepada objektif.

Berdasarkan model ini, proses penilaian akan memberi fokus kepada empat jenis aspek ataupun keputusan data yang dikumpul, iaitu keputusan mengenai persekitaran atau konteks (*context*), keputusan mengenai sumber (*input*), keputusan mengenai pelaksanaan (*process*) dan yang terakhir keputusan mengenai hasil (*product*). Seseorang pengkaji boleh menggunakan keempat-empat jenis aspek di atas ataupun salah satu daripadanya (L.Stufflebeam, 1984).

Bagi menentukan tahap keberkesanan sesuatu modul, **Penilaian Konteks** digunakan bagi memastikan sukatan sesuatu kurikulum itu bertepatan dengan dengan objektif yang digariskan. Dalam penilaian konteks juga ia digunakan untuk mengetahui kelebihan serta kelemahan yang dimiliki oleh sesuatu modul.

Untuk melihat kandungan yang diberikan adalah jelas dan bersesuaian dengan objektif yang telah ditetapkan, **Penilaian Sumber** digunakan. Ia bertujuan melihat reaksi pelajar terhadap persembahan yang diberikan.

Penilaian Proses digunakan untuk mengetahui proses P & P yang digunakan bagi mencapai matlamat dan objektif modul tersebut.

Penilaian Hasil memfokuskan hasil dan keberkesanan penggunaan modul yang digunakan oleh pensyarah dan pelajar. Hasil yang yang diperolehi membantu dalam usaha pemurnian dan penambahbaikan modul ini.

Secara keseluruhannya penggunaan model CIPP dapat dilihat dalam kerangka konseptual kajian menerusi **Rajah 1** di bawah:

<table>
<tr><th>INPUT</th><th colspan="4">PROSES PENILAIAN MODUL BAHASA ARAB UNTUK PELANCONGAN</th><th>OUTPUT</th></tr>
<tr><td rowspan="3">Modul Bahasa Arab untuk Pelancongan

Model penilaian</td><td>C
(Context)</td><td>I
(Input)</td><td>P
(Process)</td><td>P
(Product)</td><td rowspan="3">Dapatan soal selidik

Keberkesanan penggunaan modul

Cadangan dan penambahbaiakan</td></tr>
<tr><td>Objektif dan Kelebihan dan Kelemahan</td><td>Kandungan dan persembahan</td><td>Strategi pembelajaran dan pengajaran</td><td>Keberkesanan</td></tr>
<tr><td colspan="4">Kaedah Kualitatif
Kaedah Kuantitatif</td></tr>
</table>

Rajah 1: Aplikasi Model CIPP dalam kajian

Selain itu borang soal selidik digunakan bagi mendapatkan maklum balas dari responden. Sebanyak 13 item telah digunakan yang merangkumi penilaian kandungan, persembahan dan keberkesanan dalam penggunaan modul ini dalam P & P bahasa Arab untuk tujuan pelancongan. Data-data yang diperoleh daripada borang selidik dianalisis dengan mengunakan pakej bantuan analisis statistik iaitu perisian *Statistical Package For Social Sciences* (SPSS).

5 DAPATAN KAJIAN

Dapatan kajian ini mengukuhkan objektif kajian yang dilakukan. Keputusan data ini diperolehi daripada borang soal selidik yang diedarkan kepada pelajar.

Jadual 1: Dapatan mengenai penilaian modul bahasa Arab untuk pelancongan

No	Item	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju	Min
A.	**Kandungan Modul**					
	Objektif Pembelajaran, Kandungan Modul Menepati Sukatan, Istilah Pelancongan Yang Mencukupi, Tema Dan Tajuk Bersesuaian	50%	44.5%	0.5%		3.44
B.	**Persembahan Modul**					
	Ilustrasi Dan Gambar, Warna, Penggunaan Ikon Dan Simbol, Susunan Topik Teratur	22%	49.4%	26%	2.6%	2.9
C.	**Keberkesanan Penggunaan Modul**					
	Kandungan Modul Menambah Minat, bahasa yang mudah, persembahan menambah minat, pelajar boleh berkomunikasi Bahasa Arab.	41.7%	52.2%	6.1%		3.35

Jadual di atas menunjukkan dapatan kajian yang telah dilakukan. Perbincangan data analisis kandungan menunjukkan dapatan 4 item yang berkaitan dengan objektif pembelajaran, kandungan modul menepati sukatan, istilah pelancongan yang mencukupi serta tema dan tajuk adalah bersesuaian. Dapatan menunjukkan min yang dicatatkan adalah sebanyak 3.44.

Bagi data analisis kandungan pula menunjukkan bacaan min 2.9. perbincangan data analisis persembahan adalah berkaitan dengan ilustrasi dan gambar, penggunaan warna, penggunaan ikon dan simbol dan susunan topik yang teratur.

Data penilaian keberkesanan pula menunjukkan bacaan min 3.35. Item bagi pernyataan keberkesanan adalah berkaitan dengan kandungan modul menambah minat, bahasa yang mudah, persembahan menambah minat, pelajar boleh berkomunikasi Bahasa Arab.

6 PERBINCANGAN

Kesemua reponden bersetuju bahawa kandungan modul adalah menepati objektif dan sukatan pelajaran untuk pelancongan. Selain itu juga modul ini memberikan tajuk dan tema yang bersesuaian dengan tujuan pelancongan. Modul ini juga memberikan perkataan istilah yang mencukupi untuk pelajar berkomunikasi bagi tujuan pelancongan.

Dari aspek persembahan pula memdapati bahawa modul ini disusun dengan teratur dan kemas. Setiap topik disusun dengan seragam. Walaubagaimanapun didapati persembahan ilustrasi dan bahan grafik adalah kurang memuaskan. Warna juga diambil kira dalam menentukan persembahan sesuatu modul. Didapati modul ini tidak menggunakan warna yang menarik. Modul ini juga tidak menggunakan ikon dan simbol dengan jelas. Pengguaan simbol dan ikon yang jelas sebenarnya membantu pelajar untuk mengetahui sesuatu kemahiran sama ada membaca, mendengar dan menulis.

Dari aspek keberkesanan menunjukkan modul ini memberi kesan terhadap minat pelajar terhadap bahasa Arab. Hasil dapatan mendapati kandungan dan persembahan modul ini mampu menarik minat pelajar untuk mempelajari bahasa Arab. Selain itu bahasa Arab yang mudah telah digunakan dalam modul ini. Ia sekaligus membantu pelajar memahami sesuatu teks dan memudahkan pelajar mengingati perkataan yang telah diajar. Akhirnya membantu pelajar untuk berkomunikasi dalam bahasa Arab untuk tujuan pelancongan.

7 KESIMPULAN

Dapat dirumuskan bahawa, proses pembinaan modul haruslah dilakukan dengan teliti agar modul yang dihasilkan menarik dan berkesan kepada penggunanya. Aspek-aspek yang harus ditekankan semasa proses pembinaan modul adalah seperti berikut:

1. Menetapkan objektif terlebih dahulu agar ia selari dengan standard pengajaran dan pembelajaran.
2. Bahan yang dipilih mestilah bersesuaian dengan pelajar berdasarkan minat dan kebolehan pelajar.
3. Tajuk yang dipilih mestilah bertepatan dengan objektif yang telah ditetapkan.
4. Bahan pembelajaran mestilah menyediakan pelbagai aktiviti bahasa pelajar.
5. Kandungan haruslah disusun dengan teratur, dari mudah ke sukar, dari peringkat permulaan hinggalah ke akhir dan sebagainya.
6. Ilustrasi dan gambar mestilah digunakan dengan sebaiknya kerana ia dapat membantu meningkatkan kefahaman pelajar.
7. Menggunakan ikon dan simbol dengan jelas.
8. Bahasa yang digunakan mestilah bersesuaian dengan aras dan tahap keupayaan pelajar.
9. Teks yang disediakan dalam modul haruslah menerapkan unsur-unsur teladan dan memupuk nilai-nilai murni dalam kehidupan.
10. Menyediakan panduan penggunaan modul. Panduan ini amat penting bagi membantu pensyarah menyampaikan isi kandungan bahan pengajaran. Ia juga membantu pensyarah untuk memahami maksud dan kehendak penulis itu sendiri.

Diharap kajian ini dapat membantu penulis menghasilkan bahan pengajaran yang berkualiti dan menarik. Proses penilaian juga haruslah dilakukan dari masa ke semasa agar proses P & P itu lebih berkesan.

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REKA BENTUK APLIKASI MORFOLOGI ARAB MENGGUNAKAN ANIMASI INTERAKTIF

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Abstrak

Pendidikan bahasa Arab sebagai bahasa asing/kedua sudah lama mendapat perhatian di Malaysia khususnya di negeri Selangor dalam sektor pendidikan Islam. Namun, amalan pengajaran dan pembelajaran (P & P) bahasa yang sedia ada masih berada di tahap yang belum memuaskan. Pelbagai kajian telah dijalankan oleh para pengkaji dan mereka mendapati bahawa tahap penguasaan bahasa Arab di kalangan pelajar negeri Selangor khususnya masih belum berada pada tahap yang amat memuaskan. Jika diperhatikan, banyak faktor yang menghalang keberkesanan proses pengajaran dan pembelajaran bahasa tersebut termasuklah kelemahan dalam amalan pedagogi, penggunaan alat/bahan bantu mengajar (BBM) dan kegagalan memanfaatkan perkembangan teknologi semasa. Kajian ini bertujuan untuk mereka bentuk aplikasi morfologi Arab tingkatan 4 Kurikulum Al-Azhar (KA) di Sekolah Agama Menengah Jabatan Agama Islam Selangor (SAM JAIS), Maahad Tahfiz Inregrasi Sains dan Teknologi (MITS) dan Sekolah Agama Bantuan Kerajaan (SABK) di negeri Selangor. Aplikasi ini akan mengetengahkan penggunaan animasi interaktif, penggunaan animasi adalah melalui persembahan animasi teks dan grafik dengan beberapa teknik dan kesan animasi 2D, manakala penggunaan elemen interaktif pula membolehkan pengguna mengunakan aplikasi dengan mudah dan menarik. Proses pembangunan aplikasi ini adalah berdasarkan model reka bentuk instruksi William Horton, ianya dipilih sebagai panduan aliran kerja. 4 peringkat pembangunan model berdasarkan model William Horton, iaitu analisis, reka bentuk, bina dan penilaian. Dapatan kajian menunjukkan penghasilan satu prototaip aplikasi morfologi Arab berdasarkan sukatan morfologi Arab berasaskan cekera padat. Dengan terbinanya aplikasi prototaip ini diharapkan ianya dapat membantu para pelajar memahami dan menguasai mata pelajaran morfologi Arab dengan lebih baik.

Kata Kunci : Pengajaran dan Pembelajaran Bahasa Arab, Animasi Interaktif, Pembanggunan Aplikasi Multimedia, Morfologi Arab.

1 PENGENALAN

Penggunaan teknologi multimedia, antaranya animasi interaktif dalam proses pembelajaran dapat menambahkan motivasi, meningkatkan produktiviti, menyokong pengajaran secara tidak langsung, kebolehan pengajaran yang bersifat unik, dan meningkatkan literasi maklumat (Roblyer, 2003). Penglibatan pelajar dalam proses pembelajaran secara aktif ini akan memberikan pemahaman yang lebih mendalam dan menjana ke arah pemikiran aras tinggi berkaitan dengan bahan-bahan pembelajaran dalam kelas.

Morfologi Arab (الصرف) merupakan salah satu subjek bahasa Arab yang diajar di sekolah-sekolah agama kerajaan dan swasta. Kebanyakan sekolah tersebut masih menggunakan kaedah pembelajaran berbentuk tradisional atau lebih tertumpu kepada penggunaan buku teks dan alat bantuan mengajar yang bukan berbentuk multimedia. Oleh itu, penyelidikan ini dijalankan sebagai nilai tambah bagi strategi pembelajaran aktif dengan menggunakan animasi yang interaktif untuk menarik minat para pelajar mempelajari bahasa Arab.

2 PENYATAAN MASALAH

Terdapat beberapa faktor penting yang menyebabkan proses penguasaan bahasa Arab sering tidak mencapai objektif yang dikehendaki. Antara faktornya adalah seperti berikut (Ishak, 2004):

i. Bahasa Arab berbeza dengan bahasa ibunda
ii. Pembelajaran terhad
iii. Faktor semulajadi bahasa Arab yang komplek
iv. Tenaga pengajar tidak berkelayakan ikhtisas dan tidak terlatih
v. Tenaga pengajar kurang mahir dengan strategi pengajaran
vi. Kekurangan alat bantu mengajar terkini

Faktor di atas dapat dicontohkan melalui pembelajaran bahasa Arab bagi subjek morfologi Arab. Morfologi merupakan antara unsur asas dalam tatabahasa Arab selain daripada sintaksis Arab. Dalam sukatan pelajaran KA, subjek Morfologi Arab Tingkatan 4 (Buku Teks KA, Morfologi Arab, 2012) merangkumi kajian struktur, bentuk dan penggolongan kata. Pemahaman dan penguasaan subjek berkenaan memerlukan pendekatan pengajaran yang berkesan daripada pihak guru, dan ketekunan yang jitu daripada pihak pelajar. Namun, pendekatan pengajaran morfologi Arab masih menggunakan pendekatan cara tradisional tanpa carta, grafik dan ilustrasi yang menarik. Manakala bahan bantu mengajar yang disediakan dengan kreativiti pengajar dilihat masih statik dan melibatkan pengendalian yang memerlukan gerak kerja yang banyak ketika proses pengajaran.

Dalam kajian ini, subjek morfologi Arab yang sebelum ini hanya diajar secara tradisional menjadi fokus utama sebagai bahan aplikasi pengajaran yang akan direka bentuk menggunakan teknik animasi interaktif agar pemahaman dan penguasaan pelajar dalam pembelajaran subjek ini mencapai tahap yang lebih cemerlang.

3 OBJEKTIF KAJIAN

Berdasarkan permasalahan di atas, terdapat dua objektif utama kajian ini, iaitu:

i. Mereka bentuk aplikasi morfologi Arab menggunakan animasi interaktif berdasarkan model reka bentuk instruksi.
ii. Membangunkan satu prototaip aplikasi morfologi Arab berasaskan cekera padat.

4 KEPENTINGAN KAJIAN

Penggunaan komputer dalam proses pengajaran dan pembelajaran merupakan satu kaedah pembelajaran yang menjadikan komputer sebagai media penyampai dan pencarian maklumat. Komputer kini mula dianggap sebagai alat kognitif atau alat minda yang boleh digunakan bagi membantu pelajar memperkembangkan keupayaan dan meningkatkan kemahiran proses kognitif pelajar.

i. Pelajar

Dalam pembinaan aplikasi prototaip ini, pelajar memperolehi satu pengalaman baru,dan menyeronokkan dalam mempelajari matapelajaran morfologi Arab tingkatan empat. Aplikasi yang telah dibina dengan penerapan aspek multimedia seperti animasi yang interaktif

serta nota dan latihan yang lengkap dapat meningkatkan kefahaman mereka dengan lebih mendalam dan berkesan.

ii. Guru

Kepentingan aplikasi kepada guru adalah memberikan pendedahan terhadap kepelbagaian teknik pembelajaran dan pengajaran (PdP) disamping memberikan kepada mereka pendedahan terhadapt teknologi multimedia khususnya aniamasi interaktif dalam pengajaran bahasa Arab. Guru hanya bertindak sebagai pembimbing dan memberikan tunjuk ajar berkaitan penggunaan aplikasi tersebut. Proses pengajaran dan pembelajaran dapat dilaksanakan dengan lebih sistematik dan menarik minat pelajar.

iii. Sekolah

Dengan adanya pembinaan aplikasi seperti ini dapat membantu pihak sekolah dalam melahirkan pelajar bijak dalam matapelajaran morfologi Arab secara khususnya dan mahir bahasa Arab secara umumnya dan dengan aplikasi ini juga dapat memberi pendedahan kepada pelajar mengenai penggunaan teknologi multimedia dalam proses pengajaran dan pembelajaran mereka.

iv. Jabatan Agama Islam Selangor (JAIS)

Kepentingan Kajian ini kepada JAIS ialah kajian ini akan menjadi panduan dan rujukan kepada pengintergrasian bahan PdP bahasa Arab yang lebih komprehensif dalam pelbagai peringkat pendidikan sama ada untuk bahan utama PdP atau sumber sokongan kepada subjek yang diajar.

5 PEMBELAJARAN BAHASA ARAB BERBANTUKAN KOMPUTER (PBABK)

Dalam pembelajaran bahasa Arab, beberapa contoh pembelajaran bahasa Arab berbantukan komputer (PBABK) menggunakan cakera padat (*Compact Disk - CD*) didapati telah dibangunkan dan diterbitkan oleh syarikat-syarikat perisian, antaranya :

i. Belajar bahasa Arab (للأجانب تعليم العربية) yang diterbit oleh Sakhr Media Software Company di Kaherah. Kandungan CD ini merangkumi pembelajaran bahasa Arab peringkat permulaan untuk bukan penutur jati.
ii. (تعليم اللغة العربية لغير الناطقين بها) yang diterbitkan oleh Universiti Al-Madinah Antarabangsa di Shah Alam. CD pembelajaran bahasa Arab ini mempunyai 4 tahap, yang merangkumi pembelajaran bahasa Arab untuk bukan penutur jati, bermula dari tahap 1 (tahap asas) hingga tahap 4 (tahap lanjutan).
iii. Arabic: The Read and Write Way yang diterbitkan oleh Laser Publishing Group di Amerika Syarikat. Kandungan CD ini merangkumi pembelajaran bahasa Arab dari sudut cara ntuk peringkat membaca dan menulis untuk pelajar peringkat permulaan
iv. Ensiklopedia Imla‘ Arab (موسوعة الإملاء العربي) yang diterbitkan oleh Khalifa Computer Group, Mesir. Kandungan CD ini merangkumi pembelajaran imlak bahasa Arab yang lengkap dan menyeluruh dari peringkat permulaan hingga lanjutan.
v. Senjata Pelajar (سلاح التلميذ) yang dibangunkan oleh Advansys Creative Solutions, diterbitkan oleh al Muasasat al Arabiah al hadithah, Qaherah. CD ini merupakan pakej lengkap pembelajaran untuk pelajar tahun 1 hingga tahun 6 yang menepati sukatan pelajaran bahasa Arab peringkat sekolah rendah.

vi. Modul Bahasa Arab Tingkatan 1, 2 dan 3. CD ini telah disusun dan dibangunkan oleh Ustaz Mohd Aziz Bin Ramli dari SMK Agama Muadzam Shah, Pahang. CD ini merupakan pakej lengkap pembelajaran bahasa Arab yang menepati sukatan pelajaran Kementerian Pendidikan Malaysia (KPM).

Pada tinjauan pengkaji, penerbitan CD pembelajaran bahasa Arab di Malaysia masih pada tahap rendah berbanding dengan bidang akademik yang lain seperti sains, kimia, matematik, bahasa dan sebagainya. Perkembangan teknologi menunjukkan pelbagai bidang telah mendahului dan mendapat tempat dalam pembudayaan ICT dan pengamalan teknologi khususnya dalam bidang P & P berbanding bahasa Arab. Hal ini merupakan satu cabaran kepada tenaga pengajar dan penyelidik dalam bahasa Arab untuk menghasilkan CD pembelajaran dengan menggunakan multimedia sebagai asas.

Namun begitu, terdapat kajian yang membuktikan bahawa kesediaan guru menggunakan teknologi maklumat dalam pengajaran bahasa ke atas 392 orang guru bahasa yang dikaji 69.4% menjelaskan bahawa mereka berminat untuk mengintegrasikan PBBK dalam P & P mereka dan 85% menjelaskan kesediaan mereka untuk mengikuti kursus-kursus atau bengkel-bengkel mengenai PBBK (Norizan, 1996).

Kajian Said (2001) di beberapa buah sekolah agama dan yang beraliran agama di Daerah Hulu Langat pula mendapati bahawa guru-guru bahasa Arab mempunyai pandangan yang baik terhadap P & P bahasa Arab berbantukan komputer walaupun hanya 22.5% sahaja yang pernah menghadiri kursus dan seminar mengenainya manakala 77.5% lagi tidak pernah menghadiri sebarang bentuk kursus dan seminar mengenai P & P bahasa Arab berbantukan komputer.

Ashinida et.al (2004) dalam kajian mereka terhadap 40 orang guru bahasa Arab dari sekolah agama berasrama penuh (SBPA) di Malaysia, iaitu antaranya ialah Kolej Islam Sultan Alam Shah, Klang, Sekolah Menengah Agama Persekutuan, Kajang dan Sekolah Menengah Agama Persekutuan, Labu; membuat kesimpulan bahawa walaupun penggunaan komputer dalam pengajaran dan pendidikan bahasa Arab masih berada pada tahap minimum, namun para guru bahasa Arab menampakkan persepsi yang sangat baik di mana 100% daripada para guru percaya bahawa PBBK dapat meningkatkan mutu pengajaran mereka dan meningkatkan kemahiran pelajar terhadap bahasa Arab dan lebih 90% berpandangan bahawa mereka percaya yang PBBK dapat menjimatkan masa dan tenaga dan memudahkan proses pengajaran mereka. Pengkaji juga menyarankan agar satu kajian yang mendalam untuk mengkaji tentang penyediaan bahan aplikasi bahasa Arab yang bersesuaian akan dapat dijalankan di masa hadapan, supaya bahasa Arab dapat dipelajari dengan kaedah yang lebih mudah dan efektif yang mengikuti perkembagan semasa supaya ia dapat berkembang dengan lebih meluas lagi.

6 BAHASA ARAB DAN TEKNOLOGI ANIMASI

Dalam pembangunan aplikasi multimedia terdapat beberapa pengkaji yang telah menjalankan kajian mengenainya. Antaranya, Sofian dan Shahril (2008) yang telah menjalankan kajian mengenai Pembangunan dan Penilaian Perisian “Hiwar” Berasaskan Realiti Maya. Kajian ini bertujuan untuk membangunkan perisian pembelajaran berbantukan komputer yang mempunyai ciri-ciri interaktif bagi membantu penguasaan empat kemahiran bahasa iaitu mendengar, bertutur, membaca dan menulis bahasa Arab di Pusat Bahasa Kolej Islam Darul Ridzuan.

Kajian Janudin (2009) pula adalah mengenai Aplikasi Multimedia Mursyidi yang menyelusuri proses reka bentuk sebuah aplikasi multimedia berasaskan web yang dihasilkan untuk meningkatkan pemerolehan pelajar dalam menguasai sintaksis Arab bahasa Arab. Objektif utama kajian ini ialah mengaplikasikan penggunaan teknologi multimedia berasaskan web dalam P & P bahasa Arab, menghasilkan model reka bentuk aplikasi bahasa Arab dalam konteks e-pembelajaran, mengenal pasti kaedah reka bentuk aplikasi berasaskan aksara Arab dan membangunkan perisian kursus sintaksis Arab dalam Bahasa Arab Komunikasi.

Manakala kajian Zulkhairi (2012) adalah mengenai pembangunan Prototaip Perisian Balaghah Arab (Retorik) Tingkatan Empat. Objektif utama kajian ini ialah mereka bentuk alternatif pembelajaran balaghah yang lebih afektif dan menyeronokkan, mengenal pasti elemen teknologi multimedia yang digunakan dalam reka bentuk perisian dan menilai keberkesanan pembelajaran balaghah berasaskan teknologi multimedia.

Dalam membangunkan sebuah aplikasi elemen animasi adalah penting untuk memaparkan sesuatu paparan visual yang bersifat dinamik, ianya merujuk kepada proses menjadikan seseuatu objek agar kelihatan hidup. Jenis animasi yang biasa dan telah banyak digunakan adalah jenis animasi dua dimensi (2D) dan animasi tida dimensi (3D) (Hilman, 1998). Walaubagaimanapun penggunaan animasi 2D mahupun 3D dalam pembelajaran morfologi Arab belum lagi meluas dan ianya memerlukan kajian yang praktikal dan kemprenhensif.

7 KAEDAH KAJIAN

Untuk mencapai objektif kajian, pengaji menggunakan kaedah kajian perpustakaan dan lapangan. Secara keseluruhan 2 rajah di bawah menunjukkan kerangka kajian ini:

<table>
<tr><th>INPUT</th><th colspan="4">PROSES REKA BENTUK APLIKASI
(Model William Horton)</th><th>OUTPUT</th></tr>
<tr><td rowspan="2">Morfologi Arab Tingkatan 4
Teknologi Animasi interaktif
Reka bentuk instruksi</td><td>Analyze</td><td>Design</td><td>Build</td><td>Evaluation</td><td rowspan="2">Papan cerita
Prototaip aplikasi morfologi Arab</td></tr>
<tr><td colspan="4">Kaedah kuantitatif
Kaedah kualitatif</td></tr>
</table>

Rajah 1: Kerangka kaedah pembangunan aplikasi morfologi Arab

Berdasarkan kerangka kaedah pembangunan aplikasi morfologi Arab dalam Rajah 1 kaedah kajian kualitatif, nama lainnya disebut kaedah lapangan digunakan pada peringkat awal kajian. Melalui kaedah ini, data dikumpulkan dengan menganalisa dokumen mengikut aspek-aspek yang telah ditentukan. Kaedah ini juga digunakan bermula pada peringkat sebelum fasa proses pembanggunan lagi, apabila kaedah ini digunakan untuk mengkaji sumber-sumber tiga bidang utama dalam kajian ini, iaitu morfologi Arab tingkatan 4, teknologi multimedia (animasi) dan reka bentuk instruksi. Hanya 3 proses reka bentuk aplikasi ini sahaja yang menggunakan kaedah kualitatif iaitu analisa, reka bentuk dan bina. Oleh itu analisa dokumen akan dilakukan sepanjang fasa-fasa tersebut.

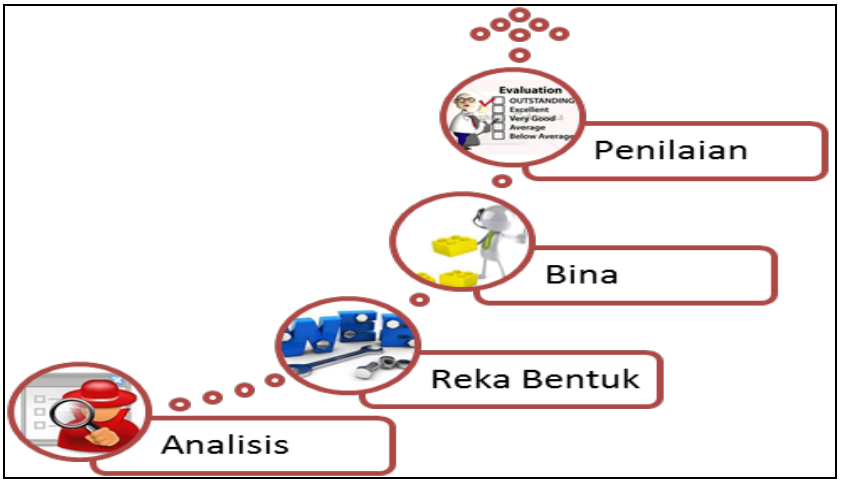
Dokumen yang dikumpulkan untuk dianalisa adalah dalam bentuk buku, e-buku, tesis, desertasi, jurnal, e-jurnal, prosiding, kamus, glosari dan sebagainya. Rujukan untuk kaedah ini merangkumi sumber-sumber dalam bahasa Melayu, Arab dan Inggeris. Dokumen-dokumen ini meliputi bahan kajian prototaip morforlogi Arab, yang terdiri daripada buku teks morforlogi tingkatan 4 SABK negeri Selengor, buku-buku rujukan morforlogi dan

sebagainya. Manakala untuk teori-teori P&P, dokumen yang dikumpulkan adalah berkaitan dengan teori pembelajaran bahasa kaedah dan pendekatan pengajaran. Seterusnya, dokumen berkenaan aspek multimedia juga dikumpulkan mengikut kesuaian, selain itu pelbagai jenis perisian juga turut dikumpulkan seperti Adobe Flash CS5 (animasi 2D), Adobe Photoshop CS (grafik) dan Sound Forge 7.0 audio , sebagai perisian sokongan bagi menghasilkan aplikasi yang lebih menarik dan interaktif.

Setelah dokumen-dokumen ini dikumpulkan, maka ianya akan dianalisis. Proses menganalisa dokumen mempunyai beberapa tujuan berdasarkan aspek-aspek yang telah dikenalpasti. Analisa dokumen morforlogi Arab tingkatan 4 adalah bertujuan menentukan objektif subjek dan setiap tajuk dan tajuk sampingan, penetapan kandungan disetiap papan layar mengikut teori-tiori P&P atau dengan kata lain membina papan cerita. Dokumen multimedia pula dianalisa bagi menentukan model reka bentuk instruksi dan elemen-elemen multimedia yang akan digunakan dalam prototaip aplikasi ini.

7.1 Aplikasi model William Horton

Dalam kajian ini, pengkaji menggunakan model instruksi William Horton sebagai panduan dalam mereka bentuk perisian pembelajaran morfologi Arab. Ini kerana model ini mempunyai skala yang kecil dan lebih sesuai digunakan untuk merancang pengajaran dalam bilik darjah. Aliran gerak kerja model William Horton ini dapat dilihat seperti dalam rajah berikut:



Rajah 2: Aliran kerja Model Reka Bentuk Instruksi William Horton

7.1.1. Fasa Analisis:

Dalam fasa ini, seseorang pembangun aplikasi perlu membuat penilaian terhadap kumpulan sasar. Ianya termasuklah menentukan pengguna laman web, pengetahuan sedia ada pengguna, objektif yang ingin dicapai, Pemilihan Pendekatan, Kaedah, Media, Perisian, Multimedia, Bahan Sumber Pembelajaran, Aktiviti, Latihan dan Ujian. Kesemua adalah untuk memastikan proses merekabentuk mempunyai satu panduan yang jelas

7.1.2. Fasa Reka Bentuk:

Proses mereka bentuk bermula dengan mereka bentuk struktur aplikasi seterusnya berdasarkan struktur tersebut pengkaji akan membina papan cerita (*storyboard*). Papan cerita yang dihasilkan adalah gabungan tiga item iaitu morfologi Arab, kaedah P & P bahasa dan multimedia animasi interaktif. Dalam fasa ini, pelbagai elemen multimedia animasi 2D teks, grafik interaktif dalam reka bentuk aplikasi sama ada dalam isi pelajaran, reka bentuk frame dan sebagainya.

7.1.3. Fasa Pembinaan:

Fasa ini melibatkan proses menghasilkan prototaip aplikasi morfologi Arab tingkatan yang telah direkabentuk. Semua elemen-elemen yang direka bentuk dalam fasa sebelum ini akan diterjemahkan ke dalam bentuk yang lebih praktikal dengan menggunakan perisian *Flash CS5* dengan bantuan sistem bahasa pengaturcaraan *Action Script 2.0* .dan sebagainya. Fasa ini akan mengambil masa yang lama berbanding fasa-fasa sebelum ini untuk disempurnakan.

7.1.4. Fasa Penilaian:

Fasa penilaian, adalah fasa menilai pencapaian pelajar terhadap keberkesanan pembelajaran mengunakan prototaip perisian kursus yang telah dihasilkan serta menilai media dan kaedah serta kualiti media seterusnya dan penilaian guru pakar terhadap bahan yang dibina dengan menggunakan kaedah soal selidik serta menganalisis data berdasarkan borang soal selidik yang diedarkan seterusnya membuat laporan dapatan. Secara umumnya, pencapaian pelajar dibahagikan kepada beberapa aspek; prestasi pelajar berdasarkan rujukan kriteria, prestasi pelajar dalam aspek kemahiran dan prestasi sikap pelajar.

7.2 Reka Bentuk Aplikasi Morfologi Arab

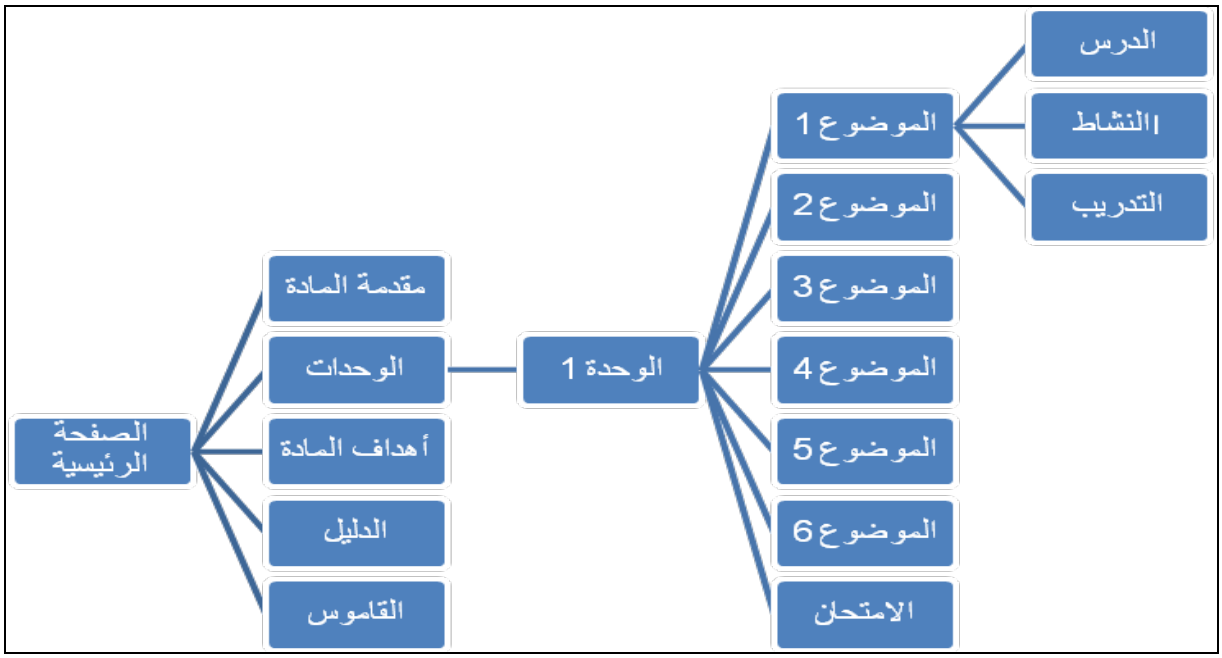
Dalam kajian ini, penulis hanya akan menumpukan 2 fasa sahaja dari reka bentuk instruksi William Horton yang akan dijelaskan seperti berikut :

7.2.1 Fasa Reka bentuk

Fasa ini adalah proses untuk mereka bentuk struktur keseluruhan aplikasi, rupa bentuk paparan dan papan cerita yang spesifik mengabungkan kandungan subjek dan elemen-elemen multimedia dengan animasi interaktif. Pengkaji akan menjelaskan di dalam fasa ini dua perkara iaitu penyediakan struktur Aplikasi dan pembinaan papan cerita.

- *Penyediaan Struktur Aplikasi*

Aplikasi dibangunkan berdasarkan strategi-strategi yang disediakan di dalam fasa analisis. Intuk memudahkan pembinaan, pengkaji menggunakan diagram untuk melakar struktur aplikasi secara menyeluruh meliputi item-item kandungannya. Contoh struktur aplikasi unit satu sebagaimana di dalam rajah 3 di bawah ini.



Rajah 3: Struktur aplikasi unit satu

- *Pembinaan Papan Cerita*

Sebelum fasa pembinaan aplikasi dijalankan, pembinaan papan cerita amat penting untuk memberi panduan pembina multimedia menyiapkan pasa pembinaan aplikasi. Pembinaan papan cerita biasanya mengabungkan 3 elemen iaitu subjek morfologi Arab, strategi pengajaran dan pembelajaran san teknologi multimedia dan animasi interaktif. Rajah di bawah memberikan contoh gambaran berkaitan papan cerita yang telah dibina.

Rajah 4: Contoh papan cerita unit 1

7.2.2 Fasa Pembinaan

Berdasarkan fasa-fasa di dalam model William Horton fasa ini adalah hasil dari fasa analisis dan reka bentuk. Dalam kajian ini, perisian Flash CS5 yang dipilih menjadi platform utama dalam mengumpulkan dan membina semua elemen multimedia dan interaktif. Seterusnya pembina aplikasi telah menggunakan kemahiran dan kreativitinya untuk membina protaotaip aplikasi ini berdasaran papan cerita yang telah dibuat pada fasa reka bentuk. Gabungan kedua-dua fasa analisis dan reka bentuk juga kretiviti pembina akan menghasilkan aplikasi prototaip yang menarik dan berkesan.

Berikut adalah contoh-contoh aplikasi prototaip berkaitan dengan pembinaan menu utama dan pembinaan tajuk kecil:

Rajah 5: Contoh aplikasi prototaip, Menu Utama

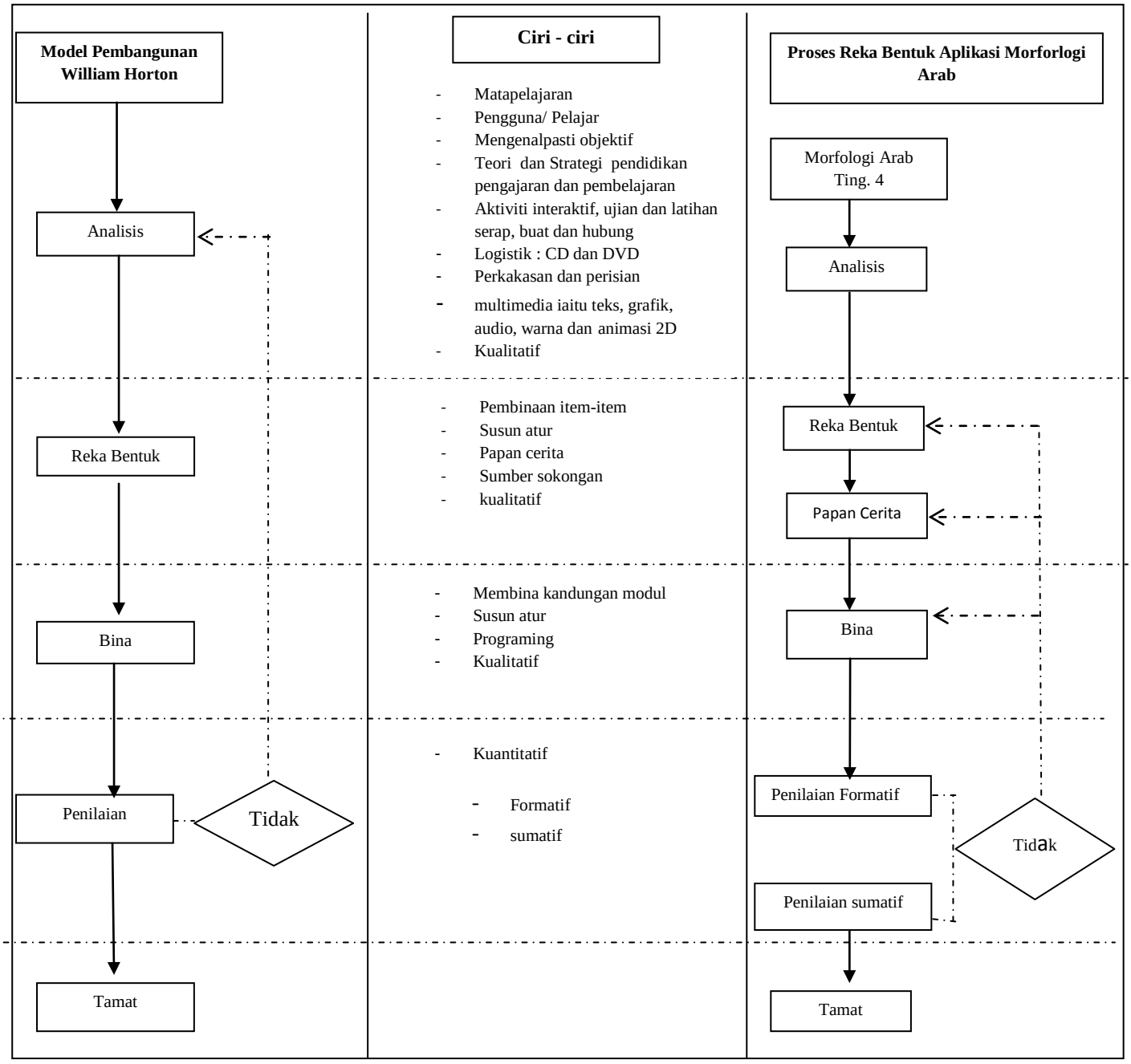
Rajah 6: Contoh aplikasi prototaip, Tajuk Kecil

8 DAPATAN DAN PERBINCANGAN

Terdapat beberapa dapatan utama kajian ini seperti berikut:

8.1 Model pembinaan aplikasi kursus morfologi Arab

Untuk menghasilkan aplikasi pembelajaran morfologi Arab. Satu model pembanggunan aplikasi morfologi Arab telah dibuat. Ini bagi memastikan pembinaan aplikasi menepati objektif. Model tersebut dapat dilihat seperti Rajah 7.



Rajah 7: Model Pembangunan Aplikasi Morfologi Arab Berdasarkan Model William Horton (dengan sedikit pengubahsuaian)

Berdasar Rajah 7, kajian mendapati bahawa animasi 2D interaktif boleh diterapkan di dalam pembelajaran morfologi Arab. Elemen animasi dan interaktif saling berkait rapat untuk menghasilkan kesan pembelajaran yang baik.

8.2 Aplikasi prototaip morfologi Arab

Secara praktisnya, kajian ini telah dapat menghasilkan bahan prototaip aplikasi morfologi Arab tingkatan empat KA dengan menggunakan animasi interaktif mengikut aliran kerja dalam model William Horton. Dengan ini prototaip yang dihasilkan dapat dijalankan dengan sistematik walaupun proses kerjanya hanya melibatkan unit pertama sahaja dari modul kursus KA tingkatan empat.

Rajah 8: Muka hadapan prototaip Aplikasi Morfologi Arab

9 RUMUSAN

Pengkaji membuat kesimpulan bahawa pengajaran dan pembelajaran bahasa Arab dapat diadaptasikan dengan menggunakan teknologi animasi interaktif. Dengan itu, maka pembelajaran subjek ini menjadi lebih seronok dan menarik serta berkesan.

Pengkaji mencadangkan agar kajian subjek ini dapat dikembangkan dengan menghasilkan sepenuhnya perisian ini yang mengandungi 6 unit, seterusnya menjalankan penilaian terhadap maklum balas untuk tujuan penambahbaikan.

Rentetan dari kajian ini, pengkaji mencadangkan kajian lanjutan yang berkaitan dengan bahasa Arab :

1. Kajian pembangunan subjek bahasa arab selain morfologi Arab seperti 4 kemahiran berbahasa, sastera dan sebagainya.
2. Kajian berkaitan dengan bahasa pengaturcaraan untuk bahasa Arab
3. Kajian berkaitan dengan permainan, aktiviti dan latihan yang menjurus kepada bahasa.
4. Kajian berkaitan video animasi dalam pembelajaran bahasa Arab

Cadangan yang dikemukan di sini adalah berkaitan dengan bahasa Arab demi untuk memperkasakan kualiti pengajaran dan pembelajaran. Harapan pengkaji dengan terbukanya lambaran baru dalam kaedah pengajaran dan pembelajaran menggunakan teknologi multimedia ini maka dapat menggalakkan perkembangan bahasa ini di Malaysia .

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ORAL COMMUNICATION NEEDS IN THE ICT INDUSTRY

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Abstract

In recent years, employers have reiterated the need for graduates to be proficient in oral communication in English so that they can function effectively in the workplace. Although oral communication skills in English have been an integral component of the undergraduate course syllabus, there appears to be little research on the oral communication needs in the ICT industry. The objective of the paper is to present the findings of a study to investigate workplace oral communication needs in the ICT industry in terms of oral communication functions, contexts, interaction patterns and assessment criteria. The study employed quantitative research design using a 20-item survey questionnaire. A total of 31 employers in the ICT industry participated in this study. Based on the overall findings of the study, less than half of the respondents reported the importance of oral communication skills in English in the ICT industry. Specifically, oral communication interaction patterns were the least important, followed by assessment criteria, contexts and function.

Keywords: Oral communication skills, Workplace English, Graduate employability, English for Occupational Purposes, Needs Assessment

1 INTRODUCTION

Malaysia is a multi-racial, multi-lingual, and multi-religious country which strives laboriously to achieve a developed country status by 2020. The success of the Vision 2020 agenda depends not only on capital resources and technological development, but also on the quality of available human resources, especially graduates. Higher education institutions play a crucial role in providing quality human capital, creating wealth and underpinning the international competitiveness. Higher education institutions are expected to produce employable graduates, while market forces have compelled graduates to continually develop their personal skills, qualities and experiences in order to compete in the graduate labor market (Moreou & Leathwood, 2006). Malaysia's efforts to produce quality human capital, however, encountered a setback when the nation's Economic Planning Unit reported in 2005 that about 60,000 graduates were unemployed (Kadir, 2005).The issue of unemployable graduates continues to be a contentious issue expressed in print, electronic and social media, in particular, related to poor interview skills (Vijan, 2007), poor English proficiency (Vijan, 2007), unprepared for work (Fong, 2004; Henwood, 2007) and insufficient practical exposure (Phang, 2006, Yogeesvaran, 2005; Bernama, 2006).

The concern among the general public is shared by research findings on employability in Malaysia, which accentuate the importance of generic employability skills over core academic, technical or content knowledge. Among some of the critical employability skills employers look for in graduates are communication skills, experience, personal characteristics, attitude, ethics and values (Kaur & Clarke, 2009; Nayan, 2010; Gurvinder & Sharan, 2008; Chang, 2004; Hariati & Lee, 2011; Isarji et al, 2011). Employers today are also concerned about finding good workers who demonstrate higher order thinking skills such as learning, reasoning, critical and creative thinking, decision making and problem solving (Nayan, 2010); personal qualities and soft skills such as responsibility, self-confidence, self-control, social skills, honest, have integrity, adaptable and flexible, team spirit or, punctual and efficient, self-directed, good work attitude, well groomed, cooperative, self-motivated and self-management (Kaur & Clarke, 2009; Nayan, 2010; Gurvinder & Sharan, 2008; Chang, 2004; Hariati & Lee, 2011).

More importantly, however, is the fact that the majority of employability studies conducted in Malaysia emphasizes the importance of communication skills in English at the workplace (Isarji et al, 2011, Siti Hanim & Ismie, 2005; Isarji et al, 2008; Isarji et al 2013; Kenji, 2006; Mohd Zasfirul, 2010). Studies conducted by Azizan (2007) and Mehta (2007), for example, found that Malaysian graduates have poor communication skills for workplace purposes. Other studies found that employers rated communication skills in English as a top priority for hiring and retaining employees (Mehta, 2007; Hafizoah, 2010; Md Zabid & Ling 2003; Graddol, 2006; Altbach, 2010).. In a salary survey for Malaysian executives in 2010 (Hariati, 2011), 68% of the respondents reported communication skills as the top quality required in job applicants, followed by working experience (67%), interpersonal skills (56.2%) and passion and commitment (55.7%). Md Zabid and Ling (2003) found that decision-making, written and oral communication, analytical and interpersonnal skills were important soft skills sought by employers hiring MBA graduates. Graddol (2006) and Altbach (2010) reported that effective oral and written communications skills top the list of soft skills required in areas of any modern economy. The importance of the productive skills were also supported by Hafiozah (2010) based on a study on multinational chemical companies in Malaysia. Effective communication skills were also found to be important in the hospitality industry (Susana & Farina, 2010) . The difficulties of speakers of English as second language (ESL) to communicate technical information in English have been highlighted in other countries (Lorache, 2003; Klantzi &Cope, 2000; Moy, 2003).

Based on the analysis of 300 online job advertisements accessed via electronic databases, 90 percent of advertisements from computer/communications industry required graduate with good communication/ interpersonal skills (Nik Hairi Omar et al., 2012). A study by Isarji et al (2011) on the English language needs of economics and business sciences graduates also revealed that poor English language competency has hampered graduates of Malaysian higher education institutions to present ideas and explain issues orally, in writing, and in group discussions; to write reports, project papers, proposals and minutes of meeting; to convey ideas spontaneously in impromptu situations; and to negotiate, lead and manage. This clearly implies the importance of English language proficiency for economics and business sciences graduates. Similarly, David & Govindasamy (2005) found that unemployed graduates in Malaysia lack competency in English for oral business communication. In a survey on information technology students in Malaysia, it was found that many employers chose not to hire local graduates because they had poor

command of the English language, lack general knowledge, have poor problem-solving skills and apply for jobs that are not relevant to their experience (The Star, 2009; Wan Irham, Shafinah & Azhari, 2006).

Although the industries are in a serious need of employees especially in the fields of science, engineering and business management due to the proliferation of these industries both in Malaysia and globally, many employers are hesitant to hire graduates who are highly qualified academically due to their poor proficiency in English (Kaur & Clarke, 2009). Wan Irham, Shafinah & Azhari (2006) found that employees looked for candidates who have the abilities to generate and express ideas verbally in English, give presentations, write reports, speak English fluently and with a good command of grammar. The findings of these studies undoubtedly underscore the importance of effective oral communication skills as the impetus for a successful career path especially with the comprehensive use of technology in workplace communication (Strevens, 2005)

2 PROBLEM STATEMENT

Malaysian institutions of higher learning produce an estimated of 30,000 ICT graduates annually (New Straits Times, 2013), The literature on employability of graduates of Malaysian institutions of higher learning highlights the importance of English at the work place and the growing concern of the lack of oral communication skills among graduating students; in particular, in the ICT industry. Lack of effective oral communication skills may play crucial roles in determining why university graduates in an ESL environment have not done as well in the job market that uses English as the main language of communication despite high levels of education and credentials.

A brief review of the literature, however, indicates that most of the findings of graduates' poor communication skills in English are associated with the business industry in general rather than oral communication skills needed in the ICT industry (Nik Hairi Omar, 2012, et. al; Nurita, et. al, 2004; Bunt, et al. 2015). The findings of this study will provide useful insights on specific oral communication sub-skills required in the ICT industry in order to assist English language programme providers at institutions of higher learning to reevaluate and redesign their ICT-specific language programs to enhance the quality of their ICT graduates for the 21st century employment.

3 OBJECTIVE

The main objective of the study was to investigate oral communication skills needed in the ICT industry; in particular, oral communication functions, contexts and assessment criteria. Oral communication functions relate to the purposes of speaking such as to inform, persuade or explaining work problems, while oral communication contexts relate to situations in which oral communication are used in the organization such as in formal or informal functions. Assessment of oral communication concerns with the criteria of good oral communication skills such as correct use of grammar, fluency, or appropriate vocabulary. The study also focuses on the interaction patterns of employees during oral communication.

4 METHODOLOGY

The findings of the study were derived from a 20-item survey questionnaire formulated based on a synthesis of items appearing in the literature on English for Specific Purposes (ESP) A five-point Likert scale was used to measure the responses; 1= not applicable to 5=very important. A total of 31 employers from the ICT industry participated in the study. The samples of respondents were selected based on convenient sampling. Organizations in the (ICT) industry consist of companies that deal with software and IT services, equipment and mobility solutions.

5 FINDINGS

The reliability test produces a Cronbach alpha of 0.970, signifying a high level of internal consistency of the items. The 20-item questionnaire then was subjected to descriptive analyses. The findings are reported based on the percentage of combined positive (very important and quite important) and negative (not so important, not important at all, and not relevant) responses of importance.

5.1 Oral communication functions in the ICT industry

The respondents were asked to indicate the functions of oral communication in the ICT industry. Based on the analyses (Table 1), slightly more than half (54%) of the respondents reported that the function of oral communication in English was to make business arrangements. The respondents, however, indicated a mixed reaction in terms of the using oral communication to communicate spontaneously (51%), to persuade customers (50%) and to welcome visitors (49%). Other oral communication functions such as to respond to questions (45%), demonstrate (44%), present papers at conferences (44%), and to inform (40%) were considered not so important oral communication functions in the ICT industry. The overall results seem to suggest that less than half (47%) of the respondents in the ICT industry felt that the stated oral communication functions were not so important in the organization.

Table 1: The functions of oral communication sub-skills in the ICT industry

	Oral communication is used to:	Very Important/ Quite important %	Not so important/ Not at all important/ Not applicable %
1.	make business arrangements	54	46
2.	communicate spontaneously	51	49
3.	persuade customers	50	50
4.	welcome visitors	49	51
5.	respond to questions	45	55
6.	Demonstrate products/ services	44	56
7	present papers at conferences	44	56
8.	Inform	40	60
	Overall	47	53

5.2 Contexts of oral communication in the ICT industry

The second research question relates to the contexts in which of oral communication skills are used in the industry. The results are represented in Table 2. Based on the analyses, the employers had a mixed reaction for items 1 (in meetings) and 2 (in formal discussions). In particular, only 49% and 48% of the respondents reported of the important need to use oral communication sub-skills in meetings and formal discussions, respectively. Interestingly, the percentage of respondents who need to use oral communication sub-skills in informal discussions and social functions were only 42% and 39%. The findings suggest that slightly more than half (55%) of the respondents felt that the contexts of oral communication were not so important in the ICT industry.

Table 2: Contexts of Oral Communication

	Contexts of Oral Communication:	Very Important/ Quite important %	Not so important/ Not at all important/ not applicable %
1.	in meetings	49	51
2	in formal discussions	48	52
3	in informal discussions	42	58
4	in social functions	39	61
	Overall	45	55

The interaction patterns of oral communication in the ICT industry were also analyzed. Table 3 shows that in general, only 36 percent of the respondents reported that the interaction patterns of oral communication in the ICT industry were important. Oral communication in English with colleagues was considered important by 46 percent of the respondents, followed by with subordinates (35%) and with superiors (26%). The findings imply that the majority of the respondents (64%) felt that the interaction patterns of oral communication were not so important in the ICT industry.

Table 3: Interaction patterns of oral communication

	Interaction patterns of Oral Communication:	Very Important/ Quite important %	Not so important/ Not at all important/ not applicable %
1.	with colleagues	46	54
2.	with subordinates	35	65
3.	with superiors	26	74
	Overall	36	64

5.3 Assessment criteria of oral communication sub-skills in the ICT Industry

The ICT employers were also asked to indicate the importance of seven criteria used to assess the oral communication of employees in the industry (Table 4). A total of 55 percent of the respondents reported that correct use of grammar was important. The respondents had a mixed reaction in terms of the importance of clarity of ideas (48%) and appropriate use of

vocabulary (48%). Furthermore, only 45 percent of the respondents stated the importance of fluency, coherences of ideas. The overall results suggest that 60 percent of the respondents perceived the criteria to assess oral communication were not so important in the ICT industry.

Table 4: Criteria to assess oral communication

	Assessment Criteria	Very important/ Quite Important	Not so important/ Not at all important/ not applicable
1.	Correct use of grammar	55	45
2	Clarity of ideas	48	52
3	Appropriate use of vocabulary	48	52
4.	Fluency	45	55
5.	Coherence of ideas	45	55
6.	relevance of idea	45	55
	Overall	40	60

6 DISCUSSION AND CONCLUSION

The main objective of the study was to investigate oral communication needs in the ICT industry in terms of the functions, contexts, interaction patterns and assessment criteria. The overall findings of the study indicate that less than half of the respondents felt that oral communication in English were important in the ICT industry; in particular, 47 percent for the language functions, 45 percent for the language contexts, and 40 percent for the assessment criteria. The findings are similar to the findings of Kaur & Hua (2006) who found that less than half (45.5%) of the employers perceived oral communication as the most important criteria for recruitment than for job success (27.3%) and professional development (27.3%).

This is an interesting finding in view of other research findings which indicate the importance of oral communication skills in English for recruitment of new staff (Maes et. al 1997), promotion and job success (Lee, 2003; Crosling & Ward, 2001), higher managerial responsibility (Huckins & Olsen, 1984) and fostering good relationship among workers in any business context (DiSanza & Legge, 2000). Kaur & Hua (2006), for example, found that IT graduate employees reported social interaction or informal work-related discussion as the most frequently occurring form of oral communication in English, while 39 to 42 percent were reported by employers in this study.

In this study, interaction patterns with colleagues were considered more important (46%) than with subordinates (35%) and superiors (26%). This is a reasonable finding on the account that graduate employees are more involved in horizontal communication than upward or downward communication. In horizontal communication, interactions occur among co-workers of similar status or between people and departments at the same level in the organization (Papa, et al, 2007). The findings of the study also reveal that correct use of grammar is an important criterion in assessing employees' oral communication skills reported by 55 percent of the employers, more important than appropriate vocabulary (48%) and fluency (45%).

Overall, the findings of this study suggest that more than half of the employers felt that oral communication in English is not so important in the ICT industry. Perhaps the employers assume that due to current work environment, which demands immediate communication and feedback, internet-based communication through smart phones, tablets, and social media are readily available to meet the demand for workplace oral communication This perception may be relevant to graduate employees at entry level employment; however, it needs to be pointed out that oral communication skills will become increasingly more important at management-level positions as reported by Lee (2003), Crosling & Ward, (2001), and Huckins & Olsen (1984). Thus, Malaysian institutions of higher learning need to this into consideration when designing specific ESP/EOP programmes or courses so that graduates are prepared to meet the needs of the employers.

Even though less than half of the ICT employers who participated in this study opined the importance of oral communication skills in English at the workplace, it is imperative for institutions of higher learning to be more pro-active in enhancing their efforts to prepare graduate employees for workplace communication. This is especially true considering the fact that the students have only three to four years to acquire the content and employability skills before they embark on a successful career in the industry. The constructive synergy between the institutions of higher learning and business organizations will benefit future generations of employees and employers.

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PERSEPSI PELAJAR BASL SEMESTER 3 TERHADAP TEKS PEMAHAMAN SOALAN AKHIR AL-ARABIYYAH AL-ASASIYYAH II

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ABSTRAK

Kajian ini menganalisis persepsi pelajar semester tiga, Ijazah Sarjana Muda bahasa Arab sebagai Bahasa Kedua terhadap teks kefahaman soalan akhir al-Arabiyyah al-Asasiyyah II . Penyelidik menggunakan kaedah kajian lapangan yang melibatkan 14 orang responden dari Kolej Universiti Islam Antarabangsa Selangor (KUIS). Kajian mendapati, teks pemahaman soalan peperiksaan akhir pelajar tidak bersesuaian dengan tahap penguasaan bahasa arab pelajar, ini dapat dilihat bahawa 57.1% pelajar tidak memahami maksud keseluruhan Teks pemahaman soalan akhir dengan baik. Manakala pemilihan teks pemahaman soalan peperiksaan akhir al-arabiah al-asasiyyah II kurang bertepatan dengan tahap bahasa pelajar. Ini kerana sebanyak 57.1% . tidak bersetuju dan tidak pasti bahawa gaya bahasa dan struktur ayat Teks soalan akhir menepati tahap penguasaan bahasa arab mereka. Sebagai rumusan, penyelidik berpandangan teks yang dipilih untuk soalan peperiksaan akhir al-arabiah al-asasiyyah II perlulah mengambil kira tahap kemampuan bahasa pelajar, selain menggunakan kosa kata yang telah dipelajari dalam kelas atau tutorial. Ini bagi menjamin kesahan dan kesesuaian teks dengan tahap bahasa pelajar mengikut sukatan pelajaran yang telah digariskan.

Kata Kunci: Persepsi, Pelajar, Teks pemahaman, Soalan Akhir.

1 PENDAHULUAN

Secara umumnya pelajar ijazah sarjana Muda Bahasa Arab Sebagai Bahasa Kedua wajib mempelajari subjek Bahasa Arab Al-Arabiyyah Al-Asasiyyah I dan II sebagai memenuhi syarat bergraduasi. Sebagai memenuhi syarat lulus subjek, pelajar perlu melalui proses penilaian yang telah ditetapkan, antaranya ialah peperiksaan akhir semester. Namun begitu terdapat rungutan dari kalangan pelajar berkaitan dengan pemilihan teks soalan pemahaman yang digunakan sebagai soalan peperiksaan tersebut.

1.1 Objektif Kajian

Objektif kajian antara lain dapat digariskan sebagai:

i. Mengenal pasti persepsi pelajar terhadap kesesuaian teks pemahaman pelajar dengan tahap pembelajaran.
ii. Menganalisis persepsi mereka terhadap kosa kata teks pemahaman yang digunakan.

1.2 Soalan Kajian

Kajian akan memastikan persoalan berikut terjawab:

1. Adakah teks pemahaman soalan peperiksaan akhir pelajar bersesuaian dengan tahap penguasaan bahasa arab pelajar?
2. Sejauhmana kemampuan pelajar memahami teks pemahaman soalan akhir al-arabiah al-asasiyyah II ?
3. Adakah pemilihan teks pemahaman soalan peperiksaan akhir al-arabiah al-asasiyyah II bertepatan dengan tahap bahasa pelajar ?
4. Sejauhmana kesesuaian kosa kata yang digunakan dalam teks pemahaman soalan peperiksaan akhir al-arabiah al-asasiyyah II?

2 LATAR BELAKANG KAJIAN

Membaca adalah kemahiran bahasa yang penting dan perlu dikuasai oleh pelajar agar dapat meneroka bidang ilmu dengan lebih luas (Yahya Othman, 2005). Dalam proses membaca teks, pembaca perlu memahami isi, maklumat, penerangan atau perkara yang hendak disampaikan oleh penulis. Dalam erti kata lain, proses membaca merupakan sesuatu yang kompleks kerana ia melibatkan kualiti pemikiran pembaca bagi pemahaman teks. Tanpa memahami teks yang dibaca, pembaca tidak dianggap menguasai kemahiran membaca(Korabiak & Mete, 2004). Hal ini disebabkan membaca dan memahami merupakan proses yang konstruktif dan saling membantu antara satu sama lain (Mahzan Arshad, 2008). Kemahiran membaca merangkumi kecekapan pelajar membaca ayat atau teks dengan lancar serta sebutan, intonasi, dan jeda yang betul. Penekanan diberikan terhadap aspek pemahaman dan penaakulan pelbagai bahan, sama ada yang tersurat ataupun yang tersirat secara kritis dan analitis dengan menggunakan pelbagai teknik membaca (Jabatan Perkembangan Kurikulum, 2009). Sementara itu, menurut Mahzan Arshad (2008), kemahiran membaca bukan sahaja terhad pada kemahiran memahami teks dan dapat menjawab pelbagai soalan pemahaman semata-mata. Hal ini disebabkan kemahiran membaca juga perlu melibatkan kemahiran menggunakan maklumat bagi menyelesaikan masalah, mengaitkan maklumat dengan sesuatu yang dihadapi, mengulas dan membuat penilaian serta kesimpulan berdasarkan maklumat yang di peroleh daripada bahan bacaan.

Masalah pelajar lemah dalam bacaan dan tidak memahami kandungan yang dibaca adalah merupakan isu yang boleh mengganggu proses pengajaran dan pembelajaran bahasa (Yahya Othman & Roselan Baki, 2008). Di Negara Brunei Darussalam juga tidak terkecuali daripada permasalahan ini. Masih terdapat rungutan para guru sekolah rendah dan sekolah menengah yang mempersoalkan pelajar yang tidak boleh membaca dan memahami teks dengan berkesan (TamamTimbang et al., 2011). Hasil analisis berdasarkan laporan peperiksaan Penilaian Sekolah Rendah(PSR) 2010 dalam mata pelajaran Bahasa Melayu menyatakan bahawa salah satu punca kelemahan dan kegagalan pelajar dalam subjek ini adalah masih terdapatnya pelajar lemah dalam membaca dan memahami. Dalam konteks soalan pemahaman, kebanyakan pelajar sukar untuk menjawab soalan yang melibatkan kemahiran berfikir aras tinggi. Hal ini terbukti apabila didapati 78.4% calon PSR 2010 tidak boleh menjawab soalan kefahaman yang melibatkan analisis petikan dan memberi pendapat terhadap teks yang dibaca. Pemahaman membaca juga sering dipengaruhi oleh faktor keberkesanan pengajaran guru (Yahya Othman, 2005).

Kebanyakan guru Bahasa Melayu (BM) mengendalikan pengajaran bacaan dan pemahaman dengan memberi tumpuan kepada latihan menjawab soalan semata-mata (Zamri Mahamod,

2008). Guru sekadar meminta pelajar membaca petikan dan bersoal jawab berkaitan teks bacaan. Dalam hal ini, proses pengajaran pemahaman teks bacaan tidak dijalankan dengan berkesan. Masalah ini bertambah kritikal apabila guru BM tidak mendedahkan teknik serta strategi pemahaman teks kepada pelajar disebabkan oleh kurangnya pengalaman dan pengetahuan terhadap strategi-strategi membaca. Menurut Mahzan Arshad (2008), akibat masalah ini, pengajaran pemahaman bacaan tidak menekankan kepada proses pemahaman yang mendalam. Pemahaman teks tidak hanya dengan cara menyebut dan memberi makna perkataan demi perkataan yang terkandung dalam bahan yang dibaca. Pemahaman terhadap teks berlaku jika pembaca dapat memahami akan maksud yang hendak disampaikan oleh penulis, menghubungkan antara maklumat yang dibaca dengan maklumat yang telah diketahui dan membuat aplikasi terhadap perkara yang telah dipelajari dengan pengalaman sebenar (Mahzan Arshad, 2008).

Terdapat beberapa kajian yang dibuat oleh para penyelidik menyentuh tentang pemilihan teks dan kosa katanya yang sesuai digunakan dalam penyediaan soalan akhir bahasa asing. Antaranya ialah kajian Richards (2000) menyatakan bahawa teks asal biasanya mengandungi bahasa yang susah, jumlah kosa kata yang tidak penting dan struktur bahasa yang kompleks yang mana biasanya boleh mendatangkan masalah kepada pelajar. Justeru, ini membuktikan bahawa gaya bahasa yang mudah di jangka akan merendahkan bebanan bahasa yang ditanggung oleh pembaca, dan ini memaksa pelajar bahasa kedua memberi tumpuan dalam memahami kandungan teks tanpa di halang oleh penggunaan kosa kata yang susah atau ayat yang kompleks.

Membaca teks akademik pada peringkat institusi pengajian tinggi pula bertujuan untuk menganalisis kandungan serta mencari maklumat berdasarkan tugasan yang diberikan kepada pelajar. Di samping mahir dalam menguasai teks, pelajar-pelajar universiti juga perlu menguasai bahasa sasaran teks dengan baik. Manakala pada domain kognitif yang lebih tinggi, pelajar membaca untuk membuat analisis kandungan teks untuk tujuan yang lebih khusus. Untuk tujuan tersebut, respons pembaca terhadap teks bertujuan untuk melancarkan lagi perjalanan proses transaksi maklumat daripada penulis kepada pembaca (Smith, 1989). Ini juga melibatkan aspek linguistik seperti penguasaan morfologi, sintaksis dan semantik. Teks akademik amat menekankan isi kandungan melalui penggunaan bahasa yang kadang kala sukar bagi pelajar memahaminya.

Buku teks merupakan antara bahan pembelajaran terpenting dalam proses pengajaran dan pembelajaran (p & p). Ia perlulah sesuai dengan tahap kebolehan membaca murid serta boleh menarik minat dan motivasi murid untuk menggunakannya serta meningkatkan kemahiran membaca murid terhadap bahasa asing yang dipelajarinya (Nuttall, 1985). Hal ini perlu bagi memastikan proses pembelajaran khususnya bahasa asing atau bahasa kedua tidak terhenti di dalam bilik darjah sahaja bahkan berlarutan hingga ke luar bilik darjah.

Bukan sahaja dalam konteks pembelajaran bahasa malah dalam apa bidang sekalipun, buku teks yang sesuai diperlukan khususnya bagi kegunaan murid peringkat menengah tinggi yang perlu dipupuk kemahiran pembelajaran kendiri melalui kemahiran membaca dalam membuat rujukan serta mengumpul dan menyaring maklumat.

Chall pula pada tahun 1974 menjelaskan kebolehbacaan adalah cubaan menerangkan ciri bahan bacaan yang dapat dibaca dengan senang, mempunyai tahap kefahaman yang tinggi, teknik penulisan yang baik dan terdapat densiti minat yang tinggi. Penjelasan Chall ini telah memberikan gambaran terhadap skop perbincangan dan kajian berkaitan kebolehbacaan. Para sarjana yang datang kemudiannya tidak memberikan kelainan definisi dari apa yang diperkenalkan sebelumnya. Antaranya Yujing (2003: 2) menyatakan *"…the level of ease or difficulty with which text can be understood by a particular reader who is reading that text for a specific purpose."* Khadijah Rohani (1987) pula secara ringkas menyatakan ia adalah suatu usaha menyesuaikan dua perkara penting, iaitu pembaca dan bahan bacaan. Pikulski (2002) mendefinisikan kebolehbacaan sebagai suatu ukuran pada sesuatu bahan bacaan yang bersandarkan kepada banyak ciri dalam sesuatu teks dan banyak ciri dalam diri pembaca.

3 ANALISIS KAJIAN DAN PERBINCANGAN

Borang soal selidik melibatkan jawapan dalam 5 skala *Likert.* Melalui borang ini, data diproses melalui perisian *Statistical Package for Social Sciences (SPSS)* versi 22. Secara keseluruhannya, sebanyak 14 borang soal selidik telah dianalisis untuk menentukan kekerapan dan peratusan bagi setiap item soalan berdasarkan persoalan kajian. Kajian memperuntukkan 5 item soalan untuk dijawab oleh responden. Berikut dibentangkan hasil analisis terhadap item-item tersebut berserta perbincangan ringkas bagi setiap item. Dalam analisis ini, penyelidik menggunakan skala 1 untuk menunjukkan sangat tidak setuju, 2 tidak setuju, 3 tidak pasti, 4 setuju dan 5 sangat setuju.

Jadual 1: Persepsi pelajar terhadap kesesuaian teks pemahaman soalan akhir dengan tahap pembelajaran mereka.

Item	Sangat Tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
1. Saya telah pun mempelajari Teks pemahaman soalan Akhir dalam kelas tutorial.	21.4%	14.3%	28.6%	14.3%	21.4%
2. Gaya bahasa dan struktur ayat Teks ini menepati tahap penguasaan bahasa arab saya.	0%	14.3%	42.8%	28.6%	14.3%
3. Saya memahami maksud keseluruhan Teks pemahaman soalan akhir dengan baik.	0%	57.1%	28.6%	14.3%	0%
4. Kosa kata dalam Teks pemahaman soalan Akhir adalah senang dan mudah.	0%	21.4%	42.8%	35.7%	0%
5. Jumlah perenggan Teks pemahaman soalan akhir adalah sesuai dan munasabah.	0%	7.2%	21.4%	50%	21.4%

3.1 Item 1: Teks Pemahaman Soalan Akhir telah dipelajari dalam Kelas Tutorial.

Jadual di atas menunjukkan bahawa 14.3% responden sangat bersetuju bahawa teks pemahaman soalan akhir telah pun dipelajari. Dalam pada itu, 21.4% responden bersetuju dengan persepsi tersebut. Namun sebahagian besar responden tidak pasti iaitu 28.6%, tidak setuju iaitu 14.3% dan sangat tidak setuju iaitu 21.4%. Ini menunjukkan bahawa pelajar BASL semester tiga terbahagi kepada dua kelompok seimbang, setuju dan tidak setuju iaitu 37.5%. Walaubagaimanapun terdapat 28.6% daripada responden yang tidak pasti dengan jawapan mereka. Berdasarkan observasi dan pengalaman penyelidik dalam mengajar subjek tersebut, pelajar didapati kurang mengambil perhatian terhadap teks yang diajar.

3.2 Item 2: Gaya Bahasa dan Struktur Ayat Teks Ini Menepati Tahap Penguasaan Bahasa Arab Pelajar.

Majoriti pelajar tidak bersetuju dan tidak pasti bahawa gaya bahasa dan struktur ayat Teks soalan akhir menepati tahap penguasaan bahasa arab. Mereka mewakili sebanyak 57.1%. 28.6% daripada responden pula bersetuju dan hanya 14.3% daripada mereka yang sangat bersetuju. Majoriti pelajar mempunyai pandangan yang negatif terhadap kesesuaian gaya bahasa dan struktur ayat Teks soalan akhir dengan tahap penguasaan bahasa arab mereka. Penggubal soalan sepatutnya peka dengan kesesuaian tahap penguasaan pelajar dengan pemilihan teks yng mempunyai gaya bahasa yang mudah difahami pelajar.

3.3 Item 3: Pelajar memahami maksud keseluruhan Teks pemahaman soalan akhir dengan baik.

57.1% responden tidak bersetuju bahawa mereka memahami maksud keseluruhan Teks pemahaman soalan akhir dengan baik. Manakala 28.6% daripada mereka pula tidak pasti dengan kenyataan tersebut. Hanya 14.3% responden bersetuju dengan kenyataan tadi. Peratusan ini menggambarkan bahawa teks yang dipilih adalah mempunyai aras kesukaran yang agak tinggi jika dibandingkan dengan kemampuan bahasa pelajar.

3.4 Item 4: Kosa kata dalam Teks pemahaman soalan Akhir adalah senang dan mudah.

Majoriti pelajar iaitu 42.8% tidak pasti dengan kenyataan bahawa kosa kata dalam Teks pemahaman soalan Akhir adalah senang dan mudah. Jadual juga menunjukkan bahawa 35.7% daripada responden bersetuju, manakala 21.4% daripada mereka pula tidak setuju. Secara umumnya 64.2% pelajar ragu dan tidak bersetuju bahawa kosa kata dalam soalan teks pemahaman bahasa Arab adalah mudah dan senang.

3.5 Item 5: Jumlah perenggan Teks pemahaman soalan akhir adalah sesuai dan munasabah.

Majoriti pelajar iaitu sebanyak 71.4% bersetuju dan sangat bersetuju dengan kenyataan bahawa jumlah perenggan Teks pemahaman soalan akhir adalah sesuai dan munasabah. Manakala hanya 21.4% responden tidak pasti dan 7.2% daripada mereka pula tidak bersetuju.

Peratusan ini membuktikan bahawa pemilihan teks dari sudut panjang dan pendek adalah sesuai dengan tahap keupayaan pelajar.

4 DAPATAN KAJIAN

Berikut merupakan dapatan kajian yang dapat disimpulkan berdasarkan persoalan kajian:

1) Secara umumnya, teks pemahaman soalan peperiksaan akhir pelajar tidak bersesuaian dengan tahap penguasaan bahasa arab pelajar, ini dapat dilihat bahawa 57.1% pelajar tidak memahami maksud keseluruhan Teks pemahaman soalan akhir dengan baik.

2) Manakala pemilihan teks pemahaman soalan peperiksaan akhir al-arabiah al-asasiyyah II kurang bertepatan dengan tahap bahasa pelajar. Ini kerana sebanyak 57.1% tidak bersetuju dan tidak pasti bahawa gaya bahasa dan struktur ayat Teks soalan akhir menepati tahap penguasaan bahasa arab mereka.

3) Didapati kosa kata yang digunakan dalam teks pemahaman soalan peperiksaan akhir al-arabiah al-asasiyyah II adalah kurang sesuai. Kenyataan ini adalah berdasarkan kepada 64.2% pelajar ragu dan tidak bersetuju bahawa kosa kata dalam soalan teks pemahaman bahasa Arab adalah mudah dan senang.

4) Didapati bahawa terdapat keseimbangan peratus antara bersetuju dan sangat bersetuju serta tidak bersetuju dan sangat tidak bersetuju pada persepsi pelajar terhadap teks pemahaman soalan Akhir telah dipelajari dalam kelas tutorial dimana masing-masing mencapai peratus yang sama iaitu 35.7%.

5 CADANGAN KAJIAN

Sebagai kesimpulan, berdasarkan kepada kajian yang telah dijalankan penyelidik berpandangan teks yang dipilih untuk soalan peperiksaan akhir al-arabiah al-asasiyyah II perlulah mengambil kira tahap kemampuan bahasa pelajar, selain menggunakan kosa kata yang telah dipelajari dalam kelas atau tutorial. Ini bagi menjamin keesahan dan kesesuaian teks dengan tahap bahasa pelajar mengikut sukatan pelajaran yang telah digariskan. Namun begitu penyelidik melihat perlunya ada kajian lanjutan berkaitan yang berterusan agar pemilihan teks soalan dapat dilakukan dengan tepat dan berkualiti

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THE DYNAMICS OF A CURRICULUM: WHERE ARE WE AND WHERE ARE WE GOING?

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Abstract

One aspect of the ASEAN Economic Community (AEC) 2015 is borderless employment. Therefore Malaysia has to prepare her graduates to compete in the open market. In preparation of this, the Ministry of Education, Malaysia (MOE) has recently benchmarked its English curriculum at schools to the Common European Framework of Reference for Languages (CEFR) to ensure students are adequately prepared in the English Language. In line with this, institutions of higher learning (IHLs) have to move in tandem with the new development. The Academy of Language Studies, Universiti Teknologi MARA (UiTM) has recently completed its curriculum review and the new curriculum has been introduced to most pre-diploma, foundation, and diploma students in June 2013. The question that arises "Is the ALS English language curriculum aligned to CEFR or can it be aligned with CEFR? Hence this paper attempts at examining whether there is a gap between the newly introduced curriculum and CEFR in terms of learning, teaching and assessments. The data were collected through examining the documents – curriculum design, test specification and the rubrics - of the English Language Curriculum. The results of the findings revealed that there is a gap between teaching and learning. It is emphasized that more face to face hours in the classroom are needed to make language learning and teaching more meaningful. This paper will also suggest practical ways on how to bridge this gap.

1 INTRODUCTION

The Common European Framework of Reference for Languages, hereafter CEFR is a document published by the Council of Europe's Language Policy Division in 2001 has been widely consulted and used in various context. It is a "descriptive framework for all language levels" (Teacher's Guide to the Common European Framework, p 6.). It is not a political or a cultural tool. It is not a teaching methodology. There are no requirements in the CEFR. The CEFR does not tell you what to do or how to do it nor does it refer to grammar or structures. Nevertheless this does not mean that learners are not expected to know about the language systems (grammar and vocabulary) to learn.

The following questions need to be considered when designing or reviewing the curriculum:

What will learners need to do with the language?
What do they need to learn in order to be able to use the language to achieve those ends?
What makes them want to learn?
What sort of people are they (age, sex, social and educational background etc.)
What knowledge, skills, and experiences do their teachers possess?
What access do they have to course books, works of reference (dictionairies, gramma, etc.) audiv-visual aids, computer, etc)
How much time can they afford (or are willing, or able) to spend?

(Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001). Language Policy Unit, Strasbourg. www.coe.int/lang-CEFR, Notes for the user, p.2)

2 THE SIX LEVELS OF THE GLOBAL SCALE

There is a general agreement in most countries that language learners can be categorized into three levels namely basic/beginner, intermediate, and advanced. The CEFR describes what a learner can do at the specific levels and the recommended learning time spent in formal setting. (Teacher's Guide to the Common European Framework (n.d), Pearson Longman http://www.longman.com/cef , p. 4)

Table 1: Common Reference Scales: The Global Scale

Level	Learning Time Spent in Formal Setting
A1 (Basic)	Approximately 90-100 hours
A2 (Basic)	Approximately 180- 200 hours
B1(Independent)	Approximately 350- 400 hours
B2 (Independent)	Approximately 500- 600 hours
C1 (Proficient)	Approximately 700- 800 hours
C2 (Proficient)	Approximately 1,000- 1,200 hours

Source: The Common European Framework of Reference for Languages: Learning, Teaching, Assessment has been developed by the Language Policy Division of the Council of Europe (Strasbourg) © 2001. Council of Europe, Language Policy Division

In a study conducted by Martyniuk and Noijons (2007) the findings have shown that CEFR has influenced the development and the planning of curricula in many countries in Europe. Several countries have planned to revisit and update their syllabi, reference materials,and assessments for the betterment of their language education. A case in point is in the Council

of Language Meeting, Malaysia recently, the Deans of Languages of Insitutions of Higher Learning have been informed that the Ministry of Education is coming up with a blueprint in adopting the CEFR in its English Language Curriculum in schools.

Hence, the move in looking at how the CEFR has impacted the curricula in European countries as well as the CEFR informed curriculum that the Ministry of Education has planned to adopt has motivated the authors of this paper to examine to what the extent the new English language curriculum at the Academy of Language Study (ALS) is aligned to the CEFR. First, let us look at the nature of the new English language curriculum at ALS, UiTM.

3 NEW ENGLISH LANGUAGE CURRICULUM

The structure and content of the courses (University Courses) in the new English language curriculum was adapted from Skill Acquisition Theory by De Keyser (2007). The focus in the new curriculum is to give emphasis on the "receptive skills" (Reading and Listening) to strengthen the "productive skills" (Speaking and Writing). This is presented in the following table.

Table 2: The Skills in New English Language Curriculum

Level	Receptive Skills	Productive skills
Pre (Sem 1)	80%	20%
Pre (Sem 2)	80%	20%
Diploma (Sem 1)	70%	30%
Diploma (Sem 2)	60%	40%
Diploma (Sem 3)	40%	60%
Foundation	40%	60%
Degree (ELC)	20-30%	70-80%
Degree (EWC)	10%	90%

The question that arises is: "Is the ALS English language curriculum aligned to CEFR or can it be aligned with CEFR? In fact one of the difficulties is to match the levels to an existing curriculum and classroom goals. One way to see whether the curriculum is aligned to the CEFR is to compare the hours in formal learning context (i.e the classroom) between hours alloted in the courses at ALS to the CEFR and this leads to the research question of the study.

4 RESEARCH QUESTION

This exploratory study is guided by one major research question namely: Is there a gap between the newly introduced curriculum and CEFR in terms of teaching, learning and assessment?

5 METHODOLOGY

The data were collected through examining the documents (New English Language Curriculum Documents, 2013) – curriculum design, test specifications and the rubrics - of the English Language Curriculum. The documents of pre-diploma courses; ELC010 and ELC030, and Diploma courses; ELC120 and ELC150, were compared against CEFR.
The rationale for choosing these courses is that they are taken by the majority of the students at all campuses and the textbooks used for these courses follow the CEFR band as Martyniuk and Noijons (2007) also indicate that the CEFR is also useful as a basis in writing course books and materials.

6 FINDINGS

6.1 Face to face hours used in the Common European Framework of Reference for Languages (CEFR)

Common European Framework of Reference for Languages (CEFR) has suggested that to achieve Level A1 in the learning of a language, the students need an approximate of 90-100 hours of formal learning (e.g. in a classroom), while to achieve Level A2, the students need 180-200 hours of formal learning as shown in Table 1 above.

Nonetheless, the results of the findings in Table 3 below revealed that there is a gap between the hours in a formal context as currently being practised at UiTM and what is proposed in the Common European Framework of Reference for Languages as the hours spent are not enough both at each level and also accumulated hours.

Table 3: Face to Face Hours against CEFR

CEFR - suggested hours in formal setting.	*June - October 2013 and *November-April 2014	*June 2014	Accumulated hours from pre-dip to dip level
C2-approximately 1,000-1,200 hours			
C1- approximately 700-800 hours			
B2-approximately 500-600 hours	42 hours (ELC150) Textbook used: World English 3 Heinle Cengage Learning	56 hours (approved at University Council of Curriculum)	224hours (Commerce) 168hrs (Science)

		Reader(ELC030): Intermediate B2	
B1-approximately 350-400 hours	42 hours (ELC120) Textbook used: World English 2 Heinle Cengage Learning	56 hours (approved at University Council of Curriculum) Reader(ELC030): Pre-Intermediate B1	168hrs (Commerce) 112hrs (Science)
A2-approximmately 180-200 hours			
A1-approximately 90-100 hours	84 hours (Pre-Diploma-Commerce) Textbook used*: World English Beginner* Heinle Cengage Learning 42 hours (Pre-Diploma Science) Textbook used: *World English Beginner* Heinle Cengage Learning	112 hours (Pre-Diploma- Commerce) (approved at University Council of Curriculum) 56 hours approved at University Council of Curriculum) (Pre-Diploma Science)	

**Note: The face-to-face hours in Semester June - October 2013 and November-April 2014 were 3 hours per week and will be 4 hours per week in June 2014*

There are two major programs at Pre-Diploma Level namely The Pre Diploma in Commerce (ELC030) and Pre Diploma in Science (ELC010). For the Pre Diploma in Commerce, the contact hours for this program is 8 hours per week (total of 112 hours) compared to the Pre-Diploma in Science where contact hours is 4 hours per week (a total of 56 hours). In CEFR, the increase in the hours in a formal context increases from one level to another level. However, what we can see is that the number of hours in a formal learning (UiTM uses the term Face to Face) is the same from Level A2 to B2. In terms of the textbooks used, all of them follow the bands as suggested by CEFR.

6.2 Students' Learning Time (SLT) used in New English Language Curriculum

Although the hours in CEFR are based on the formal learning setting, SLT is too compared against CEFR as it is also considered the "formal" learning hours supposedly spent by the students to account for credit hours per course. Table 4 shows that pre-diploma courses and diploma courses for commerce meet the number of hours at A1 and B1 respectively as suggested by CEFR if SLT is considered as learning in formal setting.

Table 4: SLT Hours against CEFR

CEFR- suggested hours in formal setting.	Students' Learning Time	Accumulated SLT hours from pre-dip to diploma level
C2-approximately 1,000-1,200 hours		

C1- approximately 700-800 hours		
B2-approximately 500- 600 hours	120 hours (ELC150)	480hours (Commerce) 360hours (Science)
B1-approximately 350-400 hours	120 hours (ELC120)	360hours (Commerce) 240hours (Science)
A2-approximmately 180-200 hours		
A1-approximately 90-100 hours	240 hours (Pre-Diploma-Commerce-ELC030) 120 hours (Pre-Diploma Science-ELC010)	

6.3 Assessments for ELC Courses

Table 5 shows that the assessments for pre-diploma courses are at the same level as compared to the CEFR band at A1. For example, in writing assessment, at A1, the students are supposed to write short simple sentences in the script and final exam. Some might be at higher level for example in reading assessment, the students are reading short novels and passages instead just reading simple sentences on notices, posters or in catalogs. The assessment demand of reading skills in pre-diploma courses is higher than the CEF Self Assessment Grid Teacher's Guide to the Common European Framework (n.d).

Table 5: CEF Self Assessment Grid against Pre-Diploma Course Assessments

	A1	ELC030	ELC010
LISTENING	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	2 Dictations- Word, Sentence and Paragraph Levels Listening Quiz- 4 Texts	1 Dictation- Word and Sentence Levels Listening Quiz- 4 Texts
READING	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogs.	Reading short novels Reading Comprehension in Final Exam	Reading short novels Reading Comprehension in Final Exam
SPOKEN	I can interact in a	Role Play based on	Role Play based on

INTERACTION	simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	Readers	Readers
SPOKEN PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know	Role Play based on Readers	Role Play based on Readers
WRITING	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	Writing Script Writing A Paragraph in Final Exam	Writing Script Writing Short Sentences in Final Exam

Table 6 shows that the assessments for ELC120 are at the same level as compared to CEFR. The components of the four skills are assessed appropriately against the CEF Self Assessment Grid.

Table 6: CEF Self Assessment Grid against ELC120 Course Assessments

	B1	ELC120
LISTENING	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics	3 Listening Logs-Short Stories Listening Quiz- 2 Passages Listening Test- 3 Passages

	of personal or professional interest when the delivery is relatively slow and clear.	
READING	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	Reading Comprehension in Final Exam
SPOKEN INTERACTION	I can deal with most situations likely to arise while traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Role Play based on Situations Given
SPOKEN PRODUCTION	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	Role Play based on Situations Given
WRITING	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	Writing Reflections of Listening Logs

Table 7 shows that some assessments for ELC 150 course are at the same level as compared to the CEFR band at B2. For example, in speaking assessments, at B2, the students are supposed to give opinions, argue and counter-argue on certain issues and in demand of reading assessments seems to equate the CEF Self Assessment Grid. However, some might be at lower level for example in writing assessment, the students only have to respond to the reading log instead of writing more complicated outputs.

Table 7: CEF Self Assessment Grid against ELC150 Course Assessments

	B2	ELC150
LISTENING	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.	Listening Test- 5 Listening Texts
READING	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	3 Personal Reading Logs Reading Quiz- 1 Passage Reading Comprehension in Final Exam
SPOKEN INTERACTION	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	Group Discussion: Individual and Group Tasks based on Situations Given
SPOKEN PRODUCTION	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Group Discussion: Individual and Group Tasks based on Situations Given
WRITING	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. I can write clear, detailed text on a wide range of subjects related to my interests.	Writing Reflections on Reading Logs

	I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	

7 DISCUSSION

From the findings gathered from this preliminary research, it seems that a wide gap exists between the new English language curriculum and CEFR in the hours that should be spent by the students in learning English language. Nevertheless, this cannot be avoided as the increase in formal learning setting i.e. in the classrooms will give implication on manpower and financial resources. This will cost UiTM greatly as English is offered at all faculties in all campuses. However, in terms of assessments, the new English language curriculum follows many of the requirements stated in CEF Self Assessment Grid. Thus, the assessments for the four ELC courses under investigation can be considered as appropriate, but can be further improved.

8 BRIDGING THE GAP

Since increasing the hours of formal learning setting might not be feasible, these are the suggestions to bridge the gap within the constraints that UiTM has.

a. Use the CEFR to develop curriculum and syllabus design that fit the local context within limitations.
b. Use the CEFR to prepare for teaching and lesson plan that focus on the strengths and weaknesses of the students.
c. Use the CEFR to write textbooks and teaching materials that suit the levels of students.
d. Use the CEFR to choose and develop appropriate assessments and tests.

9 CONCLUSION

The findings suggests that the CEFR can be used as a reference point for our curriculum design be it at primary, secondary or tertiary level. Since the new English language curriculum at UiTM is in its second cycle/semester, the curriculum committees and practitioners in the system may examine how the CEFR Manual procedures can be embedded effectively within current and future curriculum development. It is hoped that application of the CEFR in the curriculum development can help our graduates to be more marketable and employable in the global world.

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Outcome-based Language Education & E-Learning/CALL

BARRIERS AND CONSTRAINTS IN ENGAGING LECTURERS IN AN ONLINE ENGLISH LANGUAGE TRAINING

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Abstract

The emergence and intensity of social media such as Instagram, Twitter, WeChat and Facebook has painted a new scenario for teaching and learning in Malaysia. At a higher education level, radical changes have been planned to produce professionals who can meet national human resource needs and requirement to meet the changing nature from e-learning to e-training or blended learning in the lecturers' continuous professional development program. E-training subscribes to the claims that it saves time cost and enhances better monitoring of the workers' skills development. Engaging the lecturers in an online training environment also allows them to experience what their students are going through in blended learning environment and understand what blended learning is all about. Online training provides self-directed learning materials, online interactions as well as file transfer and sharing. Nevertheless, sustainable e-training can be achieved if the barriers and constraints are understood and addressed by the administrators and top management. This paper presents a case study and discusses findings on barriers and constraints faced by lecturers in UiTM Kelantan as participants of an Online English language training participants. Transcripts from in-depth interviews with six lecturers from various faculties uncover the institutional and personal barriers and constraints that impede or slow down the adoption of e-training as a means for their continuous professional development. Findings from this case study also help administrators to plan an effective online training module for adult learners.

Key Words: online training, barriers and constraints, continuous professional development, lecturers

1 INTRODUCTION

Technology is changing the way people connect, hence, the way knowledge is disseminated and learning is assessed. The emergence and intensity of social media such as Instagram, Twitter, WeChat and Facebook, just to name a few have drowned learners in a myriad of information and diverted their focus during the learning process. Inevitably, educators in Malaysia have to change the way they think and teach in line with rapid advancement of teaching and learning facilitated by technology, also known as blended learning. As language teaching is no longer confined to four walls of a classroom, or even the university library, the challenge now is to compete for learners' attention and to understand what blended learning is all about. It is now beyond textbooks and audiotapes in language laboratories, overhead projectors, video and slides and the usual paraphernalia to enable students to self-access any information with a "click of a mouse".

At a higher education level, radical changes have been planned at a pragmatic level to produce professionals who can meet national human resource needs and requirement. With such rapid development in integration of information and communication technology in schools and higher learning institutions, soon blended learning will be adapted widely and gains its prominence as the main medium of instruction. Although there are dissenting views regarding the adoption of computers in facilitating language teaching and learning (Wan Zumusni, 2001) among educators, blended learning are gaining its popularity in a language classroom to facilitate language learning, particularly English language as network based language teaching (Warschauer and Kern, 2000) is paving its way into many language classrooms including in the universities including teaching of the foreign languages (Huang, Chern and Lin, 2009).

As a result, administrators and educators at higher education institutions in Malaysia are faced with the pressure of joining the bandwagon of embracing blended learning as the most up-to-date pedagogy (Son, 2008). Such enthusiasm is driven by their quest to gain the highest quality education institution which meets the changing needs of the learners in the new millennium. Millions of ringgits have been spent to build multimedia laboratories and educators are assigned to teach or put their courses on online. For some educators who have to keep abreast with the upcoming changes in teaching trend and mode of learning, keeping up with demand of the job market is a daunting task**.** This calls for redefining their roles in the classroom as technology is paving its way particularly into Malaysian classrooms.

The Internet holds a great impact on the development and delivery of education that educators have no option but to master the skills on delivering their classes online. They cannot deny or ignore Internet's capacity to create connections and share resources. As effective it is for educating the students, the potential of blended learning now transcend to enable lecturers to upgrade their knowledge and skills through E-training. Training magazine (2006) reported that e-learning now accounts for 15 percent of all training delivered, which is a two-fold increase from just one year ago, and signifies that e-learning is here to stay as a mainstream training delivery vehicle. Web based resource training is now popular in many higher learning institutions due to its flexibility and opportunity it offers to professional educated working adult learners who need to respond to their changing working environment promptly and positively. One way of doing so is by participating in *Online English Language training (OLELT)* through asynchronous network learning environment, a website to help lecturers to improve their English Language proficiency and other skills needed to be better researchers and academicians.

This paper addresses the issues faced by some lecturers in UiTM Kelantan who enroll an online English language Training. Their experience unearths the barriers and constraints faced by educators when they themselves experience blended learning. Such information will shed some lights on the success or failure of blended learning because it is the lecturers who implement blended learning in their respective classes. Transcripts from in-depth interviews with six lecturers from various faculties uncover the barriers and constraints that impede the adoption of e-training as a means for lecturers' continuous professional development. Other than highlighting that barriers and constraints that impede the adoption of e-training as a means for lecturers' continuous professional development, findings from this case study also help administrators to plan an effective online training module for adult learners.

2 PREVIOUS STUDIES ON ENGAGING EDUCATORS IN ONLINE TRAINING

According to organizational development specialist, the ability for employees to continue learning and to be flexible is paramount when it comes to the issues of adapting with change and innovation (Peters 1987; Kanter 1989 & Senge 1990). Mazanah et al. (2001) discovered eight different methods used in educational and training programmers with course or trainings the highest (52%), followed by workshop (27.3%) and advisory services (12.3%) apart from other methods such as seminar, dialogue, conference, symposium and others. Normally the training is short-term to address specific needs for the target audience. Although in Malaysia nationwide access to computer technology and the internet has not yet been fully realized (Zoraini Wati Abbas, 2004: 55), there is evidence that the postmodern classroom is quickly replacing the traditional classroom with the rising number of computers owned by public schools and the proportion of public schools that have Internet access is on the rise. Research on adult continuing education have been studied from different platforms from religious, aerobic program up to family development and work (Siti Akmar Abu Samah, 2010) and the changing nature of training for lecturers due to evolution brought about by rapid development in technology (Muhammad Kamarul Kabilan, Yusfarina and Masni, 2002).

Studies on workplace learning from the perspective of experienced employees argues on the perceptions and attitudes of employees and how they organized their learning in managing different learning environment (Fuller and Unwin, 2004), such as technology supported work-based learning in corporate settings among adult learners to identify the success criteria for sustainable e-learning practice (Lim, 2001, Bianco and Collis, 2004 and Roflsen et al. 2004). Gray, D. E., Ryan, M. & Coulon, A. (2004) provides suggestions to practitioners and policy makers in addressing the problems in introducing new training methodologies to teachers.

There are other factors to be considered to ensure the success of blended learning. One of them is lecturers' familiarity and understanding of blended learning itself. One way of doing so is to engage them in a blended learning environment. Wan Zumusni (1999) & Norhayati Abd Mukti (2000) found that teachers' computer knowledge on the theoretical background determine their attitudes and help them to cope with the concerns. Despite the various claims on what technologies can offer, lecturers' reluctance to adopt and adapt the technologies can be traced to their fears, concern, level of comfort and familiarity (Wan Zumusni, Supyan & Norizan 2007). Despite the opportunities offered by blended learning, it was received with skepticism by some educators (Wan Zumusni & Fatimah Zuhaira, 2007).

3 RESEARCH OBJECTIVES

Since English is the medium of instruction in UiTM, there is a dire need for the lecturers in other disciplines to upgrade their English language proficiency. One way to do so is through an Online English language training or OLELT which allows them the flexibility of time and control on the areas they would like to improve. The purpose of this study was to get to the heart of what is happening in terms lack of participation, barriers and constraints faced by lecturers in implementing blended learning. One way of doing so is to put them in the blended learning environment itself for 12 weeks and interview them using a case study method because it provides richness and layering of data that other approaches cannot offer.

4 RESEARCH METHODOLOGY

4.1 Sample selection

Six lecturers from Faculty of Arts and Design, Faculty of Business (Management and Finance), Faculty of Information Management and Faculty of Accountancy were interviewed using a semi-structured in-depth interview protocol. These two male lecturers and four female lecturers aged 36 to 42 years old are in their productive years in their career. They attended a workshop to introduce them to e-training and helped them to get started in the 12 week online English language training. After trying out OLELT for a few weeks, they were interviewed and observed in their respective offices. OLELT participants are a good unit of analysis for an elite group consisting of professional educated adult learners engaging in online English language training. The demographic data reveals that most participants are at a critical phase in their life [below 45 years old] to focus on family responsibility and obligations apart from juggling career demands to pursue promotion and higher degrees.

5 EMERGING THEMES FROM IN-DEPTH INTERVIEWS

Participants believed that OLELT can help them to improve their English language proficiency if they put more time and effort in it. Respondent 2 agreed on the importance of OLELT to help them improve their English language proficiency on their own as voiced out by Respondent 1:

"I want some guide to be good in writing to write English essay, like proposal, article... something like that. I should improve… I know". This mode is quite suitable for lecturer...with our flexible teaching. For me…It's whether you see to really participate in the program.. I think the need is not to maximum, but maybe. It comes with a certain target…we have to.."

[Respondent 2. 11 February 2009]

"So, the first thing you have to help me get started…ok...I will explore... Actually, I have no problem exploring all the websites… I also teach the students to surf the internet...surf the internet…searching for information… I think it's time for me to start".

[Respondent 1. 9 July 2008]

Lecturers reported that they used internet in teaching and learning widely so implementing blended learning would come natural to them. However, despite the university policy in using English language as the medium of instruction, lecturers admit in not using the language even during lessons, either due to their lack of competence in the language or to accommodate students' understanding as echoed by one respondent:

"I think 5% can go to my lacking... but the other percent more towards facilitating the students..."

[Respondent 2. 11 February 2009]

They admit the need for an avenue to upgrade their English language proficiency as the opportunity to use English language outside the classrooms was limited among lecturers as voiced out by the respondents:

"…don't have much practice here because nobody here speaks English except Mr. X".

[Respondent 1. 9 July 2008]

"…colleague dari bahasa je [who uses English language]...I guna BM je...tak...tak...tak terguna..."

Translation: "…only my colleagues from Academy of Language Studies use English language...I just use Bahasa Malaysia…no...no..no I'm not using it".

[Respondent 5. 30 May 2009]

However, despite admitting the importance of improving their English language proficiency and how OLELT can address their needs, the most challenging issue is getting lecturers' commitment. This issue is rather delicate as it cannot be addressed directly because participants would not openly admit their real intention for not participating. They would just give excuses ranging from personal to other problems as their constraints in participation. For adult learners, learning is not just about acquiring new knowledge and skills, it is also a way of socializing and escaping from boredom of their routine work (Merriam & Caffarella, 1999). Learning in isolation might pose boredom and demotivate the participants, making them uncomfortable and would rather attend to other obligations than focusing on their own learning online (Pramela in Muhammad Kamarul, Norizan & Mohamed Amin, 2006).

"Okay, emm…before that I have seen your mail in the Lotus Notes…I have read it but I think I have to handle time until you approach me last semester…last year…ok…I think I can try but I think I still cannot commit. But actually I didn't explore the website…".

[Respondent 2.11 February 2009]

Instead of documenting the online training experience, the emerging themes from this case study unearth barriers and constraints faced by the lecturers in sustaining their participation. Despite the initial interest, respondents are struggling to keep their interest high for the whole 14 week online training course.

"…to get it started is difficult'.

[Respondent 4. 28 January 2009]

Despite many participants who signed up for the workshop, there is also a high rate of drop out and some lecturers are reluctant to be interviewed due to workload and engagement with other duties. There were also five participants who left during the course to further studies in local and foreign universities. For instance, Respondent 1, despite his interest in OLELT, during the course he got a scholarship to Australia, so he had to focus on IELTS and did not have much time to dedicate on OLELT.

"…in the beginning I want to improve my English but at the same time I got scholarship to further studies. *Itu* yang *mengacau tu* at the same time OLELT running so *tak sempat nak* explore *sangat*."

[Respondent 1. 9 July 2008]

Translation: "…in the beginning I want to improve my English but at the same time I got scholarship to further studies. That was really distracting at the same time OLELT was running so I was unable to explore much."

Besides Respondent 1, six (20%) out of 30 participants who signed up for OELTL workshop discontinued the online training due to furthering studies locally or overseas [fieldwork notes, 2008-2009). Participants also did not allocate time for online self-directed learning in their schedule and just do it anytime they feel like surfing OLELT. Participants' lack of discipline and failure in planning their own learning time caused the online training to be unsuccessful in achieving its objectives to help participants improving their English language proficiency.

"Don't know where to slot. I consider OLELT as minimal thing *bukannya* priority. *Cuma* I *tak cakap benda tu kat* you. I *tau benda ni tapi* I *tak bagitau kat* you. I want to stop OLELT *ni*, *patutnya* I *kena bagitau* I *tak boleh* carry on".

[Respondent 1. 9 July 2008]

Translation*:* "Don't know where to slot. I consider OLELT as minimal thing, not a priority. I just don't have mention it to you. I know this but I didn't inform you. I want to stop this OLELT, should've told you that I can't carry on".

"No, I'm *Ketua Penyelaras* for Quality and AKNC [*Anugerah Kualiti Naib Canselor*], *KP [Ketua Program*] considered my duties and me being pregnant".

[Respondent 4. 28 January 2009]

"….this will be my really critical year if I want to produce my proposal this year. In fact I tried to withdraw from being *penyelaras,* try not to be active with admin work. I think about me…can't do two things at one time."

[Respondent 4, 28 January 2009]

In an effort to create a group of professional to form an educational community of practice (CoP), Thang et al. (2011) also identified several challenges among a group of Mathematics, Science and English teachers namely low levels of trust and social affiliation, performance anxiety, time pressure and failure to see the relevance of online interaction as directly related to their individual needs as practitioners. Similar barriers and constraints have been observed in this study. During the fieldwork, similar problems as reported by Moorison (2006) in Cohen, Manion and Morrison (2007) were discovered in finding enough willing participants for the sample and their unwillingness to continue the program and participate due to workload and other duties. People can easily be complacent with their habitual practice of working. People resist change because they are ill-informed about the change that is about to take place. With lack of information, they feel insecure of letting off their security blanket and embracing change in this case in adopting online training as a means for continuous professional development.

6 ISSUES IN ETRAINING DESIGN

Online training equips lecturers with the necessary knowledge so that they are able to construct their own lessons and reduce dependence on commercial software or third party to construct a website. The training should not just involve hands on training but also the theoretical aspect of blended learning so that lecturers are aware of the theories and rationale behind blended learning. Lecturers know best when it comes to planning and constructing their own lessons, as well as upgrading the content of the lesson. Training increases lecturers' empowerment and creativity. Providing state-of-the-art infrastructure must be complemented with adequate training to the material writer, webmasters and facilitators. Using commercially-produced materials or assigning a third party to construct the lesson would stifle lecturers' creativity and ability, other than not achieving the philosophy of E-learning.

As educators, they should take the risks and be a lifelong learner themselves. The role of leaders at any level is to empower others, either students or colleagues in the faculty. As educators, they should take the risks and be a lifelong learner themselves. In seeking knowledge they need to be humble at one continuum but also assertive and aggressive in knowledge seeking endevours. They must not be afraid to reach for challenge, to realize the university vision and mission. It is their duty to keep up with the current development and build networks inside and outside the academia.

It is imperative for lecturers who are going to implement blended learning to understand the theoretical aspect of blended learning or other learning theories associated with blended learning such as constructivism in order to be able to implement the lesson effectively. There is a need to address the lack of knowledge or readiness among the lecturers by providing not only adequate reading materials for the theoretical aspect or rational of adopting blended learning in the university other than conducting more in-house training for the lectures. Lecturers on their part have to play an active role when attending workshops by raising any concern or possible problems. They have to upgrade their knowledge and skill so that they can fully optimize the facility provided.

Page (1992: 334) found other sociocultural and psychological factors that impede their use and reveals the complexity of the digital divide such as "uncertainty about change, fear of technology, need for guidance, inexperience, relevance, the social context of the persistently impoverished county and the perceived need". Intention plays a significant role to sustain participation, interest and motivation among adult distance learners (Lim, 2001). Haliza Hirza's study (2005) on five university lecturers revealed that although the institution do provide opportunities for continuous professional development, overemphasis on teaching has taken lecturers' time and energy to carry out research publication and other scholarly activities. The challenges concerning the methodological problems related to the non-neutrality of the introduction of online learning in the socio-cultural and organizational context has also been studied by Delfino and Persico (2007).

Some lecturers take their own initiatives by putting in extra effort to learn more about blended learning either through reading or attending in-house training, classes, furthering studies or

learning from their colleagues even though they are not assigned to teach using computers and despite the lack of facilities in their faculty. But the most driven force behind these lecturers is their high interest which drives their self initiative in implementing blended learning in their classrooms.

"Blended learning" is gaining popularity in the academic circles and has been identified in 2003 as one of the top ten trends to emerge in the knowledge delivery endless educational opportunities by The American Society for Training and Development (Osguthorpe and Graham, 2003). The rise of new technologies in teaching such as Moodle, Edmondo facilitate the implementation blended learning as a continuation of the first generation e-learning in Malaysia. The challenge of introducing and bringing about changes like moving the mountains, it is a mammoth task but with the right tool and right force, a mountain can be blasted and flattened into a sophisticated building built on the flattened surface. The mess created earlier as a result of the transitional process will reveal beautiful end result. But in order to embrace change, the challenge lies in understanding the task at hand, and the philosophy behind the task and thrust. Change happens for a reason; a reason which has been considered by the top management. Lecturers are managers in their classes, hence they must possess the positive leadership style and characteristics to empower other educators in their faculty.

This paper has shed some light if not provides crucial information on considerations and crucial issues to be dealt with particularly on the issue of the lecturers as the main agent in the system. Factors such as learning intention, learning in isolation, juggling and prioritizing work and personal responsibilities are as important as rewarding self directed lifelong employees. These are the critical factors because the success of a new program or policy very much depends on the support and enthusiasm of the key personnel or manpower in the system. Although at a small scale, this research has paved a way to conduct a research at a larger scale to document the adult learners' profile and predictors for sustaining an e-training and blended learning program.

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E-TAABIR: APLIKASI 5 LANGKAH PEMBINAAN AYAT ASAS BAHASA ARAB

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Abstrak

Kajian ini berkaitan dengan pembangunan aplikasi bahasa Arab interaktif berasaskan web yang memfokuskan teknik pembentukan struktur ayat asas dalam nahu Arab sebagai satu aplikasi yang memandu pengguna meningkatkan kemahiran membina ayat, langkah demi langkah. Untuk mencapai matlamat tersebut, kajian ini menyasarkan beberapa objektif, iaitu pertama, mengenal pasti komponen struktur ayat asas dan teknik pembentukannya dalam nahu Arab. Kedua, mereka bentuk aplikasi berasaskan web mengikut teknik pembentukan struktur ayat asas, dan ketiganya ialah membangunkan prototaip aplikasi teknik pembentukan ayat asas bahasa Arab. Justeru, aplikasi ini menggabungkan teknik pembentukan struktur ayat Arab dengan teknologi pengaturcaraan web dan pangkalan data. Kaedah lapangan lebih banyak digunakan kerana melibatkan penggunaan perisian komputer dan web/internet. Pembangunan aplikasi adalah berdasarkan model reka bentuk instruksi ADDIE sebagai panduan aliran kerja. Kajian hanya menggunakan aliran kerja yang merangkumi fasa analisis, fasa reka bentuk dan fasa pembangunan sahaja. Hasil pembangunan aplikasi menunjukkan pengguna boleh menggunakan 5 langkah untuk menstruktur ayat asas dalam bahasa Arab. Kajian ini amat penting sebagai perintis pembangunan aplikasi pembelajaran interaktif berasaskan web yang boleh dikembangkan untuk menghasilkan teknik-teknik lain dalam pembelajaran bahasa Arab.

Kata kunci: Pengajaran & Pembelajaran Bahasa Arab, Nahu Bahasa Arab, Reka bentuk Pengajaran, Teknologi Web & Pangkalan Data, e-Pembelajaran

1 PENGENALAN

Penggunaan teknologi telah dibuktikan dapat meningkatkan produktiviti, menambahkan motivasi, menyokong pendekatan pengajaran, meningkatkan kebolehan pengajaran yang unik dan satu kemahiran yang diperlukan dalam era informasi (Roblyer, 2003). Penggunaan teknologi komputer dan internet/web yang dikenali sebagai pembelajaran secara elektronik atau e-pembelajaran (*e-learning*) merupakan antara kaedah pengajaran yang sesuai dengan keperluan pendidikan kini, contohnya subjek nahu dalam Bahasa Arab Komunikasi yang sebelum ini hanya diajar secara tradisional telah dibangunkan secara sistematik (Janudin, 2009).

Perkembangan teknologi memacu teknik membangunkan mekanisme menarik dalam P & P Arab yang lebih berbentuk aplikasi khusus seperti aplikasi permainan bahasa (الألغاز اللغوية),

aplikasi penerokaan ilmu (الموسوعة العلمية) dan beberapa aplikasi lain (http://www.apple.com/iphone/from-the-app-store/) yang diperhatikan dalam bentuk yang tidak dijalankan secara akademik khususnya di Malaysia.

Dalam pembelajaran bahasa Arab, nahu merupakan asas untuk kemahiran berbahasa. Pengajarannya perlu disusun untuk menjamin penggunaan bahasa yang betul. Nahu Arab merangkumi sistem sintaksis dan morfologi, dan sistem pembentukan frasa termasuk menjaga cara sebutan, gaya tekanan dan bentuk intonasi untuk memastikan kemahiran yang betul diperoleh untuk bahasa Arab yang standard. Sintaksis Arab merupakan seni membina ayat yang berkaitan dengan penetapan hal ehwal akhir setiap perkataan yang disusun dalam ayat berkenaan. Tujuannya ialah menjaga pertuturan daripada kesilapan, mengelakkan kesalahan dalam penulisan dan menentukan struktur susunan difahami maksud sebenarnya (Sa'd, 2001).

Untuk kajian ini, satu aplikasi bahasa Arab (e-Taabir) dibangunkan berasaskan teknologi web dan pangkalan data yang memfokuskan teknik pembentukan struktur ayat asas dalam nahu Arab sebagai satu aplikasi yang memandu pengguna meningkatkan kemahiran membina ayat, langkah demi langkah. Justeru, kajian ini menyasarkan beberapa objektif, iaitu:

1. Mengenal pasti komponen struktur ayat asas dan teknik pembentukannya dalam nahu Arab.
2. Mereka bentuk aplikasi berasaskan web mengikut teknik pembentukan struktur ayat asas.
3. Membangunkan prototaip aplikasi teknik pembentukan ayat asas bahasa Arab.

2 PENGGUNAAN TEKNOLOGI DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA ARAB

Teknologi telah menjadikan potensi bahasa Arab berkembang dengan lebih menarik dan berdaya saing, terutamanya dalam proses pengajaran dan pembelajaran (P & P). Kandungan subjek-subjek dalam komponen bahasa Arab telah ditampilkan dengan menggunakan teknologi multimedia interaktif dan teknologi web seperti subjek nahu bahasa Arab (Janudin, 2009), subjek retorik Arab (Zulkhairi, 2012), dan pembelajaran maya bahasa Arab sekolah rendah (Muhammad Sabri, et. al, 2013). Kajian berkaitan turut berkembang merangkumi pelbagai subjek lain seperti morfologi, kesusasteraan, bahasa Arab untuk tujuan khas (komunikasi, perniagaan dan sebagainya), sama ada dalam bentuk pembangunan sistematik yang lengkap bagi satu-satu subjek atau sebahagian daripadanya.

2.1 Nahu Bahasa Arab dan Strategi Pengajaran dan Pembelajaran

Setiap bahasa mempunyai sistemnya yang tersendiri. Sistem bahasa itu terdiri daripada ciri-ciri tertentu, sama ada dari segi persamaan mahupun perbezaan antara bahasa-bahasa yang wujud. Antara komponen yang mempengaruhi dalam pembentukan sesuatu bahasa adalah nahu yang merangkumi perbahasan sintaksis dan morfologi.

Berdasarkan pendekatan tradisional, pelbagai strategi P & P telah digunakan untuk meningkatkan pemerolehan pelajar dalam mata pelajaran nahu ini, sebagaimana pendekatan yang dibincangkan oleh sarjana Arab moden, antaranya oleh Ali Muhammad al-Qasimy (1979), Rushdi Ahmad Ta 'imah (1984) dan Mahmud Kamil al-Naqah (1985) (dlm. Janudin, 2009).

Tiga strategi pengajaran nahu bahasa Arab yang utama ialah:

1. Pendekatan al-Mawqifīyyaṯ (الطَرِيْقَة الْمَوْقِفِيَّة) atau al-Siyāqīyyaṯ (السِّيَاقِيَّة): Pendekatan ini bersandarkan kepada kedudukan semula jadi bahasa tersebut. Struktur bahasa secara komunikasi merupakan teknik mempelajari susunan bahasa atau nahunya.
2. Pendekatan al-Sam'īyyaṯ al-Shafawīyyaṯ (السَمْعِيَّة الشَفَوِيَّة): Pendekatan ini bersandarkan kepada penggunaan latihan sebagai kaedah untuk membina kemahiran bahasa secara automatik (menjadi kebiasaan).
3. Pendekatan al-Sharḥ al-Naḥwīy (الشَرْح النَّحْوِيّ): Pendekatan ini berasaskan pemerhatian yang mendalam terhadap struktur bahasa yang boleh membantu pelajar memperkayakan pengalaman berbahasa.

Untuk mencapai hasil pembelajaran, pendekatan berkenaan telah dikukuhkan dengan penggunaan antara Alat Bantu Mengajar (ABM) yang dapat dikategorikan seperti berikut:

1. Kumpulan alat bantu mengajar bukan elektronik, iaitu jenis-jenis alat bantu mengajar yang termasuk dalam kumpulan ini adalah seperti gambar, peta, papan flanel, papan magnet, bahan-bhan edaran dan sebagainya.
2. Kumpulan alat bantu mengajar elektronik, iaitu jenis-jenis alat bantu mengajar yang termasuk dalam kumpulan ini adalah seperti radio, TV, video, projektor, komputer dan sebagainya.

Namun begitu, terdapat beberapa permasalahan yang timbul dan memberikan kesan yang negatif kepada proses P & P bahasa Arab, khususnya yang berkaitan dengan nahu. Kegagalan pelajar untuk menguasai nahu dengan baik dilihat sebagai suatu kelemahan yang ketara dan akan memberikan kesan terhadap kebolehan menulis, membaca dan berkomunikasi dalam bahasa Arab. Antara kelemahan yang kerap berlaku di kalangan para pelajar adalah kekeliruan dalam penyesuaian antara gantinama dengan kata kerja lampau (الفعل الماضي), kata kerja kala kini (الفعل المضارع) dan kata kerja perintah (فعل الأمر) serta kekeliruan di kalangan pelajar berkenaan penggunaan gantinama wazan-wazan dengan konteks ayat (Khairuzaman, 2003).

Kekeliruan dalam membina struktur ayat asas dalam bahasa Arab juga telah dikenal pasti sebagai penyebab kepada pelajar agak sukar untuk menguasasi bahasa. Apabila kelemahan seperti ini timbul, maka penguasaan di kalangan pelajar tidak mungkin tercapai sepenuhnya. Ini menyebabkan pelajar untuk cenderung membina ayat bahasa Arab mengikut acuan gaya bahasa dan struktur bahasa ibunda yang terdapat dalam minda mereka. Ini sekaligus mengakibatkan pelajar tersasar dari makna sebenar yang dimaksudkan (Baharuddin, 2012a).

Dapatan kajian Naimah Abdullah (2003) berkaitan dengan analisis sintaksis bahasa Arab dan implikasi kesilapannya ke atas makna menunjukkan pelajar ternyata gagal membina ayat-ayat yang mudah. Kesilapan-kesilapan sintaksis yang berlaku telah mengakibatkan masalah komunikasi lantaran kesilapan yang berkaitan dengan keserasian dan susunan kata boleh memberi kesan yang mendalam ke atas pembentukan makna. Di samping itu, kesilapan- kesilapan sintaksis yang berlaku telah mengakibatkan masalah komunikasi lantaran kesilapan yang berkaitan dengan keserasian dan susunan kata boleh memberi kesan yang mendalam ke atas pembentukan makna.

Oleh itu, usaha berterusan terus dijalankan oleh para pengajar dan penyelidik khususnya melalui perkembangan teknologi terkini yang dapat dimanfaatkan bagi peningkatkan pemerolehan pelajar dalam subjek nahu ini khususnya dan subjek-subjek yang lain umumnya.

2.2 Nahu Bahasa Arab dan Penggunaan Teknologi

Tidak dinafikan penggunaan teknologi merupakan salah satu ABM yang digunakan sejak bermulanya era ledakan teknologi maklumat. Dalam pengajaran bahasa, ia lebih dikenali dengan kaedah Pembelajaran Bahasa Berbantukan Komputer (PBBK) atau Computer-Assisted Language Learning (CALL) yang bertunas daripada Pembelajaran Berbantukan Komputer atau Computer-Assisted Instruction yang diperkenalkan pada tahun 1960an (Ashinida, et al, 2004). Kini, teknologi web dan pangkalan data mendominasi semua bidang dan hal ehwal harian manusia, contohnya penggunaan aplikasi rangkaian sosial Web 2.0 seperti Facebook , Twitter dan sebagainya.

Penggunaan teknologi boleh dimanfaatkan sebagai alat komunikasi. Contohnya, tenaga pengajar boleh mengekploitasi keupayaan ini untuk menjalankan pembelajaran yang bersifat kolaboratif dengan menghantar, menerima dan berkongsi maklumat dalam bentuk elemen-elemen multimedia yang pelbagai seperti teks, grafik, audio, video dan animasi daripada lokasi yang berbeza. Secara tidak langsung ini dapat menggalakkan percambahan pemikiran, merapatkan hubungan kerja berpasukan di kalangan pelajar di samping memperkasakan kemahiran berkomunikasi.

Pemanfaatan teknologi yang sedia ada, seperti tekonologi multimedia dan teknologi web dan pangkalan data, dapat membuka ruang untuk membantu meningkatkan inovasi dan kreativit ke arah memartabatkan sistem pendidikan bertaraf dunia dan pembangunan modal insan pelajar. Terdapat beberapa kajian yang telah dijalankan dalam pelbagai peringkat sama ada di peringkat sekolah, universiti, dan pelajar-pelajar pra dan pasca siswazah.Antaranya, kajian Mohd Zulkhairi (2012) semasa reka bentuk perisian Balaghah, beliau mendapati perlunya pemilihan model reka bentuk intruksi yang sesuai disusuli dengan pemilihan elemen multimedia yang tepat sesuai dengan sasaran pengguna dan perisian. Penggunaan perisian dengan pendekatan yang sesuai juga dititikberatkan bagi memastikan aplikasi pembelajaran yang dibina berkesan.

Dalam kajian ini, penyelidik memberi fokus kepada pembinaan teknologi web dan pangkalan data berdasarkan latih tubi menggunakan teknik langkah demi langkah yang bersifat kendiri. Ini selari dengan pendekatan secara latih tubi dapat meningkatkan kefahaman pelajar berkenaan sesuatu konsep dan kemahiran dalam setiap topik melalui ujian yang disediakan sekaligus dapat meningkatkan pencapaian pelajar berdasarkan kefahaman yang diperolehi. Seperti mana kajian Janudin Sardi (2009) terhadap penggunaaan teknologi multimedia berasaskan web dalam pembelajaran bahasa Arab. Kajian beliau merupakan inovasi perintis dalam penghasilan pembelajaran bahasa Arab berasaskan web di Malaysia yang bersifat lebih sistematik. Kelebihan aplikasi yang telah dihasilkan mempunyai ciri-ciri persembahan multimedia yang dapat menarik minat di samping menyediakan kemudahan pautan serta fleksibiliti kepada pengguna sekaligus menjadikan proses pembelajaran lebih efektif.

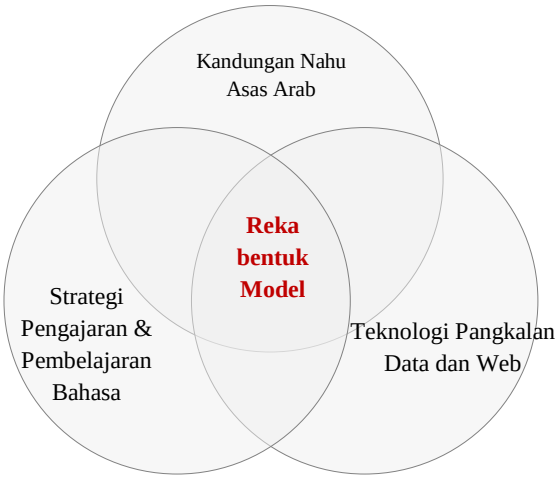
3 METODOLOGI KAJIAN

Untuk mencapai objektif kajian, pengkaji menggunakan kaedah kajian perpustakaan dan kajian lapangan. Kaedah kajian perpustakaan digunakan untuk merujuk kepada sumber-sumber kajian yang merangkumi buku, e-buku, tesis, desertasi, jurnal, e-jurnal, prosiding, kamus, glosari dan sebagainya. Rujukan merangkumi sumber-sumber bahasa Melayu, Arab dan Inggeris yang ditulis di kalangan sarjana klasik atau moden.

Kaedah kajian lapangan digunakan pengkaji semasa fasa reka bentuk. Kaedah ini melibatkan penggunaan perkakasan dan perisian komputer dan internet. Pengkaji menggunakan beberapa perisian komputer seperti perisian pengaturcaraan dan teknologi internet untuk membina model pembelajaran bahasa Arab interaktif berasaskan web.

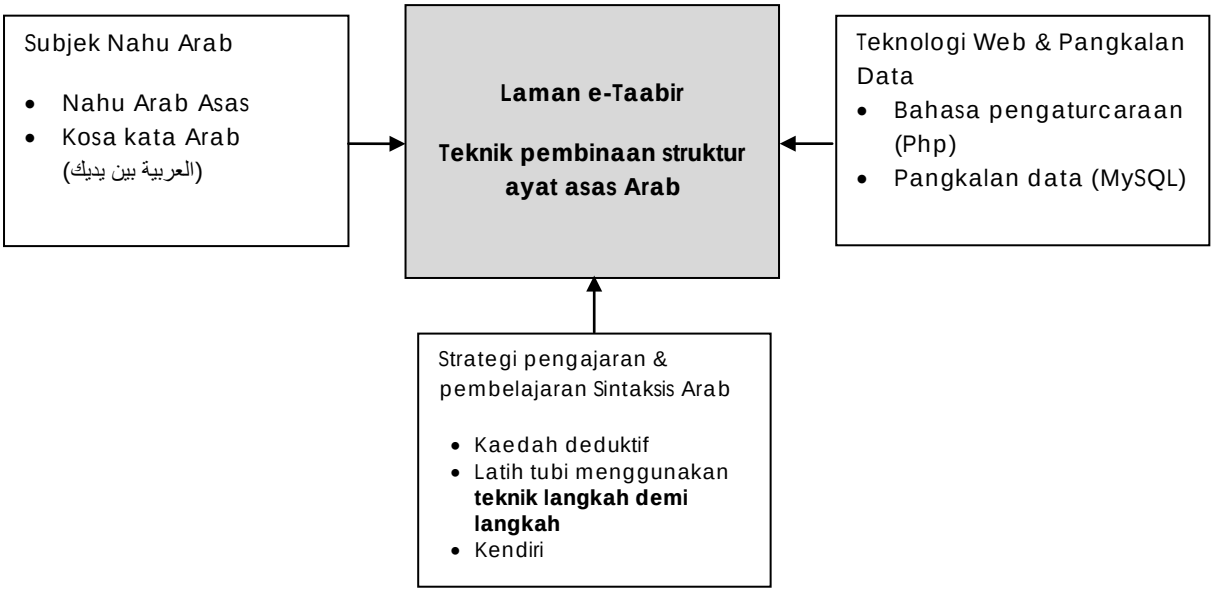
Untuk proses pembangunan, 2 fasa awal dalam model reka bentuk instruksi ADDIE (Strickland, 2006) perlu diikuti dengan teliti agar lebih sistematik dan berkesan sepertimana berikut:

1. Proses merancang dan menganalisis keperluan reka bentuk Model, iaitu pembinaan konsep awal Model dan isi kandungan Model berdasarkan Bahasa Arab untuk bukan penutur, al-Arabiyyah Bayna Yadayk (العربية بين يديك) (2005).
2. Proses mereka bentuk aplikasi model, iaitu mereka bentuk konseptual Model yang melibatkan pemilihan strategi P & P, iaitu pendekatan 5 langkah demi langkah pembentukan struktur ayat asas bahasa Arab dengan menggunakan teknologi pangkalan data dan web. **Rajah 1** di bawah dapat menggambarkan proses berkenaan.



Rajah 1: Reka bentuk Model

Dalam fasa ini juga lakaran papan cerita dibangunkan yang menjadi panduan kepada pembangun aplikasi (*programmer*) berdasarkan kepada konsep Model Pembelajaran Bahasa Arab Interaktif. Elemen utama yang perlu diberi perhatian dalam pembinaan model ini ialah kebolehgunaan teks arab atau aksara Arab dalam aplikasi. **Rajah 2** merupakan konsep kajian ini dalam bentuk papan cerita.



Rajah 2: Konsep pembangunan aplikasi dalam bentuk papan cerita

Fasa pembangunan hanya melibatkan proses pembangunan prototaip aplikasi berdasarkan konsep reka bentuk di atas dan diuji lari kebolehgunaannya. Penambahbaikan akan dijalankan secara berterusan selepas pengujilarian.

4 PROSES PEMBANGUNAN APLIKASI E-TAABIR

Terdapat 3 perkara utama yang perlu diberi tumpuan semasa proses pembangunan perisian kursus bahasa Arab ini, iaitu:

i. Subjek yang dibangunkan dalam kajian ini, iaitu subjek yang berkaitan dengan nahu Arab yang menekankan **Teknik Pembentukan Struktur Ayat Asas Bahasa Arab (e-Taabir)**.
ii. Model reka bentuk instruksi, dan dalam kajian ini pengkaji menggunakan **model reka bentuk ADDIE** (Strickland, 2006).
iii. Alatan teknologi sebagai alat untuk membangunkan perisian kursus berkenaan, dan dalam kajian ini tumpuan adalah penggunaan teknologi web dan pangkalan data.

Untuk memudahkan proses pembangunan, semua fasa dalam model reka bentuk instruksi ADDIE perlu diikuti dengan teliti agar lebih sistematik dan berkesan sepertimana berikut:

i. Proses merancang dan menganalisis keperluan perisian kursus, iaitu pembinaan konsep perisian dan pengumpulan data yang berkaitan sukatan subjek bahasa Arab.
ii. Proses mereka bentuk perisian kursus, iaitu menentukan cara perlaksanaan, strategi P & P, struktur keseluruhan dan menghasilkan papan cerita.
iii. Proses pembangunan, iaitu peringkat pembinaan perisian kursus berdasarkan struktur keseluruhan dan papan cerita (storyboard). Dalam kajian ini hanya pembangunan prototaip.
iv. Proses implimentasi, iaitu menguji lari (test run) ptorotaip aplikasi yang terhasil dan menilai kelancarannya agar menepati spesifikasi
v. Proses menilai aplikasi, iaitu menguji dan menilai aplikasi melalui penilaian sumatif kepada pengguna sasaran.

Dalam kertas kerja ini, pengkaji hanya menumpukan 3 fasa pertama daripada model reka bentuk instruksi ADDIE.

4.1 Fasa Analisis

Fasa ini melibatkan analisis keperluan perisian kursus yang merangkumi analisis-analisis yang berkaitan dengan keperluan asas, keperluan kandungan perisian kursus, dan keperluan perkakasan dan perisian komputer. Terdapat 2 perkara utama diketengahkan di sini, iaitu aspek keperluan kandungan aplikasi dan aspek pemilihan perisian pengaturcaraan web dan pangkalan data.

Dari aspek keperluan kandungan aplikasi, subjek yang dibangunkan mempunyai maklumat utama berikut:

- Matlamat dan objektif pembelajaran
- Sasaran pengguna
- Kaedah penyampaian pembelajaran
- Persekitaran pembelajaran
- Strategi pengajaran

Kandungan subjek (aplikasi e-Taabir) ini memfokuskan teknik pembentukan ayat asas bahasa Arab merangkumi semua topik dalam pembelajaran nahu asas yang menjadikan buku Al-'Arabiyah Bayna Yadayk (العربية بين يديك), Buku 1, sebagai contoh kepada keadah yang digunakan. Buku ini mengandungi lebih kurang 600 kosa kata yang menjadi pangkalan data. Bagi pangkalan data istilah nahu, pengkaji menggunakan istilah standard nahu peringkat asas yang mengandungi lebih kurang 120 istilah.

Dari aspek pemilihan perisian-perisian komputer, pengkaji menggunakan beberapa perisian yang berupaya untuk mencapai objektif kajian ini, iaitu:

- Microsoft PowerPoint 2010, untuk menyediakan papan cerita
- Adobe Dreamweaver CS5.5, untuk pembangunan aplikasi web, iaitu berasaskan perisian bahasa pengaturcaraan PHP (*PHP Hypertext Preprocessor*) yang dihubungkan dengan perisian pangkalan data MySQL (*Structured Query Language)*

Berasaskan perisian berkenaan, satu laman web akan dibangunkan memaparkan aplikasi yang menjadi fokus kajian ini.

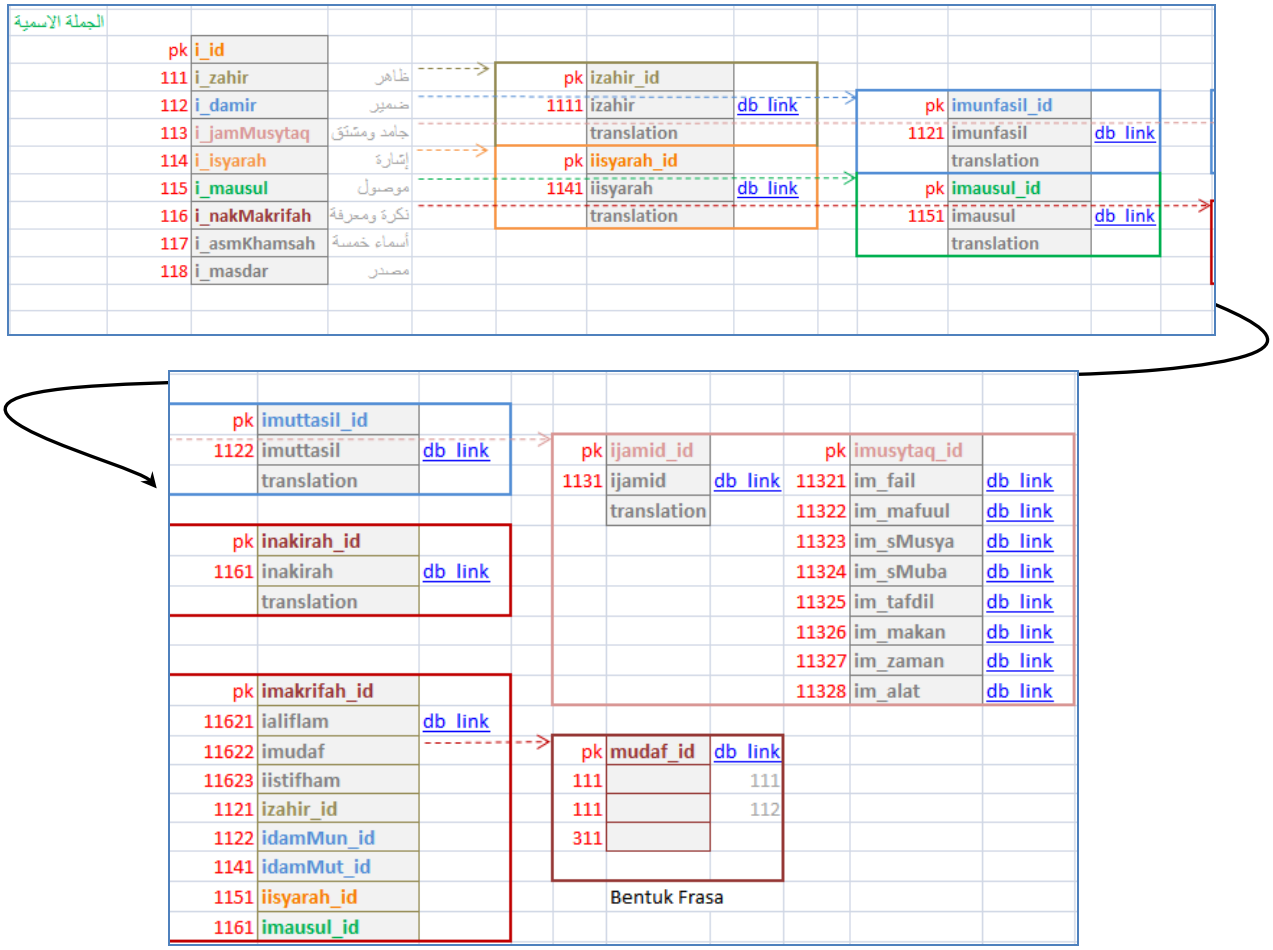
4.2 Fasa Reka Bentuk

Fasa kedua ini merupakan proses mereka bentuk aplikasi e-Taabir melibatkan struktur keseluruhan, rupa bentuk paparan dari sudut konsep dan ilustrasi, papan cerita yang spesifik menggabungkan kandungan subjek dan elemen teknologi web dan pangkalan data. Pengkaji membahagikan fasa ini kepada dua bahagian, iaitu penyediaan struktur organisasi aplikasi dan pembinaan papan cerita.

4.2.1 Penyediaan Struktur Organisasi Aplikasi

Menerusi fasa ini, aplikasi e-Taabir dibangunkan berdasarkan strategi-strategi yang telah dianalisis dalam fasa analisis. Untuk memudahkan pembangunan, pengkaji banyak menggunakan diagram atau carta berbentuk hirarki. Diagram tersebut melakarkan struktur aplikasi secara menyeluruh meliputi item-item kandungannya yang dapat membantu proses

pembangunan dengan lebih sistematik. Contohnya, struktur pembinaan ayat namaan (الجملة الاسمية) dalam aplikasi e-Taabir sebagaimana **Rajah 3** di bawah ini.

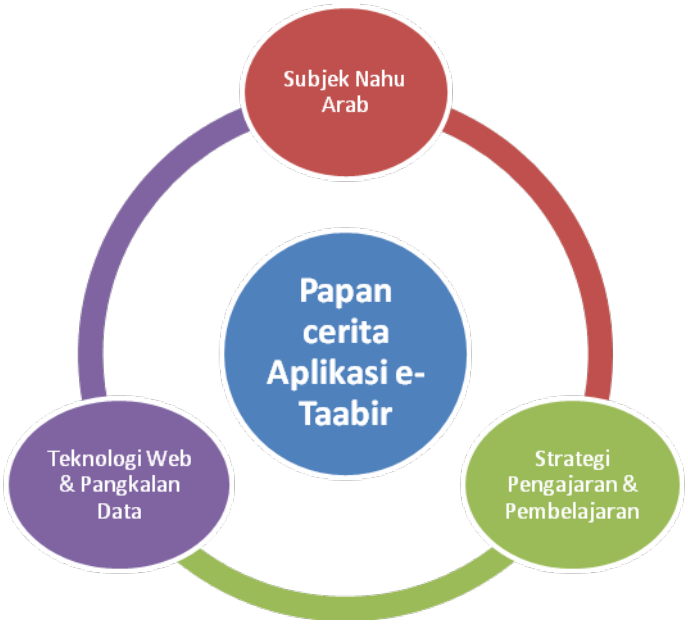


Rajah 3: Struktur ayat namaan dalam bentuk pangkalan data

Struktur di atas merupakan salah satu daripada tiga teknik pembentukan ayat dalam aplkasi e-Taabir. Pada peringkat awal, struktur di atas menjadi panduan semasa membina papan cerita yang memerlukan perincian susun atur. Walaubagaimanapun, struktur boleh berubah mengikut kesesuaian kandungan yang diterapkan dengan teknologi dan strategi pengajaran & pembelajaran.

4.2.2 Pembinaan Papan Cerita

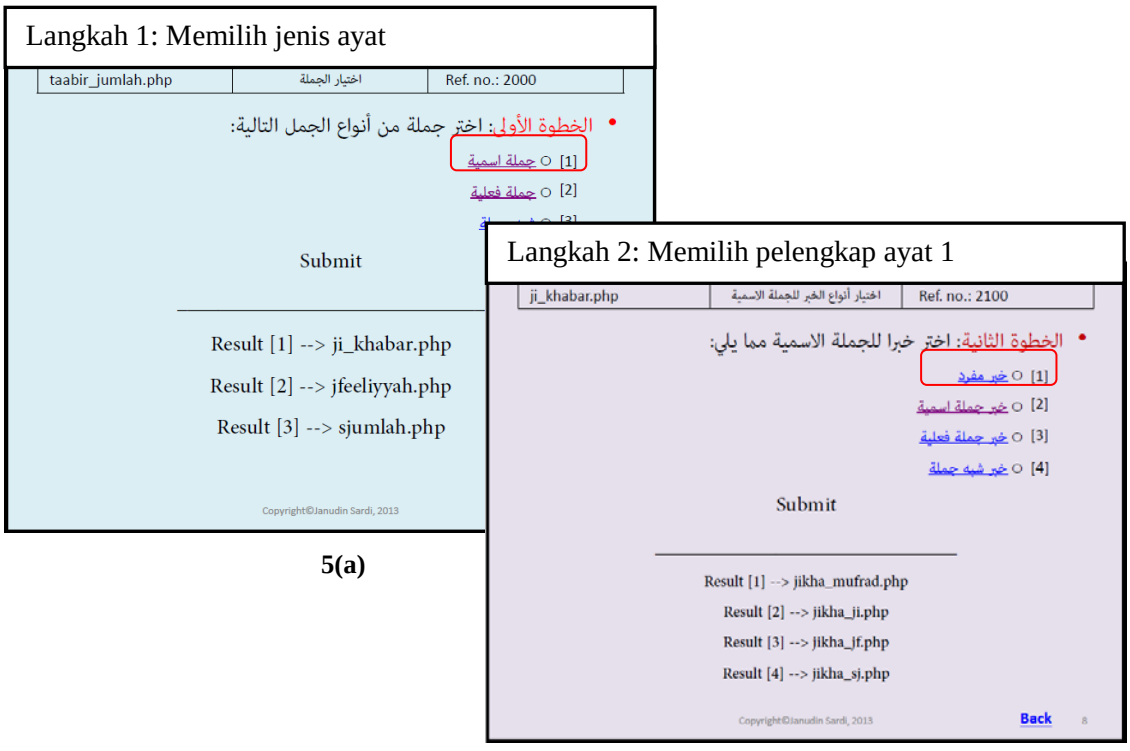
Sebelum fasa pembangunan dijalankan, pembinaan papan cerita amat penting untuk memandu pengaturcara aplikasi menyiapkan fasa tersebut. Pembinaan papan cerita biasanya menggabungkan kepakaran pereka bentuk instruksi dan pakar subjek. Pembinaan ini berkait rapat dengan penggabungjalinan teknologi pengaturcaraan dengan kandungan pembelajaran yang diselaraskan dengan strategi pengajaran dan pembelajaran. Proses reka bentuk papan cerita ini dapat digambarkan seperti **Rajah 4** di bawah.



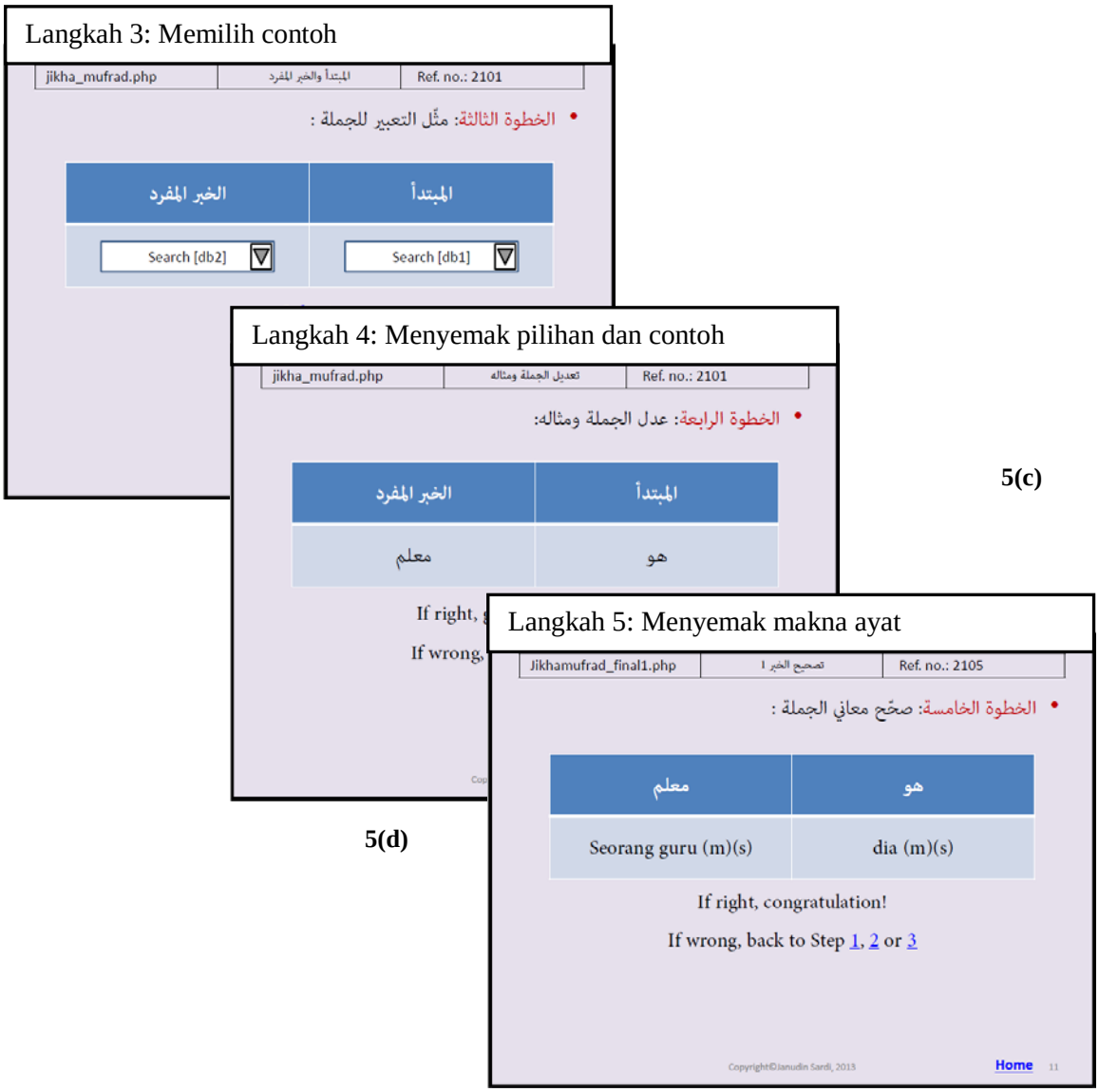
Rajah 4: Proses menghasilkan papan cerita

Penggabungjalinan semua elemen seperti dalam rajah di atas dan memahami konsep penggunaannya amat penting bagi memastikan papan cerita berkualiti boleh dibina dan diselaraskan penerapannya dalam kandungan aplikasi e-Taabir.

Reka bentuk bagi kajian **e-Taabir: Aplikasi 5 Langkah Pembinaan Ayat Asas Bahasa Arab** dapat dilihat melalui pembinaan papan cerita yang mengandungi menu pilihan. Di sini, pengkaji memberikan satu contoh pembinaan ayat bagi ayat namaan mudah melalui 5 langkah. Sila perhatikan **Rajah 5a-5e** di bawah ini.



5(a)



5(c)

5(d)

5(e)

Rajah 1a-5e: Contoh papan cerita mengikut pilihan ayat

Penerangan mengenai kandungan papan cerita seperti contoh di atas juga disertakan yang merangkumi maklumat daripada pangkalan data. Kebiasaannya, seorang pereka bentuk instruksi akan menjadi perantara antara pakar subjek dengan pembangun aplikasi. Penyediaan perincian papan cerita adalah bertujuan untuk memudahkan pembangun aplikasi menyusun atur, mereka letak kandungan laman web dan interaktiviti yang berkaitan dengannya.

4.3 Fasa Pembangunan

Berdasarkan fasa-fasa dalam model ADDIE, fasa pembangunan merupakan proses yang mengambil kira hasil analisis dan reka bentuk. Peringkat ini melibatkan kerjasama antara pembangun aplikasi, pereka bentuk instruksi dan pakar subjek. Dalam kajian ini,

pengkaji bertindak sebagai pembangun individu menggunakan perisian Dreamweaver CS5.5 sebagai perisian utama.

Perkara yang amat penting dalam menghasilkan aplikasi e-Taabir ialah pangkalan data bagi istilah-istilah nahu dan kosa kata. Pengkelasan dalam perisian MySQL memerlukan perincian bagi setiap istilah dan kosa kata agar kebolehcapaiannya tidak terhalang, lebih-lebih lagi kekangan aksara Arab yang adakalanya tidak terpapar dalam sesetengah pelayar web. Prototaip aplikasi e-Taabir untuk kajian ini dapat dilihat melalui alamat berikut: http://www.arabiconline.com.my/etaabir/. Sila lihat contoh dalam **Rajah 6** di bawah.

Rajah 2: Paparan web aplikasi e-Taabir

Lanjutan daripada fasa 3 dalam model ADDIE ialah fasa implementasi. Ringkasnya, hasil produk diuji kelancaran dan keberkesanannya sebagai satu perisian yang mengadaptasikan teknologi berasaskan web. Fasa ini juga dikenali sebagai fasa memperkenalkan produk prototaip. Perisian ini dibaiki mengikut keperluan dan sebarang kesalahan dapat diatasi berdasarkan maklum balas pengguna sasaran. Manakala dalam fasa penilaian, satu tinjauan pendapat berdasarkan analisis deskriptif akan dijalankan untuk menilai keberkesanannya.

5 DAPATAN KAJIAN

Terdapat tiga dapatan utama kajian ini yang merangkumi perkara-perkara berikut:

5.1 Model Teknik Pembentukan Struktur Ayat Asas Bahasa Arab

Untuk menghasilkan aplikasi ini, terdapat pelbagai komponen yang diperlukan untuk menyokong pembangunannya seperti teori dan strategi pembelajaran, pendekatan yang digunakan, kaedah pembangunan, teknologi dan subjek nahu bahasa Arab itu sendiri. Semua aspek tersebut digabung jalin dan diaplikasikan dalam satu model sepertimana yang ditunjukkan dalam **Rajah 2**.

5.2 Penggunaan Teknologi Web dan Pangkalan Data dalam Pembelajaran Bahasa Arab

Kajian ini mendapati penggunaan teknologi web dan pangkalan data menjadikan proses P & P menjadi lebih mudah dan pelbagai. Antaranya, penyampaian melalui konsep e-pembelajaran, bahan dapat dicapai pada bila-bila masa dan di mana jua. Selain itu, ia dapat menarik perhatian pelajar masa kini yang lebih banyak terdedah dengan penggunaan alatan teknologi.

5.3 Prototaip Aplikasi e-Taabir: 5 Langkah Pembinaan Ayat Asas Bahasa Arab

Secara praktisnya, kajian ini menghasilkan prototaip yang boleh memperlihatkan penggunaan teknologi web dan pangkalan data dalam pembelajaran bahasa Arab. Prototaip aplikasi e-Taabir untuk kajian ini dapat dilihat melalui alamat berikut: http://www.arabiconline.com.my/etaabir/.

6 PENUTUP

Dapat disimpulkan bahawa pembelajaran bahasa Arab dapat diadaptasikan dengan teknologi semasa, khususnya teknologi web dan pangkalan data yang menjadikan pembelajarannya lebih menarik dan berkesan. Hasil pembangunan prototaip aplikasi e-Taabir menunjukkan teknologi berperanan penting dalam pembelajaran bahasa Arab seperti bidang-bidang lain, khususnya yang melibatkan teks atau aksara kompleks. Oleh itu, produk yang dihasilkan melalui kajian ini merupakan contoh kepada salah satu pendekatan pembelajaran bahasa Arab yang terkini.

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ISU PENGGUNAAN SUMBER TEKNOLOGI MAKLUMAT DI DALAM TERJEMAHAN PROJEK BAHASA ARAB DALAM KALANGAN PELAJAR UITM

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Abstrak

Pada hari ini, proses pengajaran dan pembelajaran (P&P) bahasa Arab menjadi mudah dengan wujudnya kemudahan mendapatkan maklumat melalui perkembangan Teknologi Maklumat dan Komunikasi (TMK). Seiring dengan kemudahan di hujung jari tersebut, pelajar dengan mudah dapat meneroka dan mencapai maklumat melalui pelbagai bahan di atas talian. Di UiTM, dalam usaha melaksanakan projek bahasa yang berbentuk lakonan melalui rakaman VCD, pelajar sering menggunakan kemudahan IT bagi mendapatkan kosa kata dan struktur tambahan di dalam menyediakan dialog-dialog untuk lakonan mereka. Namun begitu, proses penterjermahan dan penulisan struktur bahasa Arab tidak semudah yang disangka oleh pelajar. Hal ini kerana ciri-ciri bahasa Arab yang terkenal dengan cabang tatabahasa dan struktur yang rumit, tidak boleh dipetik sewenang-wenangnya tanpa proses penyesuaian dari sudut tatabahasa. Adakalanya juga, pemilihan kosa kata tidak menepati maksud yang diinginkan dan menghasilkan makna yang salah. Kajian ini cuba mengenalpasti dan meneliti kepelbagaian pemilihan kosa kata dan struktur oleh pelajar melalui sumber di atas talian. Data kajian ini dikumpul melalui draf skrip projek bahasa Arab pelajar peringkat ijazah dari pelbagai fakulti di UiTM Shah Alam. Dapatan kajian menunjukkan sebilangan besar kosa kata dan struktur yang digunakan oleh pelajar tidak menepati peraturan bahasa, malah adakala makna yang terhasil menyimpang jauh dari maksud sebenar. Tidak dapat dinafikan, kemudahan (TMK) boleh dimanfaatkan oleh pelajar, namun bagi mengelakkan berlakunya kesilapan, pelajar perlu berhati-hati dalam pemilihan kosa kata yang tepat serta mampunya dan struktur yang dipetik agar sesuai dengan kehendak pembelajaran dan menepati peraturan tatabahasa.

Kata kunci: kosa kata, struktur, bahasa Arab atas talian, Teknologi Maklumat dan Komunikasi (TMK)

1 PENGENALAN

Perkembangan Teknologi Maklumat dan Komunikasi (TMK) sememangnya telah memberi impak yang besar terhadap proses P&P di Malaysia, khususnya di dalam bidang bahasa. Dengan wujudnya pedagogi dalam bentuk pengaplikasian teknologi, ia memberi kesan kepada teknik pengajaran tenaga pengajar di dalam P&P. Tambahan pula, pada era revolusi teknologi telekomunikasi dan multimedia hari ini, para pelajar boleh mencapai maklumat pada bila-bila masa sahaja dengan menggunakan ejen carian terjemahan yang sedia ada di dalam laman sesawang. Jika satu ketika dahulu, pelajar lebih banyak bergantung kepada penggunaan kamus dan *mu'jam*, namun kini, ternyata mereka lebih selesa mendapatkan maklumat dan bantuan dari aplikasi yang mudah didapati dari kemudahan TMK, tambahan pula hampir setiap pelajar memiliki telefon pintar yang menjadi gajet harian. Gajet ini bukan sahaja menjadi alat komunikasi, malah berperanan utama dalam membantu

mereka mendapatkan segala maklumat yang diingini. Mereka tidak perlu bersusah payah merujuk kepada kamus, mahupun pergi ke perpustakaan atau bertanya kepada pensyarah. Bahkan dengan adanya kemudahan internet tanpa batas, pelajar hanya menaip perkataan yang hendak diterjemahkan dan mendapat hasilnya dalam satu saat sahaja.

Antara enjin carian terjemahan yang sering digunakan oleh para pelajar adalah http://imtranslator.net/translation/malay/to-arabic/translation/, http://translate.google.com/, dan http://translation.babylon.com/arabic/. Ada juga pelajar yang menggunakan perisian kamus elektronik yang terdapat di dalam telefon pintar masing-masing.

Tidak dapat dinafikan bahawa kemudahan terjemahan dalam talian *(online)(*TDT) ini banyak membantu pelajar secara kendiri, tetapi satu persoalan yang timbul, sejauh mana kualiti hasil daripada terjemahan dari sudut ketepatan dan kesesuaian. Ini berikutan, terdapat banyaknya kesilapan terjemahan yang didapati hasil dari enjin carian tersebut. Walaupun telah banyak perbincangan mengenai tahap kualiti TDT, namun, permasalahan yang timbul menjadi semakin kritikal dari masa ke semasa. Sememangnya telah banyak kajian dilakukan oleh para tenaga pengajar BA yang menyedari tentang permasalahan ini, justeru kertas kerja ini merupakan kajian susulan kepada permasalahan tersebut demi memastikan tindakan segera diambil dari semua pihak yang berkaitan.

2 LATAR BELAKANG KAJIAN

Akademi Pengajian Bahasa (APB) di bawah Jabatan Bahasa Asia dan Eropah (JBAE) menawarkan tujuh bahasa asing iaitu bahasa Arab, bahasa Mandarin, bahasa Jepun, bahasa Perancis, bahasa Jerman, bahasa Korea dan bahasa Itali. Kursus bahasa ketiga ini merupakan kursus wajib universiti kepada pelajar peringkat ijazah sarjana muda dari semua fakulti di Universiti Teknologi MARA (UiTM). Para pelajar diwajibkan memilih salah satu dari bahasa-bahasa tersebut bagi memenuhi keperluan pengajian. Kursus bahasa ketiga yang berteraskan komunikasi mempunyai tiga tahap pengajian yang perlu diikuti oleh setiap pelajar. Pembelajarannya perlu diikuti selama 14 minggu dalam satu semester dan ia merangkumi 4 kemahiran bahasa yang diterapkan dalam pelbagai ujian sepanjang semester. Bermula tahun 2008, peperiksaan akhir bagi kursus bahasa ketiga telah dimansuhkan dan diganti dengan projek bahasa dalam bentuk skrip dan lakonan VCD. Projek ini memperuntukkan 30 peratus markah dari keseluruhan markah ujian dan penilaian secara berterusan.

Dalam menyempurnakan projek ini, pelajar diberi tempoh sehingga minggu ke 10 bagi menyiapkan draf skrip yang akan disemak oleh pensyarah kelas masing-masing sebelum diluluskan untuk proses rakaman drama. Drama tersebut perlu di"*burn*" dalam bentuk VCD dan diserahkan kepada pensyarah masing-masing bersama skrip yang lengkap pada minggu terakhir pengajian.

3 PERNYATAAN MASALAH

Unit Bahasa Arab (UBA) bertanggungjawab mengelolakan kursus-kursus bahasa Arab di bawah JBAE, APB. Bagi memastikan proses P&P berjalan secara lancar dan berkesan, UBA telah menyediakan modul sebagai bahan pengajaran dan pembelajaran bagi setiap tahap pengajian. Modul tersebut dilengkapi dengan panduan tatabahasa, kosa kata dan ungkapan-ungkapan harian yang perlu dikuasai oleh pelajar sepanjang semester. Justeru,

dalam penyediaan skrip drama, pelajar seharusnya tidak menghadapi sebarang masalah untuk menulis dialog dan perbualan harian kerana dapat merujuk modul sebagai panduan. Selain itu, bagi mendapat maklumat atau panduan tambahan, pelajar juga boleh merujuk kepada pensyarah masing-masing.

Walau bagaimanapun, sepanjang pengalaman penulis, pada setiap semester, didapati kebanyakan pelajar lebih berminat dan cenderung merujuk kepada panduan TDT dalam penulisan dialog mereka berbanding dengan merujuk kepada modul atau pensyarah. Kesannya, kebanyakan skrip yang dihasilkan mengandungi ungkapan dan struktur yang salah dan adakalanya tidak dapat menyampaikan maksud yang diingini, sehinggakan terdapat juga ungkapan dan pemilihan kosa kata yang tidak logik dan tidak relevan sama sekali.

4 OBJEKTIF KAJIAN

Secara umumnya, kajian ini bertujuan untuk meneliti beberapa perkara berikut, iaitu:

i. Melihat sejauh mana kesilapan yang berlaku dalam proses terjemahan BM ke BA melalui kaedah TDT dalam kalangan pelajar.
ii. Menjelaskan jenis-jenis kesilapan dilihat dari sudut pemilihan kosa kata, pembinaan struktur, ungkapan harian dan sebagainya.
iii. Memberi saranan dan cadangan bagi mengatasi permasalahan.

5 METODOLOGI KAJIAN

Kajian ini merupakan kajian perpustakaan dengan meneliti dan menganalisis data yang dikumpul. Data kajian merupakan dialog-dialog yang dihasilkan oleh pelajar dalam bentuk draf skrip untuk projek VCD mereka. Semua kesilapan dikumpul dan diklasifikasikan mengikut beberapa jenis-jenis kesilapan seperti kesilapan pemilihan kosa kata, penggunaan kata kerja, isu penggunaan partikel, dan yang paling utama kesilapan ungkapan atau ekspresi harian.

Bagi memastikan semua data yang dikumpul untuk kajian ini, ia merupakan hasil terjemahan hasil yang dirujuk atau diambil dari TDT. Setiap kosa kata, frasa, dan ungkapan yang salah telah disemak kembali oleh penulis sama ada terjemahan itu terdapat dalam TDT. Kesilapan yang dihasilkan oleh pelajar sendiri tanpa menggunakan TDT tidak digunakan sebagai data kajian ini.

6 KAJIAN LITERATUR

Program perkhidmatan terjemahan yang terdapat di dalam laman sesawang tertentu bukanlah hasil terjemahan manusia, tetapi ia berasaskan terjemahan mesin statistik ataupun kamus komputer. Ia diprogramkan di dalam satu perisian yang boleh dicapai dan digunakan oleh sesiapa sahaja secara percuma. Setiap kosa kata, frasa, ayat, ungkapan atau perenggan boleh terjemahkan ke pelbagai bahasa yang diingini.

Adnan Eiden dan Tariq Ibrahim (TT: 289) telah membuat kajian bertajuk “Penterjemahan Mesin dari Bahasa Inggeris ke Bahasa Arab: Pengalaman Syarikat IT”. Mereka menganalisis kesilapan terjemahan dari sudut ejaan pada teks yang diterjemah. Di samping itu, ia bertujuan untuk menjelaskan skop am tentang proses penterjemahan mesin dari Bahasa Inggeris ke

Bahasa Arab. Di dalam artikel yang ditulis Muhammad Izzuddin (TT:317) "Sistem Penterjemahan Mesin Pelbagai Bahasa dari Bahasa Arab (BA) ke Bahasa Inggeris (BI)" telah menjelaskan tentang teks yang diterjemahkan dari sudut morfologi, sintaksis dan semantik.

Kajian yang ditulis Hassan as-Sharif (TT: 173) bertajuk "Laporan Penterjemahan Mesin di Negara Arab" lebih memberi tumpuan kepada aspek teori daripada aspek praktikal. Di dalam penulisan Ismail Siniy yang bertajuk "Halatuju Kegiatan Penterjemahan Masa Kini", ia banyak menerangkan unsur-unsur positif dan negatif bagi penterjemahan mesin. Muhammad Daydawi turut memfokuskan tajuk yang sama di dalam artikelnya yang bertajuk "Penterjemah Masa Akan Datang: Memperhambakan Mesin atau Menjauhinya". Kajian tersebut hanya lebih tertumpu kepada aspek teori sahaja.

Kajian Radiah Yusoff & Wan Rose Eliza Abdul Rahman (2007) yang bertajuk "Analisis padanan makna dalam terjemahan berbantukan komputer" telah dibentangkan dalam persidangan Penterjemahan Antarabangsa ke-11, 2007 menjelaskan bahawa terjemahan secara berbantukan komputer mampu memindahkan teks sumber ke dalam teks sasaran.

Satu kajian semantik oleh Mohamad Nor Amin & Naimah Abdullah (2011) yang bertajuk "Kesilapan terjemahan Bahasa Arab-Bahasa Melayu dalam ejen carian Google: satu kajian semantik" telah dibentangkan di dalam Persidangan Penterjemahan Antarabangsa 2011. Hasil kajian mendapati terdapat tahap kesilapan yang amat tinggi dilakukan oleh pelajar dalam proses pembelajaran BA-BM yang berpandukan terjemahan di atas talian (*online*). Namun, kajian ini bertumpu kepada terjemahan ejen carian Google dari BA ke BM.

Fairuz & rakan-rakan membuat kajian bertajuk "Kesilapan terjemahan Bahasa Melayu-Bahasa Arab dalam ejen carian Google: satu kajian semantik" yang dibentangkan di Persidangan The Science and Art of Language Teaching (SALT). Data kajian ini lebih bertumpu kepada jenis-jenis kesilapan yang dihasilkan oleh pelajar seperti masalah terjemahan yang tidak tepat, kekeliruan terjemahan menggunakan kosa kata BI ataupun bahasa Indonesia. Hasil kajian menjelaskan bahawa terjemahan secara atas talian (*online*) merupakan satu pentas yang kurang ideal untuk melakukan aktiviti penterjemahan perkataan dari BM ke BA.

7 DAPATAN KAJIAN

Kajian ini memberi fokus kepada kesilapan TDT dari aspek tatabahasa. Berdasarkan penelitian kepada skrip projek bahasa yang dihasilkan oleh pelajar, terdapat pelbagai jenis kesilapan dari segi kosa kata, pembinaan kata kerja, keserasian perkataan, penggunaan partikel dan ungkapan atau struktur. Penghuraiannya adalah seperti berikut:

Jadual 1 menunjukkan kesilapan memilih kosa kata yang tepat untuk digunakan di dalam ungkapan. Didapati kosa kata berpandukan TDT tidak memberi maksud sebenar yang diingini, malah lebih berbentuk terjemahan secara literal. Contohnya (أرجل) berasal dari kata nama (رجل) yang bermaksud kaki. Apabila pelajar menaip kata kerja berjalan kaki, TDT secara automatik menambah (أ) kata kerja untuk kata ganti diri (saya) dan disambungkan pada kata nama (kaki). Maka, terhasillah kata kerja (أرجل) yang sebenarnya tidak terdapat dalam kosa kata kerja bahasa Arab.

Jadual 1 : Kosa Kata

Kosa kata	**TDT**	**Terjemahan Betul**
Apa pendapat kamu?	ماذا تُفَكِّرْنَ؟	مَا رَأْيُكُنَّ؟
Alat tulis	جلب القرطاسية	الأدوات الدراسية
Bagi saya	من جوبتي	بالنسبة لي
Masa lapang	الوقت الفائض	وقت الفراغ
Membuat latihan	نجعل التدريب	نحل التدريب
Saya berjalan	أرجل	أمشي
Alangkah luasnya kebun	ما اسعة هذا البستان	ما اوسع هذا البستان
Mari kita panaskan badan	هيا يسخن / حرارة الجسم	هيا نُحَمِّي الجسم / هيا نعمل تمرينات خفيفة
Pada cuti semester ini	في استراحة الفصل الدراسي	في العطلة لهذا الفصل / السمستر
Barang keperluan	عناصر الراحة	البضائع / اللوازم

Jadual 2 pula menunjukkan kesilapan dalam pembinaan kata kerja yang sepatutnya serasi dengan kata ganti nama pelaku. Contohnya, ungkapan (آمل أن يجيب عن سؤالك) untuk ganti nama saya (أنا) sepatutnya menggunakan kata kerja (أُجِيب). Begitu juga dengan ungkapan (أنا يرتبوا) didapati TDT menggunakan kata kerja jamak iaitu untuk kata ganti nama mereka (هم) yang telah berlaku pelenyapan (ن). Kata kerja asalnya adalah (يرتبون). Merujuk kepada ungkapan (وأنا السفر إلى الخارج), TDT menggunakan kata terbitan (السفر) di tempat kata kerja. Sepatutnya ungkapan ini menggunakan kata kerja (أسافر).

Jadual 2 Pembinaan Kata Kerja

Kata kerja	TDT	Terjemahan Betul
Di mana peperiksaan dijalankan	أين الامتحان تجري	أين يجري الامتحان
Silakan makan	تفضل نأكل الرجاء آكل/	تفضل كُل
Keretapi akan tiba	تأتي القطار / وسوف تصل إلى القطارات	سيأتي / سيصل القطار

Saya harap dapat menjawab soalan	آمل أن يجيب عن سؤالك	أرجو أن أستطيع على إجابة السؤال
saya mengemas rumah	أنا يرتبوا البيت	أنا أرتب البيت
saya akan makan	أنا سوف يأكل	أنا سآكل / سوف آكل
saya melancong ke luar negara	وأنا السفر إلى الخارج	أنا أسافر إلى الخارج

Jadual 3 di bawah menunjukkan kelemahan TDT apabila gagal dalam memberi keserasian perkataan untuk digunakan dalam frasa sama ada dari segi genus, bilangan dua dan jamak. Dalam contoh-contoh di atas, kata nama (الفيلم, النهر, الهواء) dari kategori maskulin, tetapi dipadankan dengan kata sifat feminin (اليابانية, نظيفة, مريحة). Bagi kata nama duaan (طالبان) dan jamak (المزارعون) tidak diserasikan dengan kata sifat yang sama bilangannya, sebaliknya dipadankan dengan kata sifat tunggal feminin (ذكية, قوية).

Jadual 3 Keserasian Perkataan dalam Frasa/ayat

Frasa/Ayat	TDT	Terjemahan Betul
Filem Jepun	الفيلم اليابانية	الفيلم الياباني
sungai yang bersih	النهر نظيفة	النهر النظيف
udara yang nyaman	الهواء مريحة	الهواء المنعش
dua orang pelajar yang cerdik	طالبين ذكية	طالبان ذكيان
petani-petani yang kuat	المزارعين قوية	المزارعون قويون

Jadual 4 menunjukkan kelemahan TDT dalam penggunaan partikel. Seperti juga peraturan BI, terdapat kata kerja yang memerlukan kepada partikel tertentu untuk ketepatan makna. Begitu juga sesetengah kata kerja BA perlu dipadankan dengan partikel yang ditetapkan. Contohnya, kata kerja (أَحْتَاج) perlu dipadankan dengan partikel (إلى) dan kata kerja (أَبْحَث) dengan partikel (عن). Tetapi, didapati TDT tidak memberi sebarang partikel kepada kata kerja (أَحْتَاج), bagi kata kerja (أَبْحَث) pula, dipadankan dengan partikel yang salah iaitu (ل).

Jadual 4 Penggunaan Partikel

Partikel	TDT	Terjemahan Betul
saya perlukan awak	أَحْتَاجُك	أَحْتَاجُ إليك
saya mencari awak	أَبْحَث لَك	أَبْحَث عَنْك

Jadual 5 Ungkapan / Struktur

Ungkapan	TDT	Terjemahan Betul
Gembira bertemu anda semua	سعيدة مع لكم جميعا	فرصة سعيدة
Kami lewat	لدينا وقت متأخر	نَحن متأخرون
Jom/Ayuh kita kira	دعونا العُد	هيا نَعُدّ
Jam berapa sekarang?	الآن في كيف؟	كم الساعة الآن؟
Di mana peperiksaan dijalankan	حيث العائدات الفحص	أين يجري الامتحان
saya mendapat pangkat kepujian di dalam peperiksaan yang lepas	أنا حصلت على ترقية في الامتحان يكرم السابقة	حصلت على تقدير جيد في الامتحان الماضي
Jom kita pergi bayar bil makanan	اسمحوا لنا الذهاب دفع الفواتير	هيا ندفع فاتورة الطعام
Berapa umur kamu?	لك كل العمر كيف؟	كم سنة عمرك؟
Selamat berkenalan	تأمين الاتصال	فرصة سعيدة
Saya anak pertama dari enam adik beradik	أنا أول طفل من ستة أشقاء	أنا الأكبر بين الإخوة
Saya harap begitu	آمل ذلك	أرجو كذلك
Ikut saya baca	أَتْبَعَنِي قراءة	اِسْتَمِع وَكَرِّر اِسْتَمِع وَاقْرَأ
Kamu semua boleh pergi ke kampung saya	يمكنكم إلى قريتي	يمكنكم أن تذهبوا إلى قريتي
Mesti di kampung kamu terdapat banyak ladang	هناك قريتك كثير المزرعة	هناك قريتك كثير المزرعة
Kenapa awak memilih untuk ke bangunan warna kuning itu	لماذا تفضل تذهب إلى الاصفر مبنى	لماذا تفضل أن تذهب إلى المبنى الاصفر
Buku bahasa arab untuk dipinjam	كتاب اللغة العربية على سبيل الاعارة	كتاب اللغة العربية للاعارة
Ada sedikit kerja yang perlu dilakukan	هناك عمل يتعين القيام به	هناك عمل عَلَيّ أن أقومَ به / أُنْهِيهِ
Siapa yang hendak belanja?	من تريد أن تخرج النقود؟	من سيدفع؟ على حساب من هذا؟

Kesilapan struktur dan juga ungkapan harian merupakan kesilapan yang paling kerap dilakukan oleh TDT. Jika diperhatikan, ungkapan yang diterjemahkan dari BM ke BA, bukan sahaja silap dari segi peraturan bahasa, dan pemilihan kosa kata, malah lebih kritikal terdapat ungkapan-ungkapan yang tidak difahami dan tidak munasabah. Contohnya, ungkapan untuk selamat berkenalan, (تأمين الاتصال), sepatutnya pelajar menggunakan (فرصة سعيدة) yang terdapat di dalam modul. Ternyata, ungkapan (تأمين الاتصال) hanya merupakan gabungan dua perkataan yang tiada kaitan dengan ungkapan yang dimaksudkan. (تأمين) membawa maksud jaminan atau selamat (*safe*) manakala (الاتصال) memberi makna berhubung.

Sesuatu yang ketara dapat diperhatikan dalam penghasilan dialog, pelajar gemar menggunakan ungkapan (دعونا) untuk memberi maksud (ayuh/jom). Sedangkan di dalam modul pembelajaran, menggunakan ungkapan (هيا), dan ungkapan ini diperkukuhkan dalam semua modul di setiap peringkat pengajian. Tidak dapat dinafikan ungkapan (دعونا) tidak salah tetapi ia jarang digunakan di dalam komunikasi harian masyarakat Arab, sebaliknya (هيا) merupakan ungkapan yang sentiasa digunakan.

8 KESIMPULAN

Berdasarkan dapatan kajian yang dibentangkan di atas, jelas menunjukkan bahawa terdapat banyak kelemahan di dalam proses terjemahan secara TDT. Terdapat pelbagai jenis kesilapan yang adakalanya menyimpang jauh dari maksud sebenar. Ciri-ciri bahasa Arab yang mempunyai peraturan dan cabang bahasa yang kompleks bukan mudah untuk diterjemahkan. Ia tidak boleh sama sekali diterjemahkan secara literal malah perlu dilihat secara konteks.

Selain itu, kosa kata yang tepat belum boleh digunakan di dalam sesuatu ungkapan sebelum ia diubahsuai dan diserasikan mengikut peraturan tatabahasa bahasa Arab. Tidak dinafikan TDT boleh membantu para pelajar dan memudahkan proses P&P bahasa Arab, namun sekiranya pelajar bergantung sepenuhnya pada TDT, tanpa merujuk kepada pensyarah dan modul pembelajaran, natijahnya dialog yang dihasilkan penuh dengan kesilapan-kesilapan yang menjejaskan proses P&P. Nyatalah bahawa terjemahan TDT tidak mampu membantu pelajar menghasilkan dialog yang baik dan tepat. Dengan ini, dicadangkan perlunya penambahbaikan terhadap TDT dengan kadar segera. Tibalah masanya, pakar-pakar IT berkolaborasi secara aktif dan berkesan dengan para pakar bahasa Arab bagi memastikan kandungan terjemahan adalah tepat dan berkualiti.

Kajian ini juga diharapkan dapat dimanfaatkan oleh pihak yang terlibat secara langsung dalam pengajaran dan pembelajaran bahasa Arab di UiTM:

8.1 Penyedia Modul

Bagi pensyarah yang terlibat sebagai penulis modul, hasil kajian ini dapat membantu dalam penyediaan bahan yang sesuai dan relevan dengan kehendak P&P. Mereka juga perlu lebih peka dalam memastikan penyediaan kosa kata yang mencukupi sebagai panduan untuk pelajar menyediakan projek bahasa mereka. Modul yang ditulis juga perlu dilengkapkan dengan contoh-contoh dialog, ungkapan, kosa kata yang sesuai, kata-kata penyambung ayat dan juga peraturan tatabahasa yang relevan.

8.2 Pensyarah

Pensyarah seharusnya memberi penerangan yang lebih jelas tentang risiko penggunaan TDT. Pelajar perlu berhati-hati dalam pemilihan kosa kata dan ungkapan melalui TDT di samping merujuk kepada pensyarah masing-masing bagi memastikan penggunaan yang betul.

8.3 Pelajar

Pelajar akan lebih berhati-hati dan berwaspada dalam penggunaan TDT dan sentiasa merujuk kepada modul dan pensyarah masing-masing dalam penyediaan projek mereka. Sekiranya perlu menggunakan kemudahan TDT, mereka hendaklah merujuk kepada pensyarah bagi memastikan penggunaan terjemahan adalah tepat.

8.4 Pakar Bahasa Arab

Pakar Bahasa Arab boleh mengambil iktibar dari permasalahan ini, sebagai memberi cetusan minda dan motivasi ke arah penglibatan secara aktif dalam penyediaan korpus yang lebih berkualiti dan tepat dan berkolaborasi dengan pihak IT.

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PERSEPSI PELAJAR TERHADAP PENGGUNAAN ALAT BANTU MENGAJAR BERASASKAN TEKNOLOGI MULTIMEDIA DALAM PEMBELAJARAN BALAGHAH

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Abstrak

Pemanfaatan teknologi multimedia (TMm) dalam pembelajaran balaghah merupakan satu inovasi dalam menwujudkan suasana yang mampu mempengaruhi minat pelajar di samping memenuhi tuntutan anjakan ke 7 iaitu memanfaatkan ICT bagi meningkatkan kualiti pembelajaran di Malaysia yang digariskan dalam Pelan Pembangunan Malaysia 2013-2015. Sejajar dengan itu, kajian ini bertujuan untuk meninjau sejauh manakah persepsi pelajar terhadap penggunaan alat bantu mengajar (ABM) berasaskan teknologi multimedia TMm dalam pembelajaran balaghah. Data-data dikumpulkan menerusi soal selidik. Data dianalisis secara deskriptif. Hasil kajian mendapati bahawa pelajar mempunyai persepsi yang tinggi dan memberi respon positif terhadap penggunaan ABM berasaskan TMm dalam pembelajaran balaghah dengan nilai purata min 4.33. Kesimpulannya, ABM bersaskan TMm amat perlu diaplikasikan dalam pengajaran dan pembelajaran (P&P) balaghah kerana ia mampu menarik pelajar untuk menguasainya.

Kata kunci : Alat Bantu Mengajar, Teknologi Multimedia, Balaghah

1 PENDAHULUAN

Kehadiran teknologi multimedia (TMm) dalam era kemajuan dunia telah mewarnai serta merubah cara pemikiran dan tingkah laku manusia dalam setiap aspek kehidupan manusia masa kini termasuklah dalam bidang pendidikan. Peranan teknologi multimedia (TMm) dalam pendidikan tidak dapat dinafikan lagi kepentingannya. Ini kerana, ABM berasaskan TMm memainkan peranan penting sebagai daya penarik minat pelajar untuk belajar seterusnya menjadikan pembelajaran itu menyeronokkan (Jamalludin & Zaidatun, 2003). Kenyataan ini disokong oleh Kamarul Azmi dan Ab. Halim (2007) bahawa penggunaan ABM berasaskan TMm boleh diaplikasi bagi meningkatkan keberkesanan pengajaran dan pembelajaran P&P guru, di samping minat dan tumpuan pelajar dapat dipupuk menerusi perancangan penggunaan yang rapi. Sehubungan itu, implementasi TMm sebagai ABM dalam pembelajaran balaghah merupakan satu inovasi dalam mewujudkan suasana yang mampu mempengaruhi minat pelajar.

Dalam artikel ini, pengkaji membincangkan persepsi pelajar terhadap penggunaan ABM berasaskan TMm dalam pembelajaran balaghah.

2 PENGGUNAAN ABM BERASASKAN TMm DALAM PEMBELAJARAN

Kepentingan TMm adalah sangat besar dalam bidang pendidikan. Justeru itu, KPM telah berusaha untuk meyediakan pelbagai kemudahan seperti komputer bagi memudahkan P&P dengan menggunakan teknologi multimedia sebagai ABM (Zainuddin et, al. 2008). Rentetan daripada itu, pengkaji mendatangkan beberapa kajian berhubung dengan penggunaan teknologi komputer dan multimedia. Kajian-kajian ini memaparkan kepentingan penggunaan ABM berasaskan TMm dalam pengajaran dikenal pasti dapat meningkatkan penguasaan pelajar dan minat dalam mata pelajaran bahasa Arab.

Hasil kajian yang dilakukan oleh Norshida (2012) ke atas 60 murid tahun lima yang mengikuti pembelajaran bahasa Arab j-QAF menunjukkan terdapat tiga bahan utama yang paling diminati dalam kalangan murid adalah komputer (90%), gambar (76.7%) dan power point (75%). Keadaan ini menunjukkan komputer adalah antara ABM yang paling diminati berbanding dengan ABM yang lain. Manakala kajian Norhayati (2006), mendapati pelajar telah memberi pandangan yang positif terhadap penggunaan animasi yang juga merupakan teknologi multimedia sebagai ABM dalam P&P bahasa Arab. Selain itu, kajian Jayalatchumy (2006), mendapati bahawa guru-guru sejarah mempunyai persepsi yang positif terhadap kepentingan bahan bantu mengajar berasaskan teknologi maklumat. Hal ini menunjukkan para guru dan pelajar berpendapat bahawa pengajaran berbantukan teknologi multimedia dapat meninggalkan kesan yang mendalam kepada P&P. Kajian yang djalankan oleh Norazamudin (2005) berkaitan dengan keberkesanan penggunaan teknologi maklumat sebagai ABM dalam pengajaran bahasa Arab Komunikasi di Maktab Sabah menunjukkan terdapat peningkatan dari segi pencapaian pelajar dan kaedah pengajaran dan pembelajaran. Justeru, penggunaan ABM berasaskan TMm dalam proses P&P menjadikan proses itu lebih efektif dan bermakna. Kajian Muhammad Harun Husaini et al. (2010) mendapati, sebanyak 87.3% pelajar bersetuju dengan pengintegrasian multimedia dalam pembelajaran bahasa Arab. Mereka berpandangan bahawa pengintegrasian tersebut mempunyai kepentingan yang signifikan dan nilai komersial yang tersendiri.

3 LATAR BELAKANG MASALAH

Penyerapan ilmu balaghah dalam Bahasa Arab Tinggi (BAT) adalah salah satu usaha yang cukup positif bagi meningkatkan kefahaman pelajar dalam kesusasteraan Arab di samping memudahkan mereka untuk memahami struktur ayat dan gaya bahasa yang terdapat dalam buku teks BAT. Namun objektif ini tidak dapat dicapai. Hal ini jelas terbukti melalui kajian Farhana (2008), beliau mendapati pelajar mempunyai persepsi sederhana terhadap balaghah berbanding dengan komponen-komponen bahasa Arab yang lain. Keadaan ini mungkin disebabkan sikap dan amalan guru yang tidak memanfaatkan teknologi dalam pengajaran mereka. Mereka hanya menggunakan kaedah tradisional dalam proses P&P berbanding kaedah moden yang memanfaatkan teknologi (Zawawi, 2008). Begitu juga kajian Azhar et al. (2008) dan Ashinida (2004) mendapati penggunaan ABM dan teknologi pengajaran didapati masih kurang digunakan oleh guru dalam pengajaran bahasa Arab di sekolah.

Kekurangan dalam penggunaan teknologi multimedia sebagai ABM boleh menjejaskan daya tarikan dan menyebabkan pelajar cepat merasa bosan (Siti Ikbal, 2006). Situasi ini juga boleh menyebabkan pelajar lemah dan tidak dapat menguasai balaghah dengan baik.

Oleh itu, penggunaan ABM berasaskan TMm dalam P&P diharapkan mampu memenuhi keperluan dan kehendak para pelajar. Hal ini kerana, pembelajaran menerusi teknologi multimedia dapat menawarkan persekitaran yang menyeronokkan (Jamalludin & Zaidatun, 2003) dan merupakan salah satu cara yang berkesan untuk menarik perhatian pelajar dan berpotensi pembelajaran lebih menarik dan ceria (Aminordin, 2007; Abd Rashid et al, 2012). Selain daripada itu, implementasi TMm dalam P&P balaghah dapat membantu pelajar mengingati apa-apa yang dipelajari oleh guru, membantu pelajar mempercepatkan proses pemahaman serta mengekalkan maklumat tersebut dalam tempoh masa yang lebih lama dalam ingatan pelajar (Jamalludin dan Zaidatun, 2003).

Justeru, kajian ini dijalankan bagi mengenal pasti persepsi pelajar terhadap penggunaan ABM berasaskan TMm dalam P&P balaghah. Lantaran itu, satu modul P&P balaghah berasaskan TMm iaitu Power Point dibangunkan sendiri oleh pengkaji bagi memperlihatkan keberkesanannya kepada semua pelajar yang mempelajari balaghah.

4 METODOLOGI KAJIAN

Kajian ini bertujuan untuk mengenal pasti persepsi pelajar terhadap penggunaan ABM berasaskan TMm dalam P&P balaghah. Kajian ini dijalankan di Sekolah Maahad Ahmadi, Gemecheh, Negeri Sembilan. Responden yang terlibat dalam kajian ini dihadkan 35 orang pelajar tingkatan 4. Pengumpulan data dibuat dengan menggunakan kaedah kuantitatif. Data diperolehi dengan menggunakan instrumen soal selidik. Soal selidik ini hanya membabitkan pihak pelajar yang didedahkan dengan ABM berasaskan TMm dalam P&P balaghah. Kesemua maklum balas tiap-tiap item menggambarkan persepsi pelajar tersebut terhadap penggunaan ABM berasaskan TMm dalam pembelajaran balaghah mengikut skala Likert lima mata dengan diperincikan sebagai STS = Sangat Tidak Setuju, TS = Tidak Setuju, KS = Kurang Setuju, S = Setuju, SS = Sangat Setuju. Data kajian ini dianalisa dengan menggunakan perisian SPSS dengan menggunakan statistik deskriptif seperti min, peratusan dan kekerapan. Skala interpretasi yang digunakan bagi min dalam kajian ini adalah seperti berikut :

1.00 – 2.33 – Tahap Rendah
2.34 – 3.67 – Tahap Sederhana
3.68 – 5.00 – Tahap Tinggi

5 DAPATAN KAJIAN

Sebanyak sepuluh item digunakan untuk mengenal pasti persepsi pelajar terhadap penggunaan ABM berasaskan TMm dalam P&P balaghah BAT. Jadual 1memaparkan analisis persepsi tersebut yang menunjukkan bahawa pelajar mempunyai persepsi yang tinggi terhadap penggunaan ABM berasaskan TMm dalam P&P balaghah BAT dengan nilai purata min 4.34 :

Jadual 1: Persepsi pelajar terhadap penggunaan ABM berasaskan TMm dalam pembelajaran balaghah

Bil	Item	STS	TS	KS	S	SS	Min
1	ABM berasaskan TMm menwujudkan suasana pembelajaran yang lebih ceria	-	-	5.9% 2	35.3% 12	58.8% 20	4.53
2	ABM berasaskan TMm meningkatkan motivasi saya	-	-	26.5% 9	29.4% 10	44.1% 15	4.18
3	ABM berasaskan TMm menjadikan pembelajaran itu mudah	-	-	5.9% 2	29.4% 10	64.7% 22	4.59
4	ABM berasaskan TMm menghilangkan kebosanan	-	-	14.7% 5	44.1% 15	41.2% 14	4.26
5	ABM berasaskan TMm mendatangkan keseronokan	-	-	17.6% 6	32.4% 11	50% 17	4.32
6	ABM berasaskan TMm menjadikan pengajaran guru teratur dan terancang	-	-	11.8% 4	52.9% 18	35.3% 12	4.24
7	ABM berasaskan TMm membantu pelajar memahami dengan cepat	-	-	11.8% 4	29.4% 18	58.8% 12	4.47
8	ABM berasaskan TMm membantu pelajar mengingati apa yang diajar	-	-	11.8% 4	38.2% 13	50% 17	4.38
9	ABM berasaskan TMm membantu agar dapat memberi perhatian semasa belajar	-	-	11.8% 4	41.2% 14	47.1% 16	4.35
10	ABM berasaskan TMm menjadikan pelajar lebih bersemangat semasa mengikuti pembelajaran	-	-	26.5% 9	47.1% 16	26.5% 9	4.00

Hasil dapatan soal selidik mendapati bahawa skor min yang tertinggi diperolehi ialah pada item 3 (min=4.59) yang berkaitan dengan penggunaan ABM berasaskan TMm dapat menjadikan pembelajaran mudah. Seramai 10 orang pelajar menyatakan setuju (29.4%) dan 22 orang (64.7%) pula sangat bersetuju berbanding dengan 2 orang pelajar (5.9%) yang kurang setuju tentang hal ini.

Demikian juga item 1(min=4.53), iaitu berkaitan dengan penggunaan ABM berasaskan TMm dapat menwujudkan suasana pembelajaran yang ceria. Seramai 12orang pelajar (35.3%) bersetuju dengan pernyataan tersebut, di samping 20 orang pelajar (58.8%) memperkukuhkan pernyataan itu dengan sangat bersetuju berbanding dengan 2 orang pelajar (5.9%) yang kurang setuju dengan pernyataan tersebut.

Manakala item 7 (min=4.47), menunjukkan 10 orang pelajar (29.4%) bersetuju ABM berasaskan TMm dapat membantu pelajar memahami pelajaran dengan cepat dan disokong oleh 20 orang pelajar (58.8%) sangat setuju dengan pernyataan tersebut. Berbeza dengan 4 orang pelajar (11.8%) yang kurang setuju tentang pernyataan ini.

Berhubung dengan " ABM berasaskan TMm membantu pelajar mengingati apa yang diajar " menerusi item 8 (min=4.38), kajian mendapati seramai 13 orang pelajar (38.2%) bersetuju dan 17 orang pelajar (50%) sangat bersetuju dengan pernyataan itu berbanding 4 orang pelajar (11.8%) kurang setuju dengan pernyataan tersebut.

Berdasarkan item 9 (min=4.35), iaitu berkenaan dengan ABM berasaskan TMm membantu pelajar agar dapat memberi perhatian semasa belajar, dapatan kajian menunjukkan seramai 14 orang pelajar (41.2%) bersetuju dan 16 orang pelajar (47.1%) sangat bersetuju dengan pernyataan pada item tersebut. Namun, terdapat 4 orang pelajar kurang setuju dengan menyatakan bahawa ABM berasaskan TMm tidak dapat membantu pelajar agar dapat memberi perhatian semasa belajar.

Bagi item 5 (min=4.32) didapati seramai 11 orang pelajar (32.4%) menyatakan setuju bahawa ABM berasaskan TMm mendatangkan keseronokan. Manakala, seramai 17 orang pelajar (50%) sangat setuju dengan pernyataan tersebut. Sebaliknya 6 orang pelajar (17.6%) kurang setuju dengan menyatakan bahawa ABM berasaskan TMm tidak mendatangkan keseronokan.
Berhubung dengan " ABM berasaskan TMm menghilangkan kebosanan " menerusi item 4 (min=4.26), kajian mendapati seramai 15 orang pelajar (44.1%) bersetuju dan 14 orang pelajar (41.2%) menyatakan sangat bersetuju, manakala 4 orang pelajar (11.8%) kurang setuju dengan pernyataan tersebut.

Bagi pernyataan "ABM berasaskan TMm menjadikan pengajaran guru teratur dan terancang" pada item 6 (min=4.24), seramai 18 orang pelajar (52.9%) bersetuju dengan pernyataan tersebut. Hal ini juga diperkukuhkan oleh 12 orang pelajar (35.3%) di mana mereka sangat bersetuju berbanding dengan 4 orang pelajar (11.8%) yang kurang bersetuju dengan menyatakan bahawa ABM berasaskan TMm tidak menjadikan pengajaran guru teratur dan terancang.

Demikian juga item 9 (min=4.18), iaitu berkaitan dengan penggunaan ABM berasaskan TMm dapat meningkatkan motivasi saya. Seramai 10 orang pelajar (29.4 %) setuju dengan pernyataan tersebut di samping 15 orang pelajar (44.1%) memperkukuhkan pernyataan itu dengan sangat bersetuju berbeza dengan 9 orang pelajar (26.5%) yang kurang setuju dengan pernyataan tersebut.

Skor min yang terendah diperoleh daripada item 10 (min=4.00), iaitu ABM berasaskan TMm membantu pelajar mengaplikasikan balaghah dalam pertuturan dan penulisan. Seramai 16 orang pelajar (47.1%) bersetuju dan 9 orang pelajar (26.5%) sangat bersetuju manakala seramai 9 orang pelajar kurang bersetuju dengan pernyataan ini.
Kesimpulannya, daripada analisis data soal selidik berhubung dengan persepsi pelajar terhadap penggunaan ABM berasaskan TMm dalam pembelajaran balaghah, didapati pada tahap yang tinggi.

6 PERBINCANGAN

Berdasarkan kajian ini didapati pelajar mempunyai persepsi yang tinggi dalam penggunaan ABM berasaskan TMm dalam pembelajaran balaghah. Dapatan kajian ini adalah selari dengan kajian Norhayati *et. al* (2013) yang mengkaji Persepsi Pelajar Terhadap Penggunaan Animasi dalam Pembelajaran Bahasa Arab.

Pengajaran yang berkualiti akan dapat meningkatkan komitmen pelajar dalam aktiviti pembelajaran mereka di dalam bilik darjah. Oleh itu, guru harus peka dengan senario yang berlaku dalam dunia pendidikan semasa. Kelebihan media elektronik dalam pendidikan perlu dimanfaatkan oleh guru balaghah kerana media tersebut menurut Jamalludin (2003) dapat mendatangkan banyak faedah kepada pelajar antaranya komunikasi maklumat yang efektif, format yang interaktif dan merangsang, pengekalan informasi yang berkesan, memudah dan mempercepatkan proses pengajaran dan pembelajaran (P&P) serta meningkatkan minat dan motivasi pelajar.

Elemen teknonologi multimedia sebagai ABM di dalam bilik darjah harus dimanipulasikan semaksimum mungkin kerana dapatan hasil kajian menunjukkan banyak kebaikan penggunaan teknologi ini dalam pengajaran dan pembelajaran (Rohaya, 2003; Kamarul Azmi dan Ab.Halim, 2007). Kenyataan ini disokong oleh Baharuddin et. al (2003) yang menyatakan bahawa bahan multimedia berupaya meningkatkan kadar penerimaan pelajar mengenai sesuatu bahan yang diajar sebanyak 30% lebih daripada pelajar yang menggunakan kaedah pembelajaran tradisional. Daripada hasil-hasil kajian tersebut, secara amnya bahawa teknologi multimedia sebagai ABM bersesuaian dengan pelajar kerana ia mampu meningkatkan rangsangan psitif dalam pengajaran dan pembelajaran balaghah.

7 KESIMPULAN

Kajian ini mendapati persepsi pelajar terhadap penggunaan ABM berasaskan TMm secara puratanya tinggi. Keadaan ini membuktikan pelajar mempunyai minat yang tinggi terhadap ABM berasaskan TMm. Namun, penggunaan teknologi multimedia sebagai ABM masih berada pada tahap yang sederhana. Oleh yang demikian, guru-guru perlu berusaha untuk meningkatkan kualiti pengajaran dan seterusnya menguasai kemahiran teknologi multimedia.

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Abstrak

Balaghah merupakan salah satu komponen utama dalam bahasa Arab yang diperkenalkan kepada para pelajar di peringkat sekolah menengah.Kajian ini bertujuan untuk mereka bentuk alternatif pembelajaran balaghah yang lebih efektif dan menyeronokkan serta mengenal pasti fungsi elemen multimedia yang digunakan dalam reka bentuk perisian pembelajaran balaghah.Proses reka bentuk perisian adalah berpandukan model pembangunana perisian bahasa Arab yang dirangka dengan menjadikan model reka bentuk instruksi ASSURE (Heinich et al., 1996) sebagai panduan aliran kerja. Setelah melalui proses reka bentuk perisian, sebuah modul perisian pembelajaran Balaghah Arab telah direka bentuk. Dengan terbinanya papan cerita (*storyboard*), elemen multimedia yang digunakan dalam perisian Balaghah Arab seperti teks, grafik, animasi, audio dan interaktif dapat dijelaskan spesifikasi dan fungsi penggunaannya.Berdasarkanpapan cerita (*storyboard*) yang dibina, sebuah prototaip perisian Balaghah Arab Tingkatan Empat telah dibangunkan bagi mengenalpasti keberkesanannya kepada pengguna.

Kata kunci: reka bentuk perisian, balaghah, bahasa Arab, elemen multimedia.

1 PENDAHULUAN

Era perkembangan dunia teknologi dan multimedia masa kini memainkan peranan dalam mempengaruhi setiap bidang kehidupan sekarang termasuklah dalam bidang pendidikan. Penggunaan teknologi telah dilaksanakan di sekolah-sekolah dan Institusi Pengajian Tinggi (IPT) ke arah menyemai dan memupuk minat serta sikap yang positif terhadap bidang teknologi dalam melahirkan pelajar yang bukan sahaja cemerlang dalam bidang akademik malah dalam bidang teknologi multimedia. Bagi memastikan matlamat tersebut tercapai, kaedah Pembelajaran Berpandukan Komputer (PBK) telah diperkenalkan di peringkat sekolah. Penggunaan komputer di dalam kelas ini telah menukarkan konsep Pengajaran dan Pembelajaran (P&P) daripada tradisional kepada moden. Kaedah ini lebih menarik minat pelajar untuk menjalankan aktiviti pembelajaran di dalam kelas. Ini kerana situasinya yang menarik, interaktif dan mencabar serta memerlukan rangsangan yang pelbagai khususnya yang berbentuk visual. Melalui kaedah ini, komputer dijadikan sebagai bahan untuk membantu proses pengajaran dan pembelajaran kerana komputer berkemampuan untuk menerima dan memproses data serta menyimpan data. Penghasilan perisian PBK yang berkualiti amatlah digalakkan bagi memperbaiki mutu pengajaran dan pembelajaran dari konsep tradisional kepada pengajaran kendiri secara individu dan interaktif.

2 PERNYATAAN MASALAH

Banyak kajian yang dilakukan berkenaan penguasaan bahasa Arab di Malaysia mendapati bahawa tahap penguasaan bahasa Arab dalam kalangan pelajar berada di tahap yang kritikal berbanding pembelajaran bahasa penting yang lain (Nik Mohd Rahimi & Kamarulzaman, 2002) (Abdul Halim Tamuri et. al. (2010). Antara komponen yang menjadi masalah kepada pelajar dalam menguasai bahasa Arab di peringkat Sijil Pelajaran Malaysia (SPM) ialah komponen balaghah Arab.Berdasarkan kajian yang dilakukan oleh Sohair Bakar

(1999), mendapati bahawa penguasaan ilmu Balaghah dalam kalangan pelajar amat rendah dan tidak diminati pelajar.Menurut beliau, antara faktor yang menyebabkan kelemahan tersebut ialah proses pengajaran balaghah yang terlalu mementingkan definisi serta kaedah, baik semasa pembelajaran atau dalam peperiksaan.

Menurut Rosni Samah (2006) pula, masalah ini adalah disebabkan oleh pembelajaran mereka yang hanya semata-mata berorientasikan kepada hafalan contoh-contoh dan kaedah-kaedahnya sahaja serta kurang penekanan kepada unsur aplikasi.Kaedah memperkenalkan teknik dan aktiviti pengajaran adalah kelemahan yang paling ketara dalam proses P&Pbalaghah (Abd. Halim Ariffin,1999). Teknik ceramah dan bersyarah perlu dikurangkan dan sebaliknya ditambah dengan aktiviti berfikir dan ketrampilan berbahasa.Selain itu, menurut Azhar (2008: 164) buku teks Bahasa Arab Tinggi (BAT) juga menjadi masalah dalam membantu pelajar menggunakannya secara sepenuhnya untuk memahami balaghah dalam sesi pembelajaran.Selain itu, faktor masa yang singkat untuk pengajaran balaghah juga memberi kesan kepada masalah kelemahan penguasaan pelajar terhadap ilmu balaghah (Azhar, 2008: 164).

Hausaimi Othman(dlm. Balkis Abu Bakar eds, 1999: 113-127) dalam kertas kerjanya bertajuk “Pengajian Balaghah di Sekolah Agama Rakyat (Perak): Pengalaman dan Tinjauan” menyatakan bahawa para pelajar menganggap mata pelajaran bahasa Arab dan balaghah terlalu susah untuk difahami menyebabkan mereka kurang berminat mempelajarinya. Menurut beliau ini mungkin disebabkan oleh cara atau kaedah pembelajaran yang masih mengikut cara lama.

Berdasarkan masalah yang dihadapi itu, pendekatan yang lebih efektif perlu diperkenalkan untuk menyelesaikan masalah tersebut.Antara pendekatan yang terbaik untuk digunakan oleh pelajar semasa sesi pembelajaran ialah melalui penggunaan perisian multimedia.Untuk tujuan itu, satu kajian perlu dilakukan secara teliti dan terancang untuk mereka bentuk dan membangunkan sebuah perisian balaghah yang lebih berkualiti, efektif dan berkesan bagi memudahkan pembelajaran pelajar tentang konsep-konsep dalam ilmu balaghah agar ia lebih mudah difahami.

3 OBJEKTIF KAJIAN

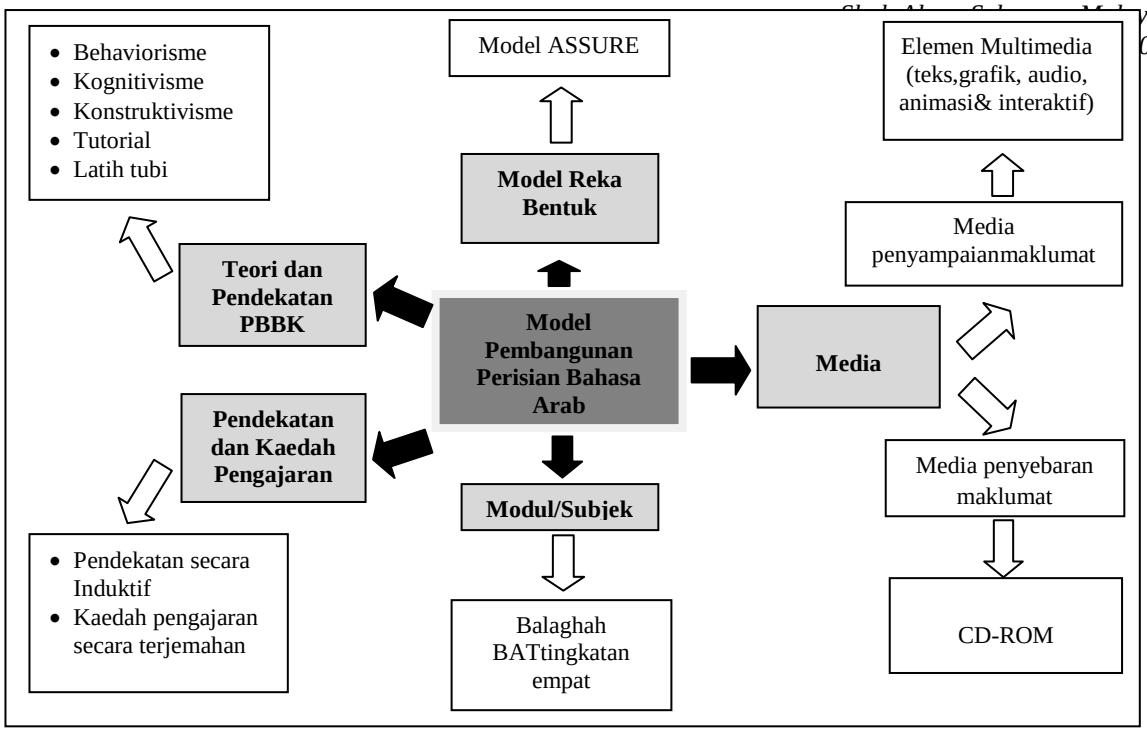
Objektif kajian ini adalah untuk:

1. Mereka bentuk alternatif pembelajaran balaghah yang lebih efektif dan menyeronokkan.
2. Mengenal pasti elemen teknologi multimedia yang digunakan dalam reka bentuk perisian pembelajaran balaghah.

4 MODEL KAJIAN

4.1 Model Pembangunan Perisian Bahasa Arab

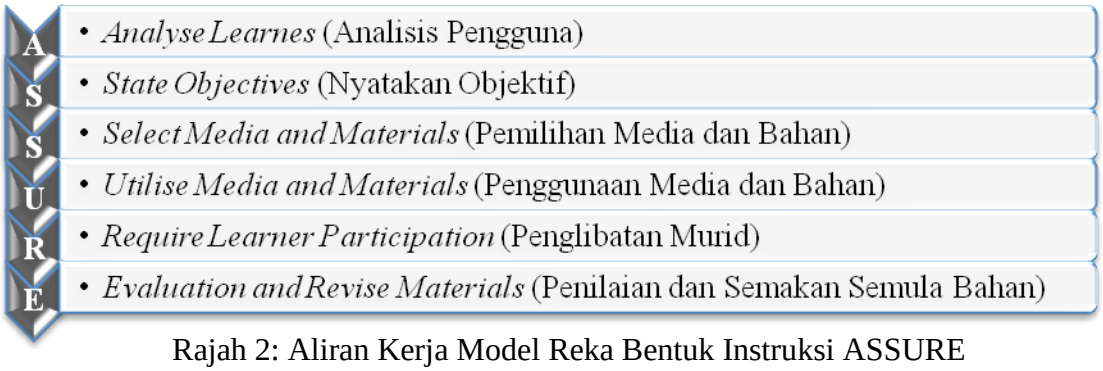
Dalam mereka bentuk perisian pembelajaran balaghah, terdapat pelbagai komponen yang menjadi asas kepada pembangunan perisian tersebut.Komponen-komponen tersebut telah digabungkan dalam sebuah model yang telah diolah daripada Model Pembangunan Perisian Bahasa Arab (Janudin, 2009) seperti dalam rajah 1 berikut.



Rajah 1: Model Pembangunan Perisian Bahasa Arab

4.2 Model Reka Bentuk Instruksi

Dalam mereka bentuk perisian balaghah Arab, model reka bentuk instruksi ASSURE (Heinich et al., 1996) dijadikan sebagai panduan kerana model ini mempunyai skala yang kecil dan lebih sesuai digunakan untuk merancang pengajaran dalam bilik darjah. Aliran gerak kerja model ASSURE ini dapat dilihat seperti dalam rajah berikut.



Rajah 2: Aliran Kerja Model Reka Bentuk Instruksi ASSURE

5 REKA BENTUK DAN PEMBANGUNAN PROTOTAIP PERISIAN BALAGHAH ARAB

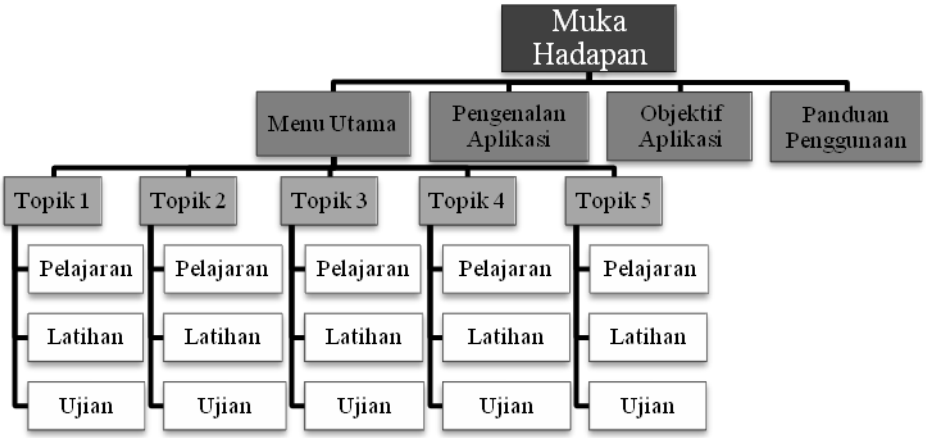
5.1 Reka Bentuk Perisian

Berdasarkan model reka bentuk ASSURE, proses mereka bentuk perisian secara umumnyabermula dari awal iaitu melibatkan fasaanalisis pengguna, penentuan objektif pembelajaran, pemilihan kaedah, media dan bahan sumber pembelajaran.Namun, proses reka bentuk ini secara khususnya bermula semasa di fasa penggunaan media dan bahandi mana dalam fasa ini, kesemua elemen media yang telah ditentukan seperti teks, grafik, audio, video dan sebagainya digabungkan dengan bahan sumber pembelajaran yang telah dipilih pada fasa sebelumnya. Proses ini sangat penting terutamanya untuk memastikan persekitaran

pembelajaran yang disediakan adalah menarik. Proses reka bentuk perisian pembelajaran balaghah dibahagikan kepada tiga peringkat iaitu reka bentuk informasi, reka bentuk interaksi dan pembangunan prototaip perisian Balaghah Arab.

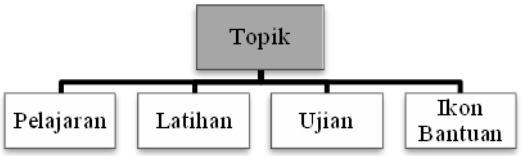
5.1.1 Reka Bentuk Informasi

Dalam kajian ini, struktur navigasi Hierarki digunakan sebagai panduan untuk menunjukkan aliran bagaimana kandungan modul balaghah disampaikan kepada pengguna. Ini kerana penggunaan struktur Hierarki ini dapat membantu pengguna menerima setiap maklumat yang disediakan dengan lebih mudah dan pantas serta dapat meminimumkan peluang untuk pengguna sesat dalam proses pencarian maklumat (Jamalludin & Zaidatun, 2007: 105). Gambaran berkenaan struktur navigasi Hierarki tersebut adalah seperti berikut.



Rajah 3: Struktur Keseluruhan Perisian

Rajah 3 berikut menunjukkan struktur keseluruhan susur jalur perisian pembelajaran ini.Secara umumnya, struktur ini menjelaskan bahawa konsep reka bentuk perisian ini adalah terdiri daripada 4 menu di laman hadapan yang terdiri daripada menu topik, pengenalan aplikasi, objektif aplikasi dan panduan penggunaan.Fokus utama perisian pembelajaran ini pula adalah kepada menu topik yang terdiri daripada 5 topik pembelajaran dibawahnya.Topik-topik tersebut disusun berdasarkan kandungan bahan pembelajaran yang telah dipilih sebelumnya.Setiap topik tersebut pula dibahagikan kepada subtopik-subtopik yang terdiri daripada pelajaran, latihan dan ujian.Bagi memudahkan pengguna, ikon bantuan turut disediakan bagi setiap topik mengikut keperluan dan kesesuaian.



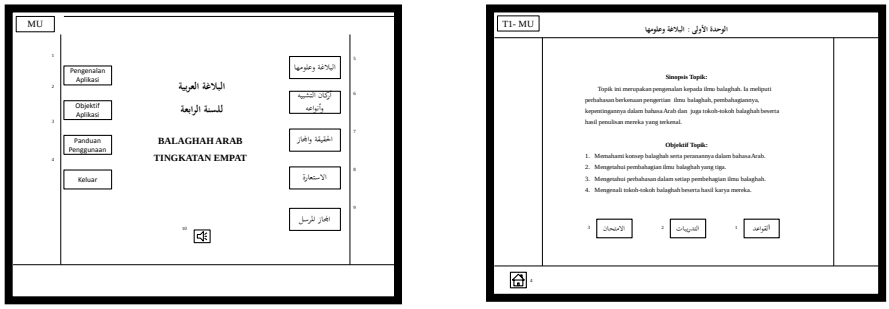
Rajah 4: Struktur Topik

5.1.2 Reka Bentuk Interaksi

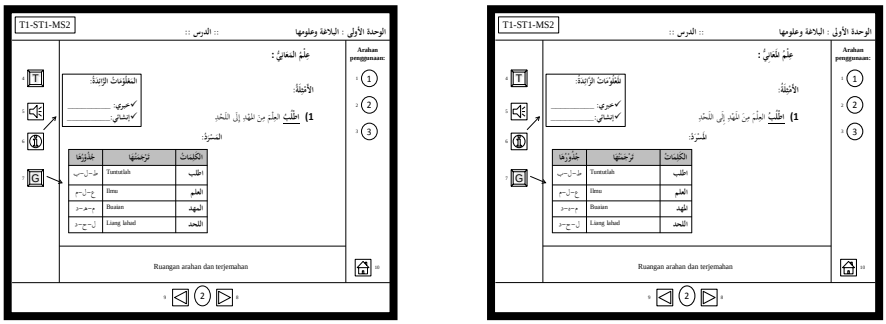
Setelah selesai mereka bentuk aliran perjalanan aplikasi melalui penggunaan struktur navigasi Hierarki, proses reka bentuk seterusnya pula adalah melibatkan lakaran rupa bentuk halaman atau dikenali sebagai papan cerita *(storyboard)* yang akan digunakan dalam perisian tersebut.

5.1.2.1 Pembinaan Papan Cerita (storyboard)

Papan cerita atau *storyboard* merupakan gambaran awal berkenaan perisian yang hendak dibangunkan. Papan cerita ini dibina semasa proses reka bentuk dijalankan. Bagi membina papan cerita ini, Microsoft Power Point 2007 digunakan untuk melakarkan reka bantuk skrin, teks, susun atur bebutang dan sebagainya.



Rajah 5: Paparan Menu Utama dan Menu Topik



Rajah 6: Paparan Subtopik dan Latihan

Berdasarkan reka bentuk papan cerita yang telah dihasilkan, pengkaji telah mengenal pasti dan mengklasifikasikan elemen multimedia yang digunakan, spesifikasinya serta fungsi utama setiap elemen multimedia tersebut. Kesemua elemen multimedia ini akan diaplikasikan semasa proses pembangunan prototaip.

Jadual 1: Elemen Multimedia, Spesifikasi dan Fungsinya Dalam Perisian

Elemen Multimedia	Spesifikasi	Fungsi
Teks	Fon Arab Fon roman	Paparan teks utama Paparan teks terjemahan Paparan teks arahan Paparan teks butang
Grafik	Grafik statik	Ikon Simbol Bebutang Grafik latar Ilustrasi peta minda dan jadual
Audio	Audio muzik suntingan Audio rakaman	Audio muzik latar Audio penerangan Audio bebutang
Animasi	Animasi 2D	Animasi bebutang

Jadual 2: Elemen Interaktif Dalam Perisian

Fungsi Tetikus	Aktiviti	Kesan
Mouse Click	Aktiviti akan berlaku selepas tetikus diketik	• Animasi • Bebutang audio • Grafik atau menu *pop-up* • Pautan grafik • Pautan teks
Mouse Over	Aktiviti akan berlaku semasa kursor berada di atas sesuatu objek seperti bebutang dan teks	• Animasi • Grafik dan menu *pop-up* • Pautan grafik • Pautan teks

5.1.3 Pembangunan Prototaip

Untuk membangunkan prototaip perisian Balaghah Arab, perisian Adobe Flash Professional CS5 digunakan sebagai perisian utama untuk membangunkan prototaip dan perisian audio Adobe Sound Booth CS5 untuk merakam dan mengedit audio yang digunakan dalam perisian ini. Secara umumnya, pembangunan prototaip Balaghah Arab ini dijalankan dalam dua proses:

1) Proses menyediakan bahan-bahan multimedia yang akan digunakan dalam perisian. Bahan-bahan multimedia tersebut termasuklah teks, audio atau kesan bunyi dan grafik bagi bebutang dan ikon.
2) Proses membangunkan halaman-halaman kerja dalam dokumen Flash berpandukan papan cerita dan mengintegrasikan semua bahan-bahan multimedia yang telah disediakan ke dalam halaman-halaman tersebut.

Berikut merupakan paparan sebenar menu utama, topik, subtopik dan latihan prototaip perisian Balaghah Arab yang telah siap dibangunkan.

Rajah 7: Paparan Sebenar Menu Utama dan Menu Topik

Rajah 8: Paparan Subtopik dan Latihan

Secara umumnya, klasifikasi ciri-ciri elemen multimedia yang digunakan dalam prototaip perisian Balaghah Arab dapat ditunjukkan seperti berikut.

Jadual 3: Ciri-Ciri Elemen Multimedia Dalam Prototaip

Perkara	Ciri-Ciri
Jenis fon dan saiz	Jenis Fon Roman: Zero Twos Century Gothic Trajan Pro Calibri Saiz fon: mengikut kesesuaian Jenis Fon Arab: Traditioanal Arabic Ae_AlHor Ae_AlMateen Ae_Dimnah Ae_Granada Saiz fon: mengikut kesesuaian
Reka bentuk grafik	Ikon, bebutang dan susun atur paparan
Elemen animasi	Animasi simbol
Warna	Warna halaman: coklat
Audio dan kesan bunyi	Ikon, bebutang, audio muzik latar dan audio penerangan
Susun atur bahan dalam halaman	Mempunyai bingkai di sekeliling halaman, ruang utama di tengah-tengah dan ruang terjemahan dan arahan di bawahnya
Interaktiviti	*Mouse click*dan *mouse over*

6 DAPATAN DAN PERBINCANGAN

Sepanjang proses mereka bentuk perisian, beberapa dapatan telah dikenal pasti:

6.1 Pemilihan model reka bentuk instruksi yang sesuai membantu memudahkan proses reka bentuk

Dalam kajian ini, model reka bentuk instruksi ASSURE telah dipilih untuk mereka bentuk perisian pembelajaran Balaghah Arab tingkatan empat. Pemilihan model ASSURE ini kerana ianya mudah diaplikasi dalam proses reka bentuk perisian Balaghah Arab. Ini kerana model ASSURE mempunyai skala yang kecil dan lebih sesuai digunakan untuk merancang pengajaran di dalam bilik darjah.

6.2 Kaedah dan pendekatan yang sesuai perlulah dipilih dalam menyampaikan kandungan perisian

Bagi memastikan perisian pembelajaran yang direka bentuk adalah berkesan dan kandungannya mudah difahami, kaedah dan pendekatan yang sesuai dalam penyampaian kandungan perisian perlu dipilih.Pemilihan kaedah dan pendekatan ini adalah berkait rapat dengan ciri-ciri pengguna yang disasarkan serta objektif pembelajaran yang ditetapkan.Beberapa kedah dan pendekatan yang sesuai telah dipilih setelah ciri-ciri pengguna dan objektif pembelajaran ditentukan. Pendekatan dan kaedah tersebut adalah seperti berikut:

1) Pendekatan pengajaran bahasa secara induktif.
2) Kaedah pengajaran bahasa secara terjemahan.
3) Pendekatan PBBK secara tutorial dan latih tubi.

6.3 Elemen multimedia hendaklah sesuai dengan pengguna dan objektif perisian

Elemen multimedia yang dipilih hendaklah sesuai dengan objektif dan ciri-ciri pengguna perisian agar perisian yang direka bentuk berkesan dan memuaskan pengguna.Berdasarkan ciri-ciri pelajar dan objektif pembelajaran, elemen multimedia yang dirasakan sesuai digunakan dalam penyampaikan kandungan perisian Balaghah Arab ialah elemen teks, grafik, animasi dan audio.Selain itu, elemen interaktif juga digunakan dalam perisian ini menjadikan suasana pembelajaran lebih menyeronokkan dan berkesan. Hal ini kerana elemen interaktif ini akan menjadikan pembelajaran berbentuk dua hala antara pelajar dengan perisian.

Beberapa dapatan yang dikenal pasti selepas proses reka bentuk perisian adalah seperti berikut:

a. Reka bentuk kaedah pembelajaran alternatif bagi Balaghah Arab tingkatan empat

Antara objektif utama kajian ini adalah untuk mereka bentuk alternatif pembelajaran balaghah BAT tingkatan empat yang lebih efektif dan menyeronokkan.Setelah melalui proses reka bentuk perisian pembelajaran balaghah berdasarkan model reka bentuk instruksi ASSURE, modul perisian pembelajaran Balaghah Arab telah berjaya direka bentuk dengan terhasilnya papan cerita perisian Balaghah Arab. Berdasarkan papan cerita tersebut, prototaip perisian Balaghah Arab dibangunkan.

b. Keperluan pembangunan perisian bagi pembelajaran Balaghah Arab.

Oleh kerana kajian ini hanya tertumpu kepada proses reka bentuk sahaja, maka adalah menjadi satu keperluan penting untuk membangunkan perisian pembelajaran Balaghah Arab yang lengkap untuk kegunaan para pelajar dan guru-guru. Proses pembangunan ini diperlukan berdasarkan perkara berikut:

1) Mempelbagaikan kaedah pengajaran dan pembelajaran Balaghah.
2) Menangani masalah kurang minat belajar Balaghah dalam kalangan pelajar terutama pelajar yang lemah asas bahasa Arab.
3) Menambahkan lagi bahan pembelajaran bahasa Arab.
4) Sebagai sumber rujukan kepada sesiapa yang ingin mempelajari Balaghah.

7 KESIMPULAN

Ilmu balaghah sangat penting kepada para pelajar yang mengambil matapelajaran Bahasa Arab Tinggi di peringkat SPM memandangkan ianya merupakan salah satu komponen bahasa Arab yang termasuk di dalam sukatan pelajaran BAT dan turut dinilai dan diuji di dalam kertas peperiksaan Bahasa Arab Tinggi SPM. Oleh itu kaedah pembelajaran balaghah yang lebih efektif dan berkesan haruslah diperkenalkan kepada para pelajar agar mereka lebih berminat dan tertarik untuk mempelajari balaghah.Artikel ini telah menjelaskan

proses reka bentuk perisian Balaghah Arab Tingkatan Empat yang merupakan kaedah alternatif kepada pembelajaran Balaghah secara traditional. Dengan berpandukan model reka bentuk instruksi ASSURE,modul perisian pembelajaran Balaghah Arab telah dihasilkan. Kandungan sukatan balaghah tingkatan empat dipersembahkan dengan gabungan beberapa elemen multimedia seperti teks, grafik, animasi, audio dan interaktif yang akan menjadikan proses pembelajaran balaghah lebih efektif dan menyeronokkan.Adalah diharapkan agar usaha ini akanmenjadi perintis kepada pembangunanperisian yang direkabentuk berasaskan teori pembelajaran yang kukuh dan praktikal, sama ada dalam topik balaghah yang berlainan mahupun komponen bahasa Arab yang lain. Selain itu, kerangka ini dijangka berguna kepada pereka bentukperisian dan multimedia untuk menjadikan ia sebagai satu perisian yang sempurna.

8 PENGIKTIRAFAN

Prototaip perisian Balaghah Arab ini telah mendapat pingat perak dalam RIID 2012 yang dianjurkan oleh Universiti Teknologi MARA Melaka pada 7-8 November 2012.

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VOCABULARY TEACHING IN COGNITIVE APPROACH OF CHINESE FANTASY NOVEL: DICK AND CAREY'S MODEL

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Abstract

Giving additional learning materials such as Chinese fantasy novel to non-native learners can be strenuous. The teaching approach has not to be arbitrary. The design of the learning materials has to be systematic and achieve its purpose that is to support cognitive understanding of new words in the Chinese fantasy novels. Hence Dick and Carey's model (1996) can be accommodating. This model is systematic in nature. The model is a procedural system including ten major process components (nine basic steps in an iterative cycle and a culminating evaluation of the effectiveness of the instruction). The steps include assess needs to identify instructional goal(s), conduct instructional analysis, analyze learners and contexts, write performance objectives, develop assessment instruments, develop instructional strategy, develop and select instruction, design and conduct formative evaluation, revise Instruction, and design and conduct summative evaluation. By using this model, it helps to carry out new word cognitive instruction in Chinese fantasy novel in a systematic and structured manner. This paper discusses the process involved. The ten steps concerned are discussed in details and concrete examples are given as well. The major objective in the use of this model is to assist in developing a organized approach for new word cognitive instruction. Thus, this will give a hand in ensuring non-native learners might gain positive outcomes in the instruction process. Instructors who are interested in developing their own instructional materials to support additional learning as well as new word cognitive instruction might be able to get insights from this article.

Keywords: Dick and Carey's Model, new word, cognitive, Chinese fantasy novel, teaching of Chinese as a foreign language

1 INTRODUCTION

The Chinese fantasy novels are popular in the internet since the 90's as a new style of novel (Gai, 2006). From the initial imitation of the local deity stories, and now form their own unique style, in particular on the narrative stylishness, they are easily attracting readers of university campus (Fang, 2011, Ma, 2011) as the contents are very much related to university students. Hence, they have the great potentials of use in the teaching of Chinese as a foreign language typically in encouraging reading.

Chinese fantasy novels are a type of fiction, usually with the theme of war and adventure. The historical background and worldview of these Chinese fantasy novels are free based on the imagination of the authors. Some categories of Chinese fantasy novels include legend, science fiction, magic fairy, hero and heroine, and etc. (Chen, 2006).

In Linguistics, the new word is a recently coined word or invented words or phrases. Neologisms are especially useful in identifying newness, new phenomena, and cultural background or take on new ideas from the old and original words (Zhang, 2008).

New form of words or coin words refers to the content of the new words which the original vocabulary systems do not have, but they are completely new words. The productivity of coin words are generally found in Chinese fantasy novels, especially the web-based novels (Song, 2011). It can be said to be quite a striking feature of today's Chinese new words. These coin words however can be very much cultural bounded (Zhu, 2009; Long, 2011; Bai, 2012; Tang & Jiang, 2011). Hence the cognitive comprehension of these coin words poses a challenge to the use of Chinese fantasy novels as reading materials for the teaching of Chinese as a foreign language. Vocabulary instruction for the teaching of Chinese as a foreign language has to be systematic and well-planned (Hu, 2010; Li, 2009; Yu, 2011). Instructors of Chinese as a foreign language cannot simply bring in any reading materials in the Chinese teaching classroom without giving appropriate supports. In order to use Chinese fantasy novel as reading materials for the learning of Chinese as a foreign language, reading support such as online dictionary skill, reading software use and module of teaching this reading skill has to be given to the students (Goh, 2010a; 2010b) prior to the introduction of Chinese fantasy novels in the Chinese classrooms.

Students of learning Chinese as a foreign language need to have vocabulary support in the reading process (Goh & Saiful, 2013a; 2013b; Goh, Saiful, Hasiah & Norlina, 2012). On top of that, it is vital to understand the cognitive comprehension aspect of the coin words which are prevailing found in the Chinese fantasy novel texts. Hence the examination of the cognitive comprehension noted to be studied.

However, giving additional learning materials such as Chinese fantasy novel to non-native learners can be strenuous. The teaching approach has not to be arbitrary but systematic instructional approach has to be employed for effective instruction (Goh, 2013). The design of the learning materials has to be systematic and achieve its purpose that is to support cognitive understanding of new words in the Chinese fantasy novels. Hence Dick and Carey's model (1996) can be accommodating.

2 DICK AND CAREY'S MODEL

This model is systematic in nature. The model is a procedural system including ten major process components (nine basic steps in an iterative cycle and a culminating evaluation of the effectiveness of the instruction). The steps include assess needs to identify instructional goal(s), conduct instructional analysis, analyze learners and contexts, write performance objectives, develop assessment instruments, develop instructional strategy, develop and select instruction, design and conduct formative evaluation, revise Instruction, and design and conduct summative evaluation.

The nine components in an iterative cycle include:

1. Assess needs to identify instructional goal(s): to identify what it is the learners are expected to be able to do at the end of the instruction

2. Conduct instructional analysis: to determine a step-by-step of what learners are doing when they are performing the goal; to determine what skills and knowledge are required

3. Analyze learners and contexts: to identify learners' present skills, preferences and attitude as well as the characteristics of the instructional setting; the useful information about the target population includes entry behaviors, prior knowledge of the topic area, attitudes toward content and potential delivery systems, academic motivation, attitudes toward the organization

4. Write performance objectives: to specify what it is the learners will be able to do with the statements of the skills to be learned, the conditions, and the criteria

5. Develop Assessment Instruments: to develop a criteria-referenced assessment consistent with the performance objectives

6. Develop instructional strategy: to develop strategies in pre-instructional activities (motivation, objectives and entry behavior), presentation of information (instructional sequence, information, examples), learner's participation (practice and feedback), testing (pretest and posttest) and follow-through activities(remediation, enrichment, memorization and transfer)

7. Develop and select instruction: to use the instructional strategies to produce the instruction

8. Design and conduct formative evaluation: to collect data that are used to identify how to improve the instruction

9. Revise Instruction: to use the data from the formative evaluation to examine the validity of the instructional analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, and instruction.

10. The final process is to design and conduct summative evaluation, which is an evaluation of the value of the instruction.

Figure below shows the process involved in a diagrammatic manner. It helps to understand the flow of the process.

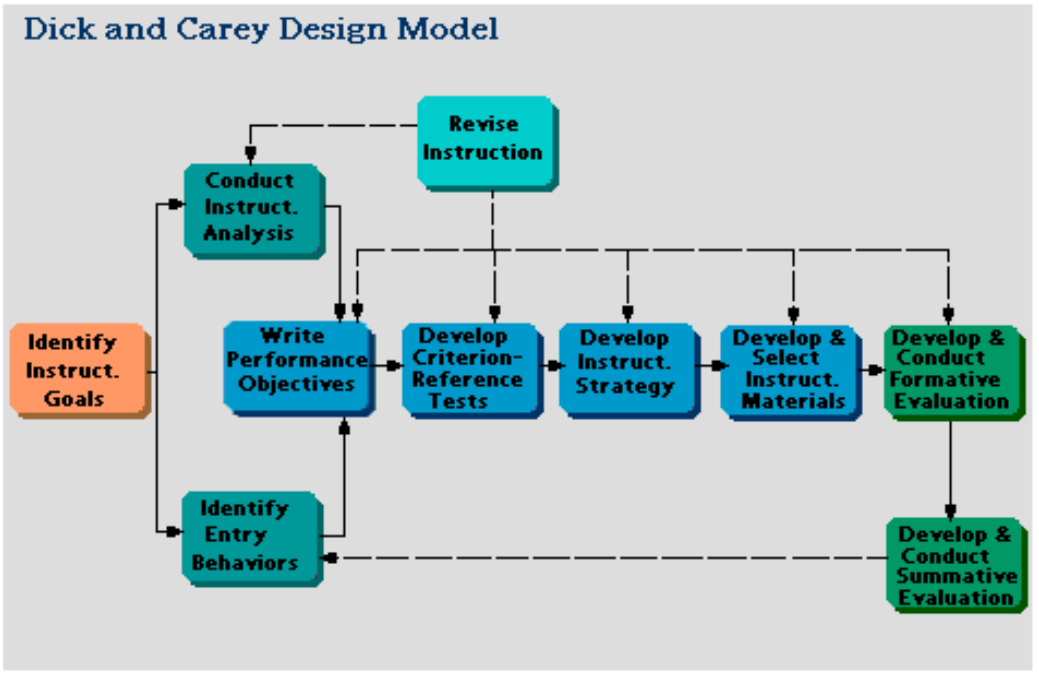

Figure 1: Dick and Carey Design Model

By using this model, it helps to carry out new word cognitive instruction in Chinese fantasy novel in a systematic and structured manner.

3 CONCRETE EXAMPLES

This paper discusses the process involved. The ten steps concerned are discussed in details and concrete examples are given as well. Table 1 depicts the process involved.

Table 1: Dick and Carey's Model for Chinese new word cognitive instruction

Step	Explanation	Illustration
1	Assess needs to identify instructional goal(s)	Informing the non-native learners of Chinese the instructional goal: They are expected to be able to cognitively understand the new word in Chinese fantasy novel at the end of the instruction.

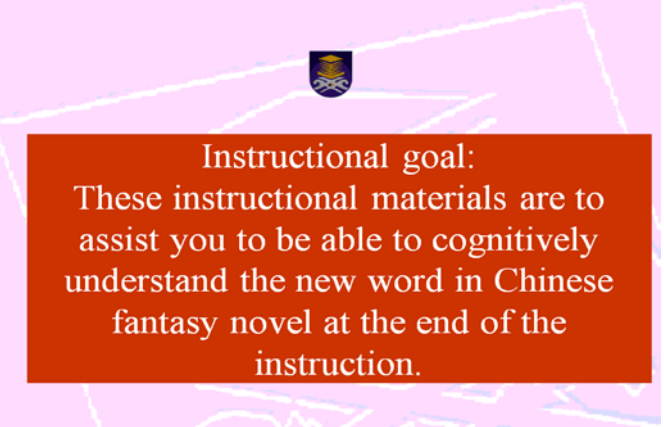

Figure 2: Informing instructional goal

2	Conduct instructional analysis	Prior to the preparation of the instructional materials, entries of vocabulary are selected and screened. The entries are recorded in a tabular form as shown below.

系号	词语	词类	词义	例句	段落	篇章	书名	页数
1	晾	动词	抛	倒把宋大仁等人给晾在一旁。	田灵儿"咦嘻"一声笑了出来，立刻感觉与这文敏师姐相见恨晚，当下文敏轻轻一拉，田灵儿便跟着她走到小竹峰那群女人中间，唧唧喳喳几句聊了下来，立时便混得熟悉无比，欢声笑语，不时从那群女人中间传了出来，倒把宋大仁等人给晾在一旁。	第十八章 相逢	诛仙	36-不确定

Figure 3: Record of entries in tabular form

The selected new words are then designed into presentable instructional materials. The non-native learners of Chinese are to access the instructional materials given with the guidance of their Chinese instructors;
The skills and knowledge required are stated in the instructional materials given as to guide learners in gaining the knowledge.
The contents of the instructional materials are clearly informed, e.g.:

1 Category 1: weapons, 剑，刀，etc.
2 Category 2: building, e.g., 观，庙，殿，etc.
3 Category 3: character, e.g. 侠士，道士，尼姑，etc.
4 Category 4: verb, e.g. 晾，砍，劈，刺，etc.
5 For each of the category, there are at least 50 entries.
6 The learning materials are presented in PPT forms.
7 Related images are given.
8 Pronunciation of word and sentence are given

3	Analyze learners and contexts	The instructors have to understand the entry Chinese level of their students. Instructional materials developed have to able to attain to their

prior knowledge.
Figure below shows an example of the instructional material given.

Figure 4: Example of learning material

4	Write performance objectives	After accessing the instructional materials for 10 weeks, the learners should be able to carry out exercises given at the end of each week of the duration of 10 weeks.
5	Develop Assessment Instruments	Assessment instruments are developed. These instruments include true-false questions, objective questions, and etc. Suitable distractors have to be used to measure cognitive aspect of new words learned by the learners.

Question	which is not a weapon?
Answer	1) 刀 2) 剑 3) 枪 4) 庙

Figure 5: Question – multiple choice

Question	尼姑住在庙里。
Answer	True False

Figure 6: Question – true or false

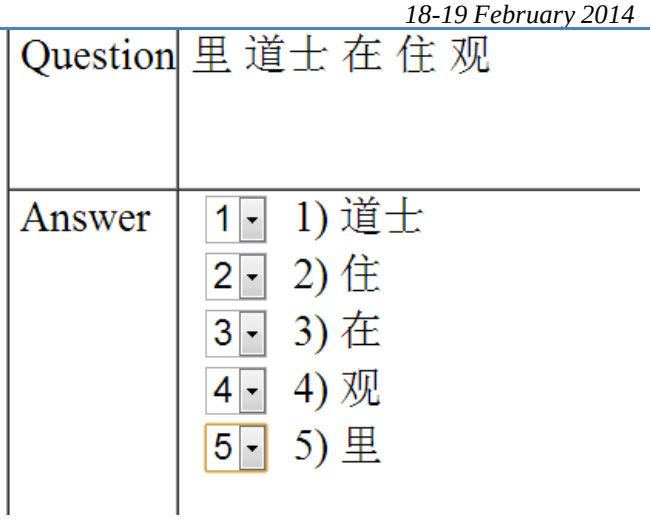

Figure 7: Question – ordering

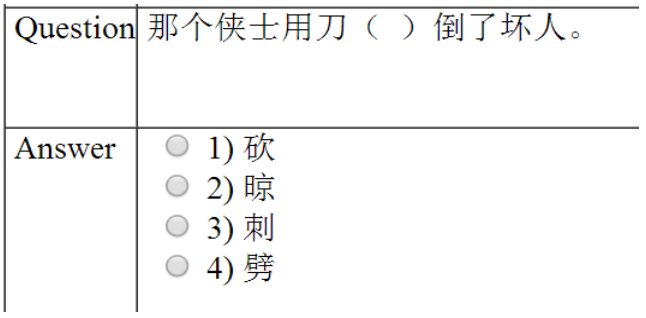

Figure 8: Question – filling in the blank

6	Develop instructional strategy	Instructor has to develop 1 pre-instructional activities such as informing the learners the objectives of accessing these instructional materials; 2 presenting the instructional materials during face-to-face classroom teaching time; 3 tracing learners use; 4 giving practice and feedback activities; 5 administer testing of new word cognition; 6 follow-through activities: allowing multiple accesses to the instructional materials
7	Develop and select instruction	In this stage, the instructor has to pay specific attention to learner's participation. Forms to trace students' access to the instructional materials are given. Students have to show their instructor the completion of activities needed every week during classroom interaction in accordance to the schedule.

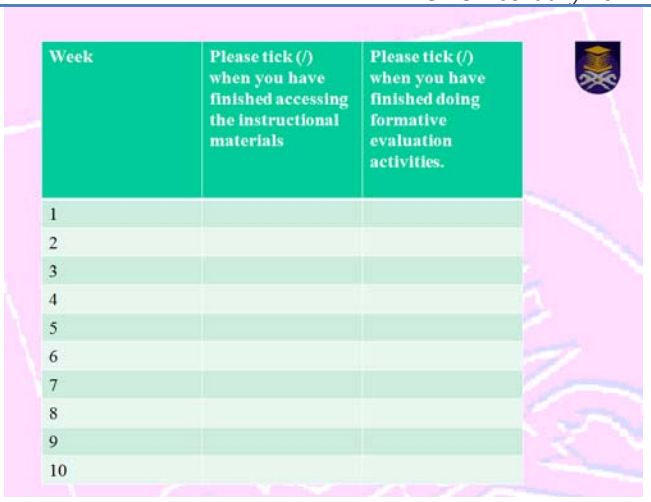

Figure 9: Tracing students ' participation

8	Design and conduct formative evaluation	For each of every week end, a formative evaluation is given. Students are able to know their performance. Instructor collects data of formative evaluation in forms.
9	Revise Instruction	After the first week of instruction, the instructor uses the data of the formative evaluation to examine the performance of the learners in the learning process. Students are allowed to give their feedback by filling the feedback form to their instructor as to improve the design of the instructional materials.
10	Design and conduct summative evaluation	At the 11 week of the semester, a summative evaluation is given. I-learn system is used to gather data of summative evaluation for new word cognition instruction.

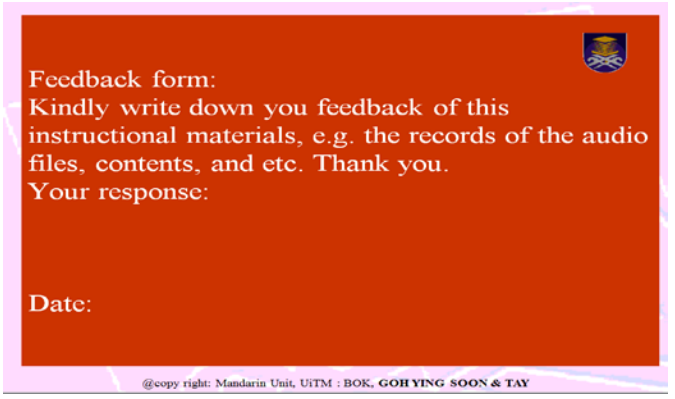

Figure 10: Response form

In order to measure cognitive levels of new word instruction, Bloom's cognitive levels (Bloom, 1956) can be used. Table below shows examples of Bloom's cognitive levels that can be employed in setting questions for formative and summative evaluations.

Table 2: Examples of Bloom's cognitive levels (extracted from: http://www.personal.psu.edu/wxh139/Dick_Carey.htm)

Bloom's Cognitive Level	Student Activity	Words to Use in Item Stems
Knowledge	Remembering facts, terms, concepts, definitions, principles	Define, list, state, identify, label, name, who? when? where? what?
Comprehension	Explaining/interpreting the meaning of material	Explain, predict, interpret, infer, summarize, convert, translate, give example, account for, paraphrase
Application	Using a concept or principle to solve a problem	Apply, solve, show, make use of, modify, demonstrate, compute
Synthesis	Producing something new or original from component parts	Design, construct, develop, formulate, imagine, create, change, write a poem or short story
Evaluation	Making a judgment based on a pre-established set of criteria	Appraise, evaluate, justify, judge, critique, recommend, which would be better?

After completing the measurement on the cognitive aspect of the new words, students are to fill up an online survey form at https://docs.google.com/spreadsheet/viewform?usp=drive_web&formkey=dFFleFVXdk1IbnNqQlk4MXJVbnRTMlE6MA#gid=0. This is to gain the students' responses to the instructional materials designed to support their learning of new words in Chinese fantasy novel.

4 CONCLUSION

The major objective in the use of this model is to assist in developing an organized approach for new word cognitive instruction. Thus, this will give a hand in ensuring non-native learners might gain positive outcomes in the instruction process. Instructors who are interested in developing their own instructional materials to support additional learning as well as new word cognitive instruction might be able to get insights from this article.

Many supplementary tools can be used along to make use of the instructional materials in a more positive manner. Instructor can use pinyin text to speech system (Goh, Saiful Nizam, Aileen Farida, & Mohd Suhaimi, 2013), for instance, to practice the sentences they have made using new word that they have learned in these instructional materials. This may espouse their productive learning skills such as speaking instead of enhancing their receptive skill through reading merely.

Studies have to be carried out on the effectiveness for usability evaluation (Norlina, Hasiah, Goh & Yau'Mee, 2013). Hence, quantitative study on the usability of the instructional materials in supporting new word cognitive instruction has to be implemented.

In short, this article has depicted the use of Dick and Carey's Model for systematic design of new word cognitive instruction. It serves as guidance for effective and systematic additional learning instruction to support non-native learners in expanding their learning capacity.

ACKNOWLEDGMENT

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Corpus/ Lexicography and Users' Needs

A PROPOSED MODEL TO TRANSLATE PROVERBS ONLINE

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Abstract

People from different cultures and different languages have proverbs in their heritage as means to express wisdom. Since technology impacts several sides of our lives, individuals become more interested in searching and learning many things online where online machine translation tools have become possible means for such purposes. Although online machine translation tools have improved over the years. The need to have appropriate translations of certain linguistic structures like proverbs is becoming necessary in the absence of a higher level of accuracy of translation. This paper proposes a computational model which incorporates proverbs translation from English into Arabic & vice versa in online translation tools.

Keywords: Online machine translation; proverbs translation; English; Arabic

1 INTRODUCTION

Machine translation (MT) appeared in 1950s as a field with limited capabilities to provide automatic translation via machine. Limited types of words and texts were used primarily with low levels of accuracy due to various technical and linguistic issues like ambiguity. However, the evolution of MT facilitated the job of human translators. Computers were utilized to provide several solutions for the translation task such as computer assisted translation and human-assisted machine translation where the process of translation is treated by both human and the machine. Human translators engaged in MT process [6] in terms of editing assistance.

Companies and organizations started working on the primary translation systems with extensive post editing due to the low quality of the outputs. Translation aids such as computational database of terminology, word processors, and translation memories supported translation task which improved MT on the speed and quality level.

Various computational paradigms were developed to perform MT task such as rule based and phrase based statistical MT (PB-SMT). Most of MT systems, commercial ones in particular, follow rule based MT systems which operate [2] rules derived from linguistic knowledge. PB-SMT becomes a powerful approach in MT research using phrasal and lexical alignments with statistical models working on the parallel corpus.

The need to have MT systems capable to deal with different phrases or sentences is still ongoing derived by the increasing needs of users to translate languages via machine. 1990s witnessed the emergence of online MT as a chargeable service at first. Some companies like *Systran* and *Fujitsu* started this service. However, Bablefish online MT popped up in 1997 enabling many users to benefit from its translation free of charge. Consequently, the awareness of the public was increased with respect to online translation encouraging them to use online MT tools in their PCs.

Other companies like Google and yahoo realized the need and popularity of online MT tools among a wide range of users encouraging them to integrate such tools in their business. As users get involved in exploiting online translation tools, they are likely to translate various phrases, sentences, terminologies from different fields. Proverbs are one of the structures to be translated by users in a try to find equivalents in other languages. Cultural exchange and language learning are some factors behind the users' purposes to translate proverbs into other languages. Having proverbs translation online can expose individuals to intercultural information and enrich learning experience which calls for greater convergence among peoples and here technology plays a significant role for mankind.

2 OBJECTIVES

This paper seeks to provide a solution to an existing problem in the available online translation tools where English & Arabic proverbs are not accurately translated. This solution is intended to be a practical and comprehensive one that includes proverbs translation which are popular among people. The researchers took in mind to develop a model that can be generalized to other languages. Moreover, the proposed model can be converted into a product so that online translation providers can incorporate it into their tools/systems in order to be available for the public.

3 USAGE OF PROVERBS

Proverbs are means to convey meaning in a smart and indirect way. A proverb was defined by Meider [8] as "a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorizable form

and which is handed down from generation to generation". They are characterized by simplicity and ease of memorizing. Stylistically, they reflect [1] the features below:

1. Alliteration as in (forgive and forget)
2. Parallelism as in (nothing ventured, nothing gained)
3. Rhyme (when the cat is away, the mice will play)
4. Ellipsis (once bitten, twice shy)

4 PROVERBS AND ONLINE TRANSLATION

Hamdi et al. (2013) examined the translation accuracy of a set of a hundred proverbs from English into Arabic. The translation was done based on the most popular equivalents among Arabs using three featured online translation tools: Google translate, Bing translator, and SDL free translation. The findings were discouraging where very limited numbers of proverbs were recorded as accurate translation with Google being slightly better than the other two. According to Hamdi et al online translation tools encounter various difficulties when it comes to translating proverbs such as showing a literal translation when the accurate translation is not available in its memory. In fact, several linguistic and technical problems arise when dealing with translating linguistic structures that require a higher level of accuracy like proverbs. That may seem normal in presence of various fields that have special translation of its terms.

5 ON THE NEED FOR CUSTOMIZED TRANSLATION

As advances in sciences are rapidly growing, many new terms are being created as well as many existing words are being associated with special meanings. Naturally, the translation task becomes more demanding requiring consistent updates. Consequently, translation tools or systems need to incorporate the translation of the new terms or words into its memories. In reality, online translation providers find it too difficult to show users all possible translations from all related fields. That may be one reason why companies or organizations providing translation services, especially online ones, do not customize its translation systems to produce translation in certain fields but rather to produce generic translations. In such situations generic translations are needed to suit ordinary users whose purpose is to get the sense of a sentence or phrase. However, the use of proverbs is popular among people from various backgrounds and should likely go under the generic translation. With this in mind, online translation providers have to consider integrating proverbs translation in their tools or systems due to its popularity among users from different languages and cultures.

6 AVAILABILITY OF PROVERBS TRANSLATION

One of the questions raised when considering integrating proverbs into online translation tools is whether they are available in many languages. Actually, proverbs translation is not available for all languages since there are several cultural and linguistic limitations. In other words, not all languages have a rich content of proverbs; besides, there

are syntactic/ grammatical and semantic restrictions that make finding equivalent translation a complex job. Nonetheless, they are available among languages that share some cultural or linguistic features. Furthermore, the translation movement throughout history could train translators to deal with proverbs. For instance, the translation form English to Arabic has been active which facilitates efforts to find equivalents to many proverbs. Thus, online translation providers can contribute to knowledge and cultural exchange by having proverbs translation in their translation services. Such initiative can begin in a limited range; that is to include languages which share similar proverbs.

7 INTEGRATING PROVERBS INTO ONLINE TRANSLATION

In order for online translation providers to integrate proverbs in their tools, they are expected not to be involved directly in the translation task but rather to utilize an original source. An authentic reliable source, where proverbs are translated to their best equivalents between two languages or more, is needed to work as a corpus for the translation systems. Generally speaking, there are books, dictionaries, and databases which can be used as possible sources. The critical issue that must be taken into consideration while selecting a source is to ensure it uses the most popular translation of the proverbs, i.e. translations which are more recognized among people and translators.

8 METHODS AND TECHNIQUES

In this study, we propose a model to translate proverbs from English into Arabic and vice versa. This model is presented as a web based translation tool that can be incorporated into other online translation tools provided by some companies. The technique we applied is based on a database that contains entries [7] taken from an original source *'One Thousands and One English Proverbs Translated into Arabic'* which includes English proverbs and their most popular equivalents or meanings in Arabic. The model applies a search option to search for a particular proverb even if the user does not know the full proverb by typing some characters of the proverb. Figure (1) shows the proposed translation process.

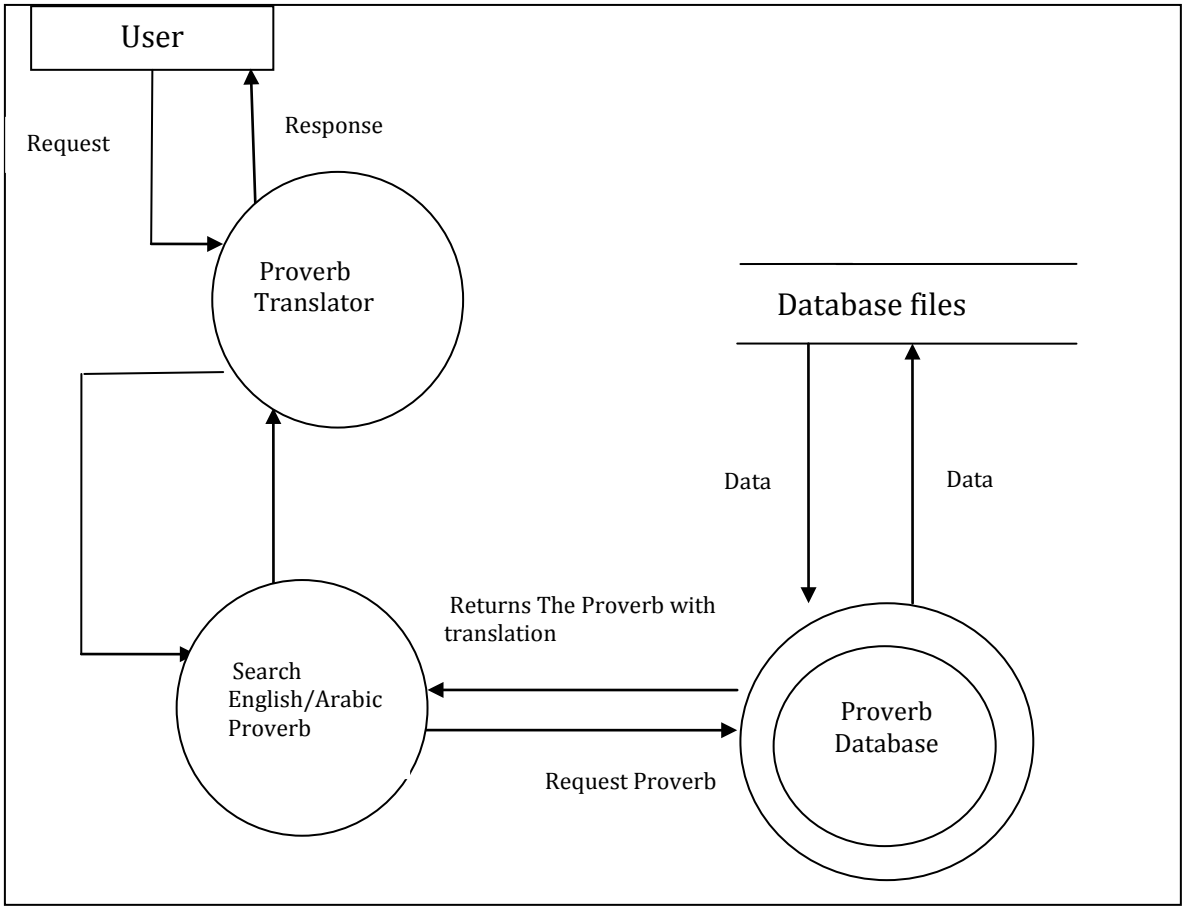

Figure 1: Proposed Translation Process

Due to the nature of proverbs having almost fixed wordings, the function of the proposed model is like that of a search tool. Users usually enter proverbs for translation, but they either enter them correctly or incorrectly; missing some words, having grammatical/syntactic errors. In such cases, the proposed model is able to assist users showing the correct proverbs or suggestions. Moreover, the tool would allow users to preview various related proverbs and identify the intended ones.

9 THE PROPOSED MODEL AND ONLINE TRANSLATION TOOLS

The model we proposed was not meant to replace existing online translation tools, but rather to be a complementary feature. Online translation providers may consider adopting such a model and integrate it into their systems bearing in mind the technique we use in terms of identifying an authentic source that provides the most accurate translation. Accordingly, the model can be generalized to include other languages.

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VOCABULARY SIZES FOR MFL LEARNERS IN MALAYSIA AT TERTIARY LEVEL: A PROPOSAL BASED ON NEEDS ANALYSIS

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Abstract

The study of vocabulary is an essential part of language learning. However, the size of the vocabulary for teaching and learning remains an important area of research and discussion. Among researchers and teachers of Mandarin as a foreign language (MFL) in Malaysia, no consensus has been reached on the size of vocabulary to teach at tertiary level, nor have there been any practical Mandarin vocabulary lists proposed for MFL learners. Hence, the main objective of this paper is to investigate and identify entry and elementary level vocabulary sizes, and ultimate vocabulary size for MFL learners in Malaysia at tertiary level based on needs analysis. This research used a questionnaire as the principal data collection instrument to elicit information from 2584 respondents. Descriptive analyses were conducted to provide general observations about the data collected. Non-parametric tests were employed to examine whether significant differences of perceptions exist between (1) UiTM and Non-UiTM students, (2) Malaysian MFL instructors and Chinese MFL experts, (3) all students and all teachers. Based on the findings from 'perceived vocabulary sizes for different proficiency levels' to 'contact hours and vocabulary sizes allocated for MFL courses in mainland China' surveyed in this research, the present research proposes that the vocabulary size for MFL learners in Malaysia should range from '350 to 500 words' for entry level to '1,000 to 1,100 words' for elementary level, and to an ultimate vocabulary size of '2,000 words'.
Keywords: Vocabulary size, Mandarin as a foreign language (MFL), vocabulary list, elementary level, needs analysis

1 INTRODUCTION

The study of vocabulary is an essential part of language learning (Willis, 1996). However, the size of the vocabulary for teaching and learning remains an important area of research and discussion (Nation, 2001, p. 6). Hence, the main objective of this paper is to investigate and identify entry and elementary level vocabulary sizes, and ultimate vocabulary size needed by learners of Mandarin as a foreign language (hereafter MFL) in Malaysia at tertiary level based on needs analysis.

In Malaysia, Mandarin is regarded by non-native speakers of Mandarin as a foreign language or third language after Malay and English. Most of the Chinese in Malaysia learn Chinese in their six-year formal primary Chinese education, and because of this, MFL learners in Malaysia at tertiary level are mostly Malay students.

At tertiary level, Mandarin courses are offered in most of the public universities in Malaysia. For instance, Mandarin courses have been offered in the Universiti Teknologi MARA (UiTM) and the Universiti Malaya (UM) since the 1970s (Liu, 2010). The Universiti Putra Malaysia (UPM), the Universiti Sains Malaysia (USM), the Universiti Kebangsaan Malaysia (UKM), and the UM offers MFL courses to their students as optional elective courses. In contrast, the UiTM offers Mandarin courses as one of the compulsory third languages in all degree programmes (except Medical programmes) to their students through the Academy of Language Studies.

1.1 The Problem of 'How Much Vocabulary' to Focus on

Among researchers and teachers of MFL teaching and learning in Malaysia, no consensus has been reached with respect to the problems of 'how much vocabulary' to teach at tertiary level, nor have there been any core Mandarin vocabulary lists or practical Mandarin vocabulary lists proposed for MFL learners. The MFL instructors and learners depend heavily on the vocabulary lists compiled in China, especially the old HSK Vocabulary List 1992 and the revised New HSK Vocabulary List 2009–2010 (Hanban and Confucius Institute Headquarters 2009 & 2010).

1.2 Vocabulary Size of the Chinese Language

In reviewing vocabulary size for the Chinese language, I will look into three aspects as suggested by Nation (2001), that is, the vocabulary size for the entire target language, the vocabulary size for educated native speakers and vocabulary size for foreign learners. For this purpose, I will conduct a survey in relation to the vocabulary sizes of the representative Chinese dictionaries and Chinese vocabulary lists, particularly the works that are based on the most representative corpora.

There are as many as 56,000 Chinese characters in the *Hanyu Dazidian* 汉语大字典 (A Comprehensive Chinese Character Dictionary) (1986). Based on the Chinese character compilation works by National Language Working Committee (1988a & 1988b) of China, there are 7,000 general Chinese characters. Out of these 7,000 characters, 2,500 are considered to be the most commonly used characters in the Chinese language. The number of Chinese words is very large, and they are represented by one or more characters. For instance, the *Hanyu Dacidian* 汉语大词典 (A Comprehensive Chinese Dictionary) (Luo, 1988) contains more than 370,000 word types and has a length of more than 50 million word tokens in total. In terms of Chinese vocabulary size, 2,230, 4,640, and 12,490 word types cover 70%, 80%, and 90% of 565 million word tokens, respectively (NLRMRC, 2009), and the 12,490 words that provided 90% word coverage were defined as being 'high frequency Chinese words'. In contrast, a much smaller number of 2,231 high frequency words compiled in the All Levels 12 Series MFL Textbook Corpus was able to cover 80% of the total language data of 456,377 word tokens (made up of 26,345 word types) in its corpora (NLRMRC 2007, pp. 191 & 194).

With respect to MFL Chinese vocabulary lists, the HSK Vocabulary List (1992) of 8,822 words was proposed for MFL learners to communicate, read and write Mandarin effectively. It comprised four proficiency levels, namely, Foundation Level of 1,033 words, Elementary Level of 3,051words, Intermediate Level of 5,253 words, and Advanced Level for 8,822 words (Beijing Yuyan Daxue Hanyu Shuiping Kaoshi Zhongxin, 2009).

The New HSK Vocabulary List released in 2009 and 2010 has reshuffled the vocabulary size for each level to 150, 300, 600, 1,200, 2,500 and 5,000 words, which are meant for Level 1 to Level 6 Mandarin proficiency tests, respectively.

1.2 Research Questions

The investigation of vocabulary sizes needed for entry level, elementary level and learners' perceived ultimate vocabulary size intends to identify the proficiency levels that learners wish to achieve, from both students' and teachers' perspectives. To achieve this purpose, this paper intends to answer three research questions, that is, (1) what are the perceived and suitable vocabulary sizes for entry levels? (2) what are the perceived and suitable vocabulary sizes for elementary levels, and (3) what is the perceived ultimate vocabulary size aimed at by learners?

1.4 Research Methods

This research has selected questionnaires as the principal data collection instrument, primarily because questionnaires are the most efficient way to elicit information (Brown 2001, p. 77) from a large number of respondents (in this research totalling 2,584). The student-questionnaire was distributed to the respondents during their Mandarin classes in August to September of 2009. It was designed based on the vocabulary sizes proposed in the New HSK Vocabulary List 2009–2010 and the *International Curriculum for Chinese Language Education* (hereafter ICCLE) (Hanban, 2008).

In the selection of participants, I sampled from two groups of learners, which I have called the UiTM and Non-UiTM groups. The UiTM students learned Mandarin through *Pinyin* (Romanised Mandarin), while the Non-UiTM students used Chinese characters as a medium of instruction in learning Mandarin.

The UiTM group comprised 2,151 MFL students from three different Mandarin course levels and the five different programmes of study at the UiTM. Among them, the number of students for Levels 1 to 3 was 867 (40.3%), 640 (29.8%) and 644 (29.9%) students, respectively. In terms of programmes of study, 448, 425, 426, 447, and 405 students were sampled from the Science and Technology (ST), Health Sciences (HS), Engineering (EG), Social Sciences and Humanities (SS) and Accountancy and Business Management (BM), respectively.

The Non-UiTM group consisted of 383 MFL learners at the USM, UM, UPM and UKM. Of them, 68.7% (263) and 21.4% (82) of the Non-UiTM students came from Level 1 and 2, respectively, and the number of Level 3 students was further reduced to 9.9% (38). Note that the Non-UiTM universities have been offered MFL courses as optional elective courses and their MFL students were mainly from the programmes of Science and Technology (53.9% or 205), and Social Sciences and Humanities (37.6% or 143) only. These five universities were selected on the basis that they have a longer history (15 to 40 years) in offering MFL courses to their students in contrast to some newly established universities.

Fifty teacher-respondents from the tertiary institutions completed the teacher-questionnaires. Among them were 26 local MFL instructors in Malaysia and 24 Chinese MFL experts from mainland China. In order to obtain the feedback of Chinese MFL experts from mainland China, I visited Beijing and Shanghai to collect experts' data in August 2009.

In terms of analytical procedures, the responses from the participants were statistically analysed using SPSS, version 18. Descriptive analyses which included frequency distribution and calculation of means were conducted to provide general observations about the data

collected. Non-parametric tests or distribution-free tests such as the Mann-Whitney test and Pearson's chi-square test were employed for analysing the findings of the research. The purpose of using those tests was to examine whether significant differences of perceptions exist between (1) UiTM and Non-UiTM students, (2) Malaysian MFL instructors and Chinese MFL experts, (3) all students and all teachers.

2 IDENTIFYING VOCABULARY SIZES NEEDED

After elaborating the background, objectives, and methods of the research, this section proceeds with the identification of vocabulary size needed from students', instructors' and experts' perspectives. All student-respondents were requested to set their ultimate goal in learning Mandarin in terms of vocabulary size, as well as their perceptions for vocabulary size for entry level. Teacher-respondents were asked to propose a suitable vocabulary size for entry level and elementary level for MFL learners in Malaysia.

The responses obtained will be used to determine whether the ultimate vocabulary size the learners would like to attain is above or below the teachers' expectations for the vocabulary size for elementary level. The questionnaires did not provide any definition for either 'entry level' or 'elementary level' as to do so might prevent students and teachers from proposing their ideal vocabulary size for entry and elementary levels.

2.1 Perceived Vocabulary Size for Entry Level

The vocabulary size that the respondents deemed suitable for MFL learners in Malaysia at entry level was investigated. In order to calculate mean vocabulary sizes, recoding was done in which the options for vocabulary size, i.e., '100–200 words', '300–400 words', '500–600 words', '700–800 words' and '900–1,000 words' were recoded to the vocabulary size of '150 words', '350 words', '550 words', '750 words', and '950 words', respectively.

Overall, the vocabulary size of '300–400 words' became the top preference favoured by a third of all student-respondents (33.2% or 836). However, the findings of frequency data (Table 1) revealed that one quarter of the Non-UiTM students (26.5% or 101) wished to have only the lowest vocabulary size of '100–200 words' compared to less than 20% of the UiTM students (16.8% or 360). In contrast, more UiTM students (19.3% or 413) aimed to acquire a higher vocabulary size of '900–1,000 words' compared to Non-UiTM students (16.8% or 64). The chi-square output shows that the UiTM and Non-UiTM students had different perceptions ($\chi^2 = 24.385$, df = 4, $p < .001$) and the differences were further confirmed by a Mann-Whitney test ($Z = -3.783$, $p < .001$).

Table 1: Students' perceived vocabulary size for entry level

Student-respondents	Mean	Entry level vocabulary size (words)					Total
		100–200	300–400	500–600	700–800	900–1,000	
UiTM	511	360	716	458	192	413	2.139
		16.8%	33.5%	21.4%	9.0%	19.3%	100.0%
Non-UiTM	458	101	120	77	19	64	381
		26.5%	31.5%	20.2%	5.0%	16.8%	100.0%
Total	503	461	836	535	211	477	2.520
		18.3%	33.2%	21.2%	8.4%	18.9%	100.0%

N (total) = 2,534 (100%), N (valid) = 2.520 (99.4%), N (missing) = 14 (0.6%)

More than 50% of the teachers agreed that '300–400 words' and '500–600 words' would suit learners' needs, and none of the MFL experts selected the vocabulary size of '900–1,000' words (Table 2). No significant differences of views were identified between Malaysian instructors and Chinese MFL experts (chi-square test: $\chi^2 = 5.426$, df = 4, $p = .246$ and Mann-Whitney test: Z = -1.069, $p = .285$).

Table 2: *Teachers' perceived vocabulary size for entry level*

Teacher-respondents	Mean	Entry level vocabulary size (word)					Total
		100–200	300–400	500–600	700–800	900–1,000	
Instructors	454	4	12	4	2	3	25
		16.0%	48.0%	16.0%	8.0%	12.0%	100.0%
Experts	375	8	8	5	3	0	24
		33.3%	33.3%	20.8%	12.5%	.0%	100.0%
Total	415	12	20	9	5	3	49
		24.5%	40.8%	18.4%	10.2%	6.1%	100.0%

N (total) = 50 (100%), N (valid) = 49 (98.0%), N (missing) = 1 (2.0%)

In comparing the responses between students and teachers, students preferred a slightly higher vocabulary size on the whole than teachers (mean all students = 503 words, mean all teachers = 415 words; see Table 3). The Mann-Whitney test (Z = -2.162, $p = .031$) detected a shift in the mean rank for each group, and identified some disagreement between students and teachers. Based on the findings in Table 3, it is observed that both students and teachers gave greater support for the vocabulary size of '300–400 words' (33.2% or 836 and 40.8% or 20, respectively). However, the vocabulary size of '100–200 words' and '500–600 words' received moderate responses of 18% to 25% from all surveyed. In addition, there are small counts for the teachers. Therefore, the chi-square test shows no significant difference in terms of distribution between both groups ($\chi^2 = 6.441$, df = 4, $p = .169$). On average, a mean vocabulary size of 501 words (Table 3) was obtained from the descriptive analysis.

Table 3: *Students' and teachers' perceived vocabulary size for entry level*

All respondents	Mean	Entry level vocabulary size (word)					Total
		100–200	300–400	500–600	700–800	900–1,000	
Students	503	461	836	535	211	477	2,520
		18.3%	33.2%	21.2%	8.4%	18.9%	100.0%
Teachers	415	12	20	9	5	3	49
		24.5%	40.8%	18.4%	10.2%	6.1%	100.0%
Total	501	473	856	544	216	480	2,569
		18.4%	33.3%	21.2%	8.4%	18.7%	100.0%

N (total) = 2,584 (100%), N (valid) = 2,569 (99.4%), N (missing) = 15 (.6%)

2.2 Vocabulary Size Needed by Learners at Elementary Level from Teachers' Perspectives

With respect to proposing a suitable vocabulary size for MFL learners in Malaysia at elementary level, as Table 4 show, the Malaysian MFL instructors and Chinese MFL experts held very similar views (chi-square test: $\chi^2 = .421$, df = 2, $p = .810$ and Mann-Whitney test: Z = -.456, $p = .648$). overall, the teacher-respondents proposed a vocabulary size of 1,100 words (Table 4) for elementary students.

Table 4: *Vocabulary size needed by learners at elementary level: Teachers' perceptions*

Teacher-respondents	Mean	Proposed elementary level vocabulary size (words)				Total
		< 1,000	≥ 1,000	≥ 2,000	≥ 3,000	
Instructors	1,154	14	7	5	0	26
		53.8%	26.9%	19.2%	0.0%	100.0%
Experts	1,042	14	7	3	0	24
		58.3%	29.2%	12.5%	0.0%	100.0%
Total	1,100	28	14	8	0	50
		56.0%	28.0%	16.0%	0.0%	100.0%

N (total) = 50 (100%), N (valid) = 50 (100%), N (missing) = 0 (0%)

2.3 Students' Ultimate Vocabulary Size in Learning Mandarin

The investigation for entry level vocabulary size may fulfil the needs of MFL learners as beginners for achieving their short-term goal. However, in planning a long-term Mandarin curriculum, it is important to identify learners' ultimate goal.

To identify the ultimate goals in terms of vocabulary size aimed at by MFL learners in Malaysia, the section below proposes four options of a mastery of '< 1,000 words' (less than 1,000 words), a mastery of≥ 1,000 words' (1,000 words or more), a mastery of '≥ 2,000 words' (2,000 words or more), and a mastery of≥ 3,000 words' (3,000 words or more) to students, with a reference to the vocabulary sizes of the 5,000-word New HSK Vocabulary List 2009–2010. In calculating the mean for the ultimate vocabulary size, the four options were recoded into '500 words', '1,500 words', '2,500 words' and '3,500 words', respectively.

Significantly different responses ($\chi^2 = 56.142$, df = 3, $p < .001$) were given by the UiTM and Non-UiTM students in regards to the preferred ultimate vocabulary size to be achieved in learning Mandarin, and the differences were confirmed by a Mann-Whitney test (Z = -6.586, $p < .001$). More Non-UiTM students (33.1% or 125) set their ultimate goal for the vocabulary size of 'less than 1,000 words' compared to the UiTM students (17.2% or 368) (Table 5). In contrast, 33.1% (708) of the UiTM students wished to master a vocabulary size of '3,000 words or more' compared to 21.7% (82) of the Non-UiTM students. As an average, a mean of 2,083 words was proposed; see Table 5.

Table 5*: Students' ultimate vocabulary size in learning Mandarin*

Student-respondents	Mean	Ultimate vocabulary size (words)				Total
		< 1,000	≥ 1,000	≥ 2,000	≥ 3,000	
UiTM	2,144	368	734	332	708	2,142
		17.2%	34.3%	15.5%	33.1%	100.0%
Non-UiTM	1,738	125	120	51	82	378
		33.1%	31.7%	13.5%	21.7%	100.0%
Total	2,083	493	854	383	790	2,520
		19.6%	33.9%	15.2%	31.3%	100.0%

N (total) = 2,534 (100%), N (valid) = 2,520 (99.4%), N (missing) = 14 (0.6%)

2.4 A Comparison of Students' Ultimate Vocabulary Size and the Elementary Level Vocabulary Size Proposed by Teachers

Half of the teachers (56.0% or 28) suggested a vocabulary size of 'less than 1,000 words' for elementary level, while almost half (46.5% [15.2% + 31.3%]) of the students were keen to learn at least 2,000 words (Table 6). Thus, there were significant differences between the responses (chi-square test: $\chi^2 = 48.306$, df = 3, $p < .001$ and Mann-Whitney test: Z = -6.200, $p < .001$) received from students and teachers. With a mean vocabulary size of 2,083 words identified as students' ultimate goal, and 1,100 words suggested for elementary students (Table 6), the finding indicates that MFL students in Malaysia were interested to reach a higher proficiency level than elementary level.

Table 6*: Comparison of Ultimate Vocabulary Size Aimed at by Students and Vocabulary Size for Elementary Level Proposed by Teachers*

All respondents	Mean	Vocabulary size (words)				Total
		< 1,000	≥ 1,000	≥ 2,000	≥ 3,000	
Students	2,083	493	854	383	790	2,520
		19.6%	33.9%	15.2%	31.3%	100.0%
Teachers	1,100	28	14	8	0	50
		56.0%	28.0%	16.0%	.0%	100.0%
Total	2,064	521	868	391	790	2,570
		20.3%	33.8%	15.2%	30.7%	100.0%

N (total) = 2,584 (100%), N (valid) = 2,570 (99.5%), N (missing) = 14 (0.5%)

3 DISCUSSION

In proposing suitable vocabulary sizes for different universities and proficiency levels, I will firstly look into the contact hours allocated by the UiTM and the Non-UiTM universities, and the perceived vocabulary sizes proposed by the respondents for different proficiency levels. The number of contact hours has a great impact on the vocabulary sizes MFL students in Malaysia may achieve as they are elementary learners and require guidance in the classroom. Considering the usual constraints on time, this study will propose the vocabulary sizes in relation to allocated contact hours of different universities and set achievable vocabulary sizes for different proficiency levels for MFL learners in Malaysia.

3.1 Contact Hours Allocated for MFL Courses and Vocabulary Sizes

Contact hours per week for their Mandarin courses vary from one tertiary institution to another tertiary institution in Malaysia. The amount of time allocated for the non-degree Mandarin courses ranged from only two hours a week (UiTM) to four hours a week (UPM). Time allocated for Mandarin as a minor programme in the USM was five hours a week, whereas Mandarin as a major programme in UM was allocated six hours a week. Overall, based on a 15 week semester system for three semesters (for non-degree Mandarin courses) or six semesters (to fulfil the requirement for a degree programme of China Studies in UM) according to the practice in 2009, the total contact hours ranged from a minimum of 90 hours (UiTM) to a maximum of 540 hours (UM).

The number of contact hours allocated for MFL courses in Malaysia is far lesser compared to MFL courses offered in China. At tertiary institutions in mainland China, various levels of

Mandarin courses with different contact hours are offered to meet the diverse needs of learners who come from all parts of the world. Universities in China generally offered a three-year Mandarin course, which comprised basic, intermediate and advanced levels for full-time MFL learners. Overall, students spent four hours a day for about 40 weeks, or 800 hours in a year to complete each level (Kane, 2006, p. 19) for a vocabulary size of approximately 3,000 words, 5,000 words and 8,000 words, respectively, according to the old HSK Vocabulary List 1992. With the implementation of the New HSK Vocabulary List of 5,000 words for six levels, the Beijing Language and Culture University maintained the old structure for their long-term MFL learners **(**The College of Advanced Chinese Training, Beijing Language and Culture University, retrieved December 23, 2011).

Jinan University in Guangzhou, China also offers a three year Mandarin course for MFL learners. The vocabulary size required to pass each level at Jinan University is much smaller (Xuesheng Peiyang, retrieved December 23, 2011) than at the Beijing Language and Culture University, which requires students to master 1,200 words for Elementary Level, 2,200 words for Intermediate Level, and 5,168 words for the Advanced Level.

In terms of contact hours to complete an elementary level with a mastery of 1,200 words, the classes can be held intensively for four hours a day, five days a week for 15 weeks in a semester (totaling 300 contact hours) (Xuesheng Peiyang, retrieved December 23, 2011). Alternatively, the 300 contact hours may also be covered by a longer term with five hours a week for 15 weeks in a semester for four semesters (totaling 300 contact hours).

Intensive Mandarin courses are also offered at the tertiary level in China such as entry level, elementary 1, elementary 2, pre-intermediate level, intermediate 1, intermediate 2, and so forth. The teaching hours range from four to six hours a day, five days a week, for a minimum of four weeks to 12 weeks, 15 weeks or 16 weeks per semester. For instance, a 12 or 16 week course (four hours a day, five days a week) may cover elementary 1 with 240 and 360 contact hours, respectively. Thus, in order to complete a full length Elementary 1 and 2, one will need 480 (240 x 2), or 640 (320 x 2) contact hours (Putong Qianghuaban, retrieved December 23, 2011).

Although 2,400 hours are recognised as the most appropriate number of contact hours for learning Chinese, this quantity is extremely high and unlikely to be adopted in MFL courses outside mainland China. To compromise with the time constraints found in MFL classrooms in Malaysia, I will propose 300 contact hours (with the calculation of four hours a day five days a week for 15 weeks in a semester) for MFL learners in Malaysia rather than other options of 800, 640 and 480 contact hours as discussed above as the most ideal one for the completion of an elementary, intermediate or advanced levels, respectively. Compared to the 2,400 (800 x 3 years) contact hours allocated for three year full-time long-term Mandarin courses and a minimum of 900 (300 x 3 years) contact hours for the entire Mandarin intensive courses for elementary, intermediate and advanced levels to master the vocabulary size of 5,000 words, the contact hours allocated for MFL learners in Malaysia is severely limited.

According to NLRMRC (2007, p. 193), the vocabulary size for the entry and elementary Mandarin textbooks ranges from 350 to 900 and 1,000 to 2,000 word types, respectively. Since the most common vocabulary size for elementary textbooks is set between 1,000 and 2,000 words (NLRMRC, 2007, p. 193), I propose that a minimal of 300 contact hours is best for mastering a vocabulary size of 1,500 words. Hence, with the ratio of one contact hour to

learn five words (300 contact hours: 1,500 words), it can be inferred that 90 (UiTM), 135 (UPM), 180 (USM), 180 (UKM) and 270 (UM) contact hours are suitable for a vocabulary size of 450, 675, 900, 900 and 1,350 word types, respectively. The information above reflects that most of the existing MFL courses offered in Malaysia are not full-length elementary courses, but entry level Mandarin courses.

3.2 Determining Vocabulary Sizes for Different Mandarin Proficiency Levels

Comparatively, the UiTM students aimed at a bigger vocabulary size (511 words) than the Non-UiTM students (458 words) for entry level (Table 1), and their ultimate goal in learning Mandarin was 2,144 words versus 1,738 words (Table 5). In my opinion, the adoption of a different medium of instructions, that is, either *Pinyin* or Chinese characters in learning Mandarin, may have caused the differences. Chinese is generally considered a difficult language to learn (Kane, 2006, p. 11) mainly due to the chararacter-based writing system (Gao, 2000, p. 87). Thus, the number of Chinese words which can be acquired by learners based on Chinese characters is lesser compared to learning by *Pinyin* given the same amount of time.

In proposing a more suitable vocabulary size for entry level from respondents' perspectives, the mean vocabulary size of 501 words for all respondents can be used as a guideline. However, some well-known MFL textbooks for beginners were compiled based on a vocabulary size of approximately 350 words. For instance, in MFL teaching, the internationally used *Conversational Chinese 301* Books 1 and 2 (Kang & Lai, 2006a & 2006b) compiled 366 word types (NLRMRC, 2007, p. 193) for entry level learners, while other textbook series such as *New Practical Chinese Reader* Textbooks 1 and 2 (Liu, 2004a & 2004b) proposed 1,166 word types for elementary level in which 384 words allocated for Book 1 can be used as an entry level textbook (NLRMRC, 2007, p. 193).

Some findings for the word coverage of the Spoken Corpus of 23 Series Elementary MFL Textbooks (hereafter Spoken Corpus) (Low, 2011) are helpful to support the argument for why a smaller vocabulary size, such as 350 to 500 words, is reasonable for students who aim to learn only spoken Mandarin at entry level. The word coverage for the Spoken Corpus is encouraging. Note that all of the entry and elementary MFL textbooks used in this corpus are meant for the teaching and learning of spoken Mandarin, so all topics are delivered through dialogue form. The findings of the word coverage indicate that a mastery of 250, 500 and 1,000 word types will allow learners to use 67.9%, 80.0% and 90.0% of the total spoken language (5,208 word types or 174,623 word tokens) compiled in the respective Spoken Corpus.

Since there was a total of 46.5% of the students who were eager to master a minimum of '2,000 words', and the mean for the ultimate vocabulary size was 2,083 words (Tables 5 & 6), a higher level of Mandarin such as intermediate Mandarin may be offered, and the ultimate vocabulary size for the majority of MFL learners in Malaysia is best set at 2,000 words. The ultimate vocabulary size of 2,083 words aimed at by the students was found to be different from the vocabulary size of 1,100 words proposed by the teachers for the elementary level (Table 6). The teachers' proposal is reasonable as most of the elementary MFL textbooks contain approximately 1,000–2,000 word types (NLRMRC, 2007, p. 193). The discrepancy implies that the students do not limit their interest to only the elementary level. One third of the students declared a great interest in achieving a vocabulary size of '3,000 words or more' (Table 6), and this vocabulary size can be grouped under an advanced level according to the revised New HSK Vocabulary List 2009–2010.

When combining the survey findings of perceived vocabulary size and the assumption of a minimum of 300 contact hours to learn 1,500 words for elementary level (a minimum ratio of one contact hour to five words), the following conclusions can be made: the three-level Mandarin courses offered in the UiTM with a total of 90 contact hours are equivalent to an entry level with a vocabulary size of '350 to 500 words' (based on the perceived needs in Tables 1–3), or '450 words' (inferred from the ratio). For the Non-UiTM universities, the three-level Mandarin courses offered are equivalent to an elementary level with a mean vocabulary size of '1,100 words' (based on the teachers' perceptions in Table 4) or '956 words' (an average of the vocabulary sizes proposed for UPM [675 words], UKM [900 words], USM [900 words] and UM 1,350 words) [inferred from the ratio]), a vocabulary size of near 1,000 words.

Hence, based on the findings from 'contact hours allocated for MFL courses and vocabulary sizes' to 'perceived vocabulary sizes for different proficiency levels', I would like to make the following suggestions:

> The vocabulary size for MFL learners in Malaysia should be set with a range from '350 to 500 words' for entry level (Tables 1–3), to '1,000 to 1,100 words' for elementary level (Table 4), and to an ultimate vocabulary size of '2,000 words' (Table 5).

4 CONCLUSION

Overall, UiTM students aimed for a higher vocabulary size in learning Mandarin compared to Non-UiTM students. The significant differences of perceptions were justified by the adoption of a different medium of instructions, that is, *Pinyin* for the UiTM students and Chinese characters for the Non-UiTM students in learning Mandarin.

Based on the assumption of a minimum of 300 contact hours is needed to learn 1,500 words, a suitable vocabulary size is proposed for MFL learners in Malaysia: 450 word types for the 90 contact hours for UiTM students, 675 word types for the 135 contact hours for UPM students, 900 word types for the 180 contact hours for USM and UKM students, respectively, and 1,350 word types for the 270 contact hours for UM students.

Overall, a mean vocabulary size of 501 words and 1,100 words for entry and elementary levels, respectively, and an ultimate vocabulary size of 2,083 words suggested by the respondents in this study were supported by the word coverage of the All Levels 12 Series MFL Textbook Corpus (NLRMRC, 2007, p. 194) and the Spoken Corpus of 23 Series MFL Textbooks (Low, 2011). The gap between the vocabulary sizes of 1,100 words for elementary level, with the ultimate vocabulary size proposed by all students at a mean of 2,083 words suggests that there is a demand for intermediate Mandarin from the learners.

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