



ISeLT 2024

INTERNATIONAL SEMINAR
ON LANGUAGE TEACHING

E-PROSIDING *E-PROCEEDING*

Keinsanan dalam Pengajaran dan
Pembelajaran Bahasa

Humanising Language Teaching and Learning

3 - 4 JULAI 2024 / 3 - 4 JULY 2024

Dengan Kerjasama/ In Collaboration with:



**E-PROSIDING SEMINAR ANTARABANGSA
PENGAJARAN DAN PEMBELAJARAN BAHASA
Keinsanan dalam Pengajaran dan Pembelajaran Bahasa**

***E-PROCEEDINGS OF THE INTERNATIONAL SEMINAR
ON LANGUAGE TEACHING
Humanising Language Teaching and Learning***

3 - 4 Julai 2024
Pusat Pengajian Citra Universiti (School of Liberal Studies)
Universiti Kebangsaan Malaysia

Cetakan Pertama | *First Printing 2024*

Hak Cipta | *Copyright* Pusat Pengajian Citra Universiti (*School of Liberal Studies*)
Universiti Kebangsaan Malaysia

Hak cipta terpelihara. Tiada bahagian daripada terbitan ini boleh diterbitkan semula, disimpan untuk pengeluaran atau ditukarkan ke dalam sebarang bentuk atau dengan sebarang alat juga pun, sama ada dengan cara elektronik, gambar serta rakaman dan sebagainya tanpa kebenaran bertulis daripada Pusat Pengajian Citra Universiti (Citra UKM) Universiti Kebangsaan Malaysia terlebih dahulu.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photography, recording, or any information storage and retrieval system, without permission in writing from Pusat Pengajian Citra Universiti, UKM.

Diterbitkan di Malaysia oleh | *Published in Malaysia by*
Pusat Pengajian Citra Universiti (*School of Liberal Studies*)
Universiti Kebangsaan Malaysia
43600 Bandar Baru Bangi
Selangor, Malaysia
<https://www.ukm.my/citra/>

Penyunting | *Editors*
Fauzanita Kasim
Farah Aida Fadzil
Wahiza Wahi

e ISBN 978-967-25927-1-6



Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia
(online)

FOREWORD

ASSAALAMU'ALAIKUM WBT AND GREETINGS TO ALL,

All praises to the Almighty, for his blessings and mercy. It is an honour for me to welcome our esteemed guests and participants to the International Seminar on Language Teaching (ISeLT) 2024. Congratulations to the organising committee for their dedication and enthusiasm in actualising this highly anticipated event.

In today's era of globalisation, mastering effective communication in both English and *Bahasa Melayu* (Malay) is crucial. Multilingualism opens doors to new cultures and the fruits of diversity, boosting confidence and self-esteem. ISeLT 2024 today highlights the critical intersection of language proficiency and technological advancements. We are at the forefront of an era where Artificial Intelligence and Machine Learning are transforming education. This includes language teaching and learning. While technology offers unprecedented tools and capabilities, the human element remains irreplaceable. As educators, we must integrate technology with essential human values such as empathy, ethics, and interpersonal communication.

Our mission goes beyond teaching the mechanics of language. We strive to foster an environment where students can express themselves, connect with others, and grow as individuals. This aligns with Universiti Kebangsaan Malaysia (UKM)'s motto: ILMU, MUTU DAN BUDI (Knowledge, Quality, and Virtue). This motto aligns with the theme for ISeLT 2024: 'Humanising Language Teaching and Learning.'

The School for Liberal Studies UKM, also known as Citra UKM, plays a vital role in achieving these milestones, offering diverse language programs and emphasizing *Bahasa Melayu* and English proficiency. With a multidisciplinary teaching academic staff, we would like to ensure innovative and immersive learning experiences for our students.

This seminar is a significant platform for exchanging knowledge and ideas on humanising language teaching and learning. We hope the discussions and collaborations will greatly enhance our educational research and practices.

Thank you, and I wish you all a productive and insightful seminar.

Prof. Dr. Abdul Halim Abdul Gafor
Deputy Vice-Chancellor
Academic and International Affairs
Universiti Kebangsaan Malaysia

ASSALAMU'ALAIKUM WBT AND WARM GREETINGS TO ALL,

First and foremost, I extend my gratitude to Allah SWT for granting us this opportunity to hold the International Seminar of Language Teaching (ISeLT 2024). It gives me immense pleasure to warmly welcome all of you to this seminar. I am delighted to see so many passionate educators and scholars here to advance the field of language teaching. Congratulations to the organising committee, led by Puan Wan Nur'Ashiqin Wan Mohamad, for their hard work and strong commitment to the successful realization of this inaugural seminar.

The seminar focuses on sharing techniques, methods, and innovations in teaching and learning. We look forward to the participants' presentations and the valuable insights they will provide. Sub-themes such as teaching approaches, technology in language learning, and curriculum development are particularly relevant to our mission. The integration of AI technology is also crucial, as it can automate repetitive tasks, saving time and effort for educators. Despite technological advancements, the essence of language education lies in empathy, ethics, and effective communication. Our faculty is dedicated to balancing technology with these humanistic values.

My sincere appreciation to the speakers and sponsors for their generous contributions in ensuring the success of this seminar. I commend everyone involved in organising this significant program and hope such academic events continue, fostering collaborations among experts worldwide. Let us learn from each other and contribute to the evolving landscape of language teaching and learning.

May this seminar enrich our knowledge and experiences, as well as be a catalyst for our personal and professional development.

Thank you.

YBhg Prof. Sr Ts. Dr. Adi Irfan Che Ani
Dean
Pusat Pengajian Citra Universiti
(School of Liberal Studies)
Universiti Kebangsaan Malaysia

ASSALAMU'ALAIKUM WBT AND WARM GREETINGS TO ALL,

It is my great pleasure to welcome you to the International Seminar of Language Teaching (ISeLT 2024). As the chair, I extend heartfelt gratitude to our Vice Chancellor and Dean for their continuous efforts, dedication, and unwavering support to making this event a reality.

In our era of rapid globalisation and technological advancements, effective communication in English and Bahasa Melayu as well as being multilingual is more critical than ever. This seminar focuses on leveraging new technologies like AI and Machine Learning while maintaining the essential human touch in teaching.

We aim to enhance the skills and knowledge of language educators, foster collaborative idea exchange, and discuss the latest developments in language teaching. I encourage all participants to engage actively, share experiences, and collaborate to improve language education.

Special thanks to all the speakers, collaborators and sponsors for their essential and generous support in making this event possible.

Wishing you a seminar that is enlightening and rewarding!

Thank you.

Wassalamualaikum warahmatullahi wabarakatuh.

Puan Wan Nur' Ashiqin Wan Muhammad
Chair, ISeLT 2024
Pusat Pengajian Citra Universiti
(School of Liberal Studies)
Universiti Kebangsaan Malaysia

KANDUNGAN | TABLE OF CONTENTS

PENDEKATAN, STRATEGI DAN METODOLOGI PENGAJARAN DAN PEMBELAJARAN

TEACHING AND LEARNING APPROACHES, STRATEGIES, AND METHODOLOGIES

Pengaruh Pengetahuan dan Kemahiran Pengajaran Terhadap Komitmen Mengajar Guru Pendidikan Khas Masalah Pembelajaran Kasman Kalumpang & Roslee Talip	1
Assessing Students' Attitudes toward Flip in Peer-reviewed Speaking Activities Maryam Fakhrul Anuar, Nurul Nazihah Nuraddin & Siti Aisyah Mohd Adaha	8
The Oral Argument: Integrating Debate to Cultivate Communicative Competence in Dentistry Students Nor Atika Md Ashar, Aida Abdul Rashid & Sarah Mohamad Yunus, Azizah Ahmad Fauzi	14
Transforming Training Practices for Diplomatic Staffs in Digital Era-Relating Theory in to Practice Nur Farhah Nayli Sharil Azman & Erda Wati Bakar	19
Perspektif Pelajar Terhadap Penerbitan Buku Antologi Daripada Tugasan Kursus Azlan Ahmad, Noorhazila Mohd Hamid & Amirul Mukminin Mohamad	25
Exploring Learners' Perceptions of Video-Making Projects in Developing Communicative Competence in English Muhammad Danial Baharudin & Khadijah Mohd. Radzi	31
Effective Feedback by Show and Tell (EFSHOT) Shazleena Othman, Azwan Shaiza Nizam & Wan Nur'ashiqin Wan Mohamed	36
Infographics Design to Guide Students in Project Topic Selection Chairozila Mohd Shamsuddin & N. Rahayu Salihuddin	41
PENGAJARAN BAHASA PERTAMA, KEDUA DAN BAHASA ASING	
<i>TEACHING OF FIRST, SECOND AND FOREIGN LANGUAGES</i>	
Tahap Kebolehbacaan Buku Teks Bahasa Arab Tingkatan 4 (KSSM) Berasaskan Formula Kebolehbacaan <i>Flesh-Kincaid Grade Level</i> Mohd Farid Ismail & Nik Mohd Rahimi Nik Yusoff	46
A Study on Introduction and Comparison of Different Business English Wordlists Wu Chunlian	52

The Exploration on the Implementation of POA on Six Key Competencies of Chinese Students in College English Sun Lifang & Hanita Hanim Binti Ismail	60
A Visual Review of Digital EFL Teaching in Chinese Higher Education Chi Yongmei & Nur Ainil Binti Sulaiman	65
Analisis Kesalahan Penggunaan Huruf Konsonan dalam Penulisan Pelajar Antarabangsa China Nurul Atiqah Md Suhada, Daing Zairi Ma'arof & Amirul Mukminin Mohamad	71
Sebutan Huruf Rumi oleh Pelajar dari China Normalis Amzah, Suziana Mat Saad & Hasnoor Shima Ahmad Hassan	77
Penelitian terhadap Keperluan Pembelajaran Bahasa Arab Peringkat Asas oleh Pelajar Bukan Muslim Mohd Shahrizal Nasir, Mohd Fauzi Abdul Hamid & Mohd Firdaus Yahaya	82
REKA BENTUK SILIBUS & PEMBANGUNAN KURIKULUM CURRICULUM DEVELOPMENT & SYLLABUS/MATERIAL DESIGN	
Evaluation of CEFR-Aligned English Language Curriculum Using CIPP Model Framework: Students' Perceptions Muhammad Fazli Abdullah, Farah Aida Fadzil & Zahid Ibrahim	88
CEFR-Aligned English Language Curriculum Evaluation Using CIPP Model Framework: High Proficiency Students' Perceptions Sabrina Che Haron, Aisyah Nurhuda Abd. Rahman & Maryam Fakhrul Anuar	94
Keberkesanan Strategi Kognitif bagi Meningkatkan Motivasi dan Minat Pelajar Antarabangsa China Dalam Penggunaan Bahasa Melayu melalui Teknik Drama Pendek Nor Azilawati Mat Isa & Nor Fatin Adlina Mohd Salleh	99
Elemen Budaya dalam Topik Pengajaran dan Pembelajaran Kursus Bahasa Melayu untuk Pelajar Nusantara Daing Zairi Ma'arof, Noorhazila Mohd Hamid & Azlan Ahmad	104
PENTAKSIRAN DAN PENGUJIAN BAHASA LANGUAGE TESTING AND EVALUATION	
Theoretical Linguistics in English Academic Writing Kenichi Namai	110
Ingatan Kosa Kata Bahasa Melayu melalui Ujian Kosa Kata Pantas: Perbandingan antara Pelajar Prasiswazah dan Pelajar Pascasiswazah Asing UKM	116

Amirul Mukminin Mohamad

Comparative Analysis of L2 Learners' Performance in the Listening English Proficiency Test (EPT): A Study of Malaysian & International Students 122
Asmeza Arjan, Hafizah Ahamad & Marlina Zubairi

ISU TERKINI DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA
CURRENT ISSUES IN LANGUAGE TEACHING AND LEARNING

The Integration of AI Writing Tools in Academic Writing: Perspectives from Students and Instructors 127
Shahidatul Maslina Mat So'od, Lena A/P Ramamurthy & Syakirah Shafien

Cabaran dalam Pengajaran dan Pembelajaran Kursus Bahasa Melayu Komunikasi 2 kepada Tenaga Pengajar IPTA dan IPTS 132
Zuraini Mohaidin, Sofia Ayup & Nor Fatin Adlina Mohd Salleh

Oral Presentation Anxiety in The English for Academic Writing Classroom: A Thematic Analysis 137
Dr. Kulwant Kaur a/p Kartar Singh & Baljit Kaur a/p Santakh Singh

English Language Teaching in Public Universities and Graduate Employability 142
Wahiza Wah

A Preliminary Study on Learners' Exposure to Informal English Activities 148
Sa'adiyah Kummin, Devendran A/L Ramachandran & Taufik Rashid

PENDIDIKAN DAN LATIHAN GURU
TEACHER'S EDUCATION AND TRAINING

Cabaran dan Amalan Terbaik Pasca Pandemik Covid-19 dalam Pengajaran dan Pembelajaran Bahasa Melayu kepada Pelajar Antarabangsa 154
Sofia Ayup, Daing Zairi Ma'arof & Nurul Atiqah Md Suhada

TEKNOLOGI DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA
TECHNOLOGY IN LANGUAGE TEACHING AND LEARNING

Examining the Influence of Non-English Majors' Self-Based Goal Orientation and Metacognitive Awareness in Predicting Their Risk-Taking Behavior and Motivation in Blended English Courses: A Structural Equation Modelling 159
Xin Li & Nur Ainil Sulaiman

An Innovative Study on EFL Vocabulary Teaching for Non-English Major Students in China Based on Multimodal Theory 164
Zhou Xuanxuan.

Students' Perceptions of the Use of AI Tools in English Academic Writing 169

Course

Siti Zubaidah Anuar, Rosnani Kassim & Liza Abdullah

**Implimentasi ChatGPT Sebagai Rakan Penggerak Pemikir Kritis Dalam
Kemahiran Berbahasa** **175**

Fatin Hazwani Siran & Norma Aida Abdullah

**Leveraging Online Tools and Humanising Teaching Approach to Improve ESL
Learners' Pronunciation Skills** **181**

Halizah Omar, Normazidah Che Musa, Sa'adiyah Kummin

**PENGGUNAAN BAHASA DI INDUSTRI
LANGUAGE USE IN INDUSTRY****Penguasaan Istilah Sains dan Teknologi dalam Pengajaran dan Pembelajaran:
Suatu Tinjauan** **187**

Amirulhakim Jalil, Nur Fatehah Jeffri & Mohd Fauzan Mat Jam Jam

**LINGUISTIK TERAPAN
APPLIED LINGUISTICS****Unveiling Advanced ESL Students' Language Usage in a Pitching Presentation** **192**

Chairozila Mohd Shamsuddin

**PENGAJARAN SASTERA
TEACHING OF LITERATURE****Prinsip Kesopanan dalam Antologi Puisi Bertema** **198**

Noorhazila Mohd Hamid & Azlan Ahmad

**The Teaching of Literature in Using Cognitive Poetics: Its Practicality,
Strengths and Challenges** **203**

Suhaila Abdullah, Faizah Idrus & Ismail Sheikh Ahmad

**Unsur Ragam Bahasa Sindiran dalam Penilaian Puisi bagi Kursus Gema
Semarak Puisi** **208**

Azlan Ahmad, Noorhazila Mohd Hamid & Daing Zairi Ma'arof

ESL Teaching Techniques: Utilizing ICT Devices to Enhance Speaking Skills **213**

Elevia Alfren Jalius & Megawati Soekarno

**PENDEKATAN, STRATEGI DAN METODOLOGI
PENGAJARAN DAN PEMBELAJARAN**

***TEACHING AND LEARNING APPROACHES,
STRATEGIES, AND METHODOLOGIE***

Pengaruh Pengetahuan Dan Kemahiran Pengajaran Terhadap Komitmen Mengajar Guru Pendidikan Khas Masalah Pembelajaran

[1] *Kasman bin Kalumpang, [2] Roslee bin Talip

[1] [2] Fakulti Psikologi dan Pendidikan, Universiti Malaysia Sabah

*faqry_kasman@yahoo.com, roslee_73@ums.edu.my

ABSTRAK

Kajian ini bertujuan untuk mengenalpasti pengaruh pengetahuan dan kemahiran pengajaran terhadap komitmen mengajar guru pendidikan khas masalah pembelajaran sekolah rendah di negeri Sabah. Kajian ini berbentuk kuantitatif dengan menggabungkan teknik persampelan berstarata dan rawak mudah. Berpandukan jadual persampelan Gill *et. al.*, (2010) jumlah sampel yang digunakan dalam kajian ini adalah seramai 250 orang. Data telah dikumpul menggunakan satu set borang soal selidik yang telah diadaptasi daripada Mathematical Quality Instruction (MQI), Teaching Competency Index in Special Education dan Multidimensional Organizational Commitment Scale. Lantaran itu, Ujian - t mendapati bahawa pembolehubah bersandar yang di uji iaitu pengetahuan pengajaran berdasarkan taraf pendidikan menunjukkan terdapat perbezaan skor min yang signifikan iaitu $t(198.202) = 0.421$, $p < .05$. Seterusnya, bagi kemahiran pengajaran mengikut pengalaman mengajar, analisis ANOVA menunjukkan bahawa skor min yang signifikan $F(3, 246) = 4.270$, $p < .05$. Manakala, analisis regresi menunjukkan bahawa kedua-dua pemboleh ubah bebas pengetahuan dan kemahiran pengajaran menjadi peramal terhadap komitmen mengajar iaitu ($F=144.42$, $p < .05$). Kajian ini merumuskan bahawa faktor pengetahuan dan kemahiran pengajaran merupakan aspek utama dalam mempengaruhi komitmen mengajar guru yang diterjemah melalui pelaksanaan aktiviti berkesan dan berkualiti terhadap murid berkeperluan khas. Sehubungan itu, untuk memastikan kualiti penyampaian pengajaran dapat ditingkatkan, pemerksaan pengetahuan dan kemahiran guru dalam pengajaran perlu diutamakan dan diberi perhatian serius agar selaras dengan keperluan pedagogi semasa. Setiap peningkatan dalam amalan pedagogi guru dan pendekatan pengajaran yang digunakan perlu bersandar kepada keinginan guru dalam melihat hasil perkembangan murid secara holistik dan mempunyai kualiti yang merujuk berteraskan nilai dan prinsip keupayaan murid di dalam bilik darjah.

Kata Kunci: *Pemerksaan pengetahuan; Kecekapan; Sumber pengajaran.*

PENGENALAN

Pendidikan berubah mengikut peredaran zaman sesuai dengan perkembangan teknologi dan ekonomi semasa. Kejayaan sistem penyampaian pendidikan merupakan indikator utama yang menyumbang kepada pencapaian matlamat sepertimana yang telah digariskan dalam falsafah pendidikan negara.

Justeru, kompetensi tinggi yang dimiliki oleh guru merupakan ukuran utama yang mampu memberi kesan positif terhadap prestasi murid melalui tahap komitmen guru yang dirangsang oleh persekitaran kerja efektif dalam konteks kemenjadian murid (OECD, 2012). Sehubungan itu, murid berkeperluan khas tidak terkecuali dalam menerima hak yang sewajarnya. Hal ini dapat dibuktikan melalui dokumen PPPM dalam gelombang kedua (2016 – 2020), yang menjelaskan bahawa latihan perguruan akan terus diperkukuh bagi memastikan guru mengamalkan pengajaran efektif terhadap murid berkeperluan khas (KPM, 2012). Akhirnya, perancangan pengajaran perlu mengambil kira intelektual dan keupayaan murid yang berbeza secara berkesan (Tung-Ju *et. al.*, 2020).

Dalam memacu potensi murid berkeperluan khas, metode pengajaran merupakan asas untuk mewujudkan pembelajaran bermakna di dalam bilik darjah. Hal ini kerana, menurut Aldabas (2020), komitmen yang berterusan dalam memperkasa pengetahuan khususnya aspek teknikal pengajaran perlu diutamakan. Tujuannya adalah untuk mengatasi sebarang halangan yang boleh mengganggu perancangan terutamanya dalam memilih kaedah dan bahan yang berpadanan dengan tingkah laku murid dan persekitaran bilik darjah (Noor Aini & Nurhaizah, 2015). Hal ini juga membantu guru berfokus terhadap objektif pengajaran melalui keterlibatan langsung dalam meneroka sumber pengetahuan yang berterusan untuk menggalakkan murid terlibat sepenuhnya dalam aktiviti yang dirancang (Maryam *et. al.*, 2015). Selain itu, kemahiran merangka, meramal dan memperincikan hasil pembelajaran adalah tunjang kepada kewujudan konsep baharu dalam pengajaran (Movkebayeva *et. al.*, 2013). Melalui penyusunan hubungkait kandungan teknikal dan minat murid berkeperluan khas semasa proses pengajaran akan mewujudkan pedagogi berkesan di dalam bilik darjah. Kompetensi mereka bentuk pengajaran seterusnya membawa kepada kemahiran modifikasi berkesan dalam pengajaran yang merupakan teras terhadap komitmen guru berkeperluan khas (Marsel, 2013). Justeru, sebagai pemudahcara guru dituntut sentiasa meningkatkan pengajaran mereka terutamanya melalui pelbagai sumber yang menjurus kepada elemen pemerkasaan kecekapan pengajaran.

Lantaran itu, faktor pendidikan lazimnya dikaitkan dengan nilai tambah dalam tahap pengetahuan guru. Olen itu, dalam kajian Eyo dan Nkanga (2020), tahap pendidikan guru pendidikan khas mempengaruhi komitmen perancangan pengajaran berkualiti mengikut keperluan murid. Menurut, Ferrer dan Bengoa (2014), memahami keupayaan murid merupakan cabaran utama dalam penyampaian pengajaran. Namun keadaan ini bergantung pada tahap pengalaman guru pendidikan khas untuk mendepani cabaran dalam pengajaran mereka. Lantaran itu, dalam kajian Boe *et. al.*, (2013), faktor pengalaman mempengaruhi kemahiran guru untuk mengesan kemampuan murid bagi tujuan intervensi.

METODOLOGI KAJIAN

Kajian ini menggunakan berberntuk kuantitatif. Oleh itu, seramai 250 sampel terlibat dalam kajian. Responden juga merupakan guru yang berada di sekolah kebangsaan aliran perdana serta menawarkan Program Pendidikan Khas Integrasi (PPKI). Pemilihan kajian menggunakan jadual persampelan Gill *et. al.*, (2010) dan untuk mencapai jumlah tersebut, teknik persampelan strata dan rawak telah digunakan yang bertujuan untuk memastikan semua responden berpeluang dipilih menjadi subjek kajian. Selepas itu, borang soal selidik menggunakan *google form* diedarkan.

DAPATAN DAN PERBINCANGAN

Perbezaan skor min pengetahuan pengajaran mengikut taraf pendidikan guru pendidikan khas.

Jadual 1: Analisis Ujian-*t* Pengetahuan Mengikut Taraf Pendidikan

Variable		M	SP	F	Nilai- <i>t</i>	df	sig
Pengetahuan pengajaran	Ijazah Sarjana Muda	4.1	0.33				
	Ijazah Sarjana (<i>Master</i>)	4.2	0.34	0.421	-4.517	198	.000

* signifikan pada tahap $p < 0.05$ (2 hujung)

Berdasarkan analisis dalam jadual ujian -t sampel bebas, pengetahuan pengajaran guru adalah berbeza secara signifikan iaitu $t(198.202) = 0.421$, $p < .05$. Oleh itu dapatan menunjukkan bahawa terdapat perbezaan min pengetahuan pengajaran mengikut tahap pendidikan guru pendidikan khas masalah pembelajaran di Sabah.

Justeru, dalam kajian Alward *et. al.*, (2015), didapati bahawa terdapat perbezaan yang signifikan pengetahuan guru pendidikan khas mengikut tahap pendidikan. Dapatan Zamani *et. al.*, (2018), merumuskan bahawa aspek faktor demografi merangkumi latar pendidikan, gender dan pengalaman mempunyai perbezaan yang signifikan. Oleh itu, faktor latar pendidikan memainkan peranan penting terutamanya dalam merangka strategi dan bahan pengajaran (Amal dan Neama, 2022).

Perbezaan skor min kemahiran pengajaran mengikut pengalaman guru pendidikan khas

Jadual 2: Analisis Ujian *ANOVA* kemahiran pengajaran mengikut pengalaman

Variable		Ss	df	MS	F	sig
Kemahiran pengajaran	Antara Kumpulan	2.127	3	0.709		
	Dalam Kumpulan	40.844	246	0.166	4.270	.006
	Jumlah	42.971	249			

* signifikan pada tahap $p < 0.05$ (2 hujung)

Berdasarkan jadual hasil analisis menunjukkan terdapat perbezaan min kemahiran pengajaran mengikut pengalaman guru dengan hasil analisis keputusan $F(3, 246) = 4.270$, $p < .05$. Oleh itu dapatan kajian ini mendapati bahawa terdapat perbezaan skor min kemahiran pengajaran mengikut tahap pendidikan guru pendidikan khas masalah pembelajaran di Sabah.

Sehubungan itu, dapatan kajian Rajasree *et. al.*, (2019), mendapati bahawa amalan pengajaran berteraskan ICT adalah dipengaruhi oleh faktor pengalaman guru. Namun, demikian dalam kajian Kholoud dan Eman (2017), walaupun faktor pengalaman sebagai nilai tambah dan mempunyai perbezaan signifikan, didapati bahawa guru yang mempunyai pengalaman mengajar kurang daripada 10 tahun lebih kreatif. Dapatan kajian Simmons *et. al.*, (2021), juga menjelaskan bahawa faktor pengalaman mengajar menghasilkan impak yang berbeza terhadap kemahiran dan bergantung kepada daya usaha guru pendidikan khas.

Pengaruh Pengetahuan dan Kemahiran Pengajaran Terhadap Komitmen Mengajar Guru Pendidikan Khas Masalah Pembelajaran

Jadual 3: Jadual Analisis Pengaruh Pengetahuan dan Kemahiran Pengajaran Terhadap Komitmen Mengajar

Jadual 3.1: Rumusan Pekali Koefisien

Model	R Square	Beta	<i>t</i>	<i>p</i>	Sumbangan
Pengetahuan	.539	.226	4.254	.000	23.7%
Kemahiran		.580	10.927	.000	71.1%

Pemboleh ubah terikat: Komitmen Pengajaran.

Jadual 3.2: Rumusan Pengaruh Pemboleh Ubah Bebas

Pemboleh Ubah	<i>Df</i>	F	<i>Sig.</i>
Pengetahuan	2 (247)	144.42	.000 ^b
Kemahiran			

Pemboleh ubah terikat: Komitmen Pengajaran.

Berdasarkan jadual, pemboleh ubah pengetahuan dan kemahiran pengajaran menerangkan secara signifikan sebanyak 53.9% daripada varians iaitu $F(2, 247) = 144.42$, $p < .05$. Hasil analisis mendapati bahawa sumbangan model pemboleh ubah bebas (kemahiran pengajaran) merekodkan peratus tertinggi iaitu sebanyak 71.1%. Justeru, Hasil analisis menggunakan regresi terdapat pengaruh antara pengetahuan dan kemahiran terhadap komitmen mengajar khususnya dalam konteks guru pendidikan masalah pembelajaran.

Dapatan kajian ini juga dikukuhkan lagi melalui tinjauan Goitse (2021), yang mendapati bahawa peningkatan kemenjadian murid pendidikan khas adalah dipengaruhi oleh kemahiran akademik, bantuan teknologi dan pengetahuan (latihan) guru. Oleh itu, Warman (2021), merumuskan bahawa kemahiran pengajaran guru memberi impak terhadap pengurusan kualiti pengajaran yang dipacu oleh persediaan guru dalam memantapkan kemahiran pedagogi mereka secara holistik. Namun, dapatan kajian ini bertentangan dengan Comfort *et al.*, (2019) yang menunjukkan bahawa hanya kemahiran teknologi mempunyai perkaitan signifikan dengan penggunaan alat teknologi manakala persediaan guru tidak mempengaruhi penerapan teknologi dalam pengajaran.

KESIMPULAN

Pemeriksaan pengetahuan dan kemahiran guru amat perlu sebagai suatu proses meningkatkan tahap pengajaran mereka walaupun faktor latar belakang khususnya pendidikan dan pengalaman mengajar sebagai suatu nilai tambah. Keberkesanan pengajaran yang disampaikan bertitik tolak daripada keterlibatan guru secara optimum dalam memantapkan kemahiran dan pengetahuan mereka. Justeru, setiap peningkatan dalam amalan pedagogi guru perlu melihat hasil perkembangan murid secara holistik.

PENGHARGAAN

Setinggi-tinggi penghargaan diucapkan kepada pihak Universiti Malaysia Sabah (UMS) khususnya melalui Fakulti Psikologi dan Pendidikan atas sokongan dalam menghasilkan artikel ini. Segala input dan bimbingan yang berterusan telah diaplikasi sepenuhnya untuk menghasilkan penulisan yang bermanfaat untuk para pendidik sebagai suatu medium percambahan idea dalam pengajaran.

RUJUKAN

- Alward Hauber, Shukla Mehta, & H. Combes. 2015. The Extent of Autism Knowledge of Novice Alternatively Certified Special Education Teachers in Texas. *The Journal of Special Education Apprenticeship*. 4(2): 1-17.
- Aldabas Rashed. 2020. Special Education Teachers' Perceptions of Their Preparedness to Teach Students with Severe Disabilities in Inclusive Classrooms: A Saudi Arabian Perspective. *Sage Open, Journal*. 10(3): 1-14.
- Amal Ibrahim Khalil & Neama Yousef Hantira. 2022. Special Education Teachers' Knowledge and Attitudes toward the Use of Assistive Technology for Disabled Children Management: Impact of An Educational Intervention. *Creative Education*. 13(3): 821-845.

- Boe, E. E., deBettencourt, L. U., Dewey, J., Rosenberg, M., Sindelar, P., & Leko, C. 2013. Variability In Demand for Special Education Teachers: Indicators, Explanations and Impacts. *Exceptionality: A Special Education Journal*. 21(2): 103-125.
- Comfort Atanga, Beth A. Jones, Lacy E. Krueger & Shulan Lu. 2019. Teachers of Students with Learning Disabilities: Assistive Technology Knowledge, Perceptions, Interests, And Barriers. *Journal of Special Education Technology*. 35(4): 236-248.
- Eyo Mfon & Nkanga Eme. 2020. Teachers' Competence in Identifying Pupils with Learning Disabilities: A study in Nigerian Primary Schools. *Issues in Educational Research*. 30(3): 883-896.
- Ferrer S. & Bengoa. 2014. A Scale of Knowledge and Beliefs About Developmental Dyslexia: Scale Development and Validation. *Social and Behavioral Sciences* 132(1): 203 – 208.
- Gill J, Johnson P. & Clark M. 2010. *Research Methods for Managers*. SAGE Publications. Maidstone, Kent. Great Britain.
- Goitse B. Ookeditse. 2021. Teachers' Perceptions on Transition Practices for Students with Visual Impairments in Botswana. *Cogent Education*. 8(1): 1-17.
- Kementerian Pendidikan Malaysia. 2012. PPPM 2012. Putrajaya. Bab 4: 4 (19 – 20)
- Marsel Cara. 2013. Academic and Social Outcomes of Children with SEN in the General Education Classroom. *Journal of Educational and Social Research*. 3(7): 90-99.
- Maryam Sheydaei, Narges Adibsereshki & Guita Movallali. 2015. The Effectiveness of Emotional Intelligence Training on Communication Skills in Students with Intellectual Disabilities. *Iranian Rehabilitation Journal*. 13(2): 7-15.
- Movkebayeva Zulfija, Oralkanova Indira & Uaidullakyzy Elmira. 2013. The Professional Competence of Teachers in Inclusive Education. *Social and Behavioral Sciences*. 89(1): 549 – 554.
- Noor Aini Ahmad dan Norhafizah Abu Hanifah. 2015. Tahap Pengetahuan Guru Pendidikan Khas Apabila Mengurus Tingkah Laku Murid Bermasalah Pembelajaran. *Asia Pacific Journal of Educators and Education*, 30(1): 73–88.
- OECD .2012. *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, OECD Publishing.
- Rajasree Karunamoorthy, Farah binti Mukhtar, Ranjanie Karunamoorthy & Viknesvaran Sukumaran .2019. Special Education Teachers' Perception Towards the Use of Information and Communication Technology (ICT) in Classroom. *Advances in Social Science, Education and Humanities Research*. 464(1): 1064-1072.

- Simmons, Michelle and Sharp & Laurie A. 2021. Field-Based Experiences in Special Education Teacher Training: What Teacher Educators Do (and Should Do). *Journal of Research Initiatives*. 5(3): 1-12.
- Tung-Ju Wu, Lian-Yi Wang, Jia-Ying Gao & An-Pin Wei. 2020. Social Support and Well-Being of Chinese Special Education Teachers—An Emotional Labor Perspective *International Journal of Environmental Research and Public Health*. 17(1): 1-16.
- Warman. 2021. Establishing the Governmental Policy to Promote Engagement within The Inclusive Education System in Indonesia. *Journal of Social Studies Education Research*. 12(1), 124-148.
- Zamani, Hozeily, Tahmasebi, Ahmadi & Moradi. 2018. The Effect of Elementary School Teachers' Knowledge of Learning Disabilities on Referring Afflicted Students to Speech Therapy. *Iranian Rehabilitation Journal*. 16(4): 371-377.

Assessing Students' Attitudes toward Flipgrid in Peer-reviewed Speaking Activities

**[1] *Maryam Fakhru Anuar, [2] Nurul Nazihah Nuraddin,
[3] Siti Aisyah Mohd Adaha**

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*maryam@ukm.edu.my, nazihahdin@ukm.edu.my, aisyah.adaha@ukm.edu.my

ABSTRACT

The integration of online learning presents specific challenges, potentially hindering students' active participation. Some students may be reluctant to fully engage in speaking activities, feeling exposed while interacting through their webcams. In response to this challenge, educators have embraced creative digital tools to enhance speaking activities. In this study, Flip was selected as the platform to encourage oral engagement in online classes as it allows students to post videos, give and receive peer feedback through comments and likes. Furthermore, peer feedback cultivates a supportive learning environment where students benefit from each other's strengths and weaknesses, resulting in enhanced learning outcomes. Understanding students' perceptions of giving and receiving feedback on Flip is crucial for evaluating its efficacy in facilitating peer review sessions in language courses. Hence, this study investigates students' attitudes towards giving and receiving feedback through online peer review on Flip, and to evaluate the perceived effectiveness of Flip as a platform for conducting peer review sessions. Utilising a quantitative approach, data were collected from 148 undergraduate students enrolled in an English professional communication course. Data were gathered and tabulated from a post-activity survey assessing students' attitudes and perceived learning through peer review activities on Flip. Results indicate that students show a positive attitude towards giving and receiving feedback on Flip as it enhances their confidence when participating in peer review activities. Additionally, Flip is deemed to be an effective platform for conducting peer review sessions as it fosters a more interactive learning environment. The study concludes that integrating Flip into speaking activities can effectively enhance student active participation and interaction, offering valuable insights for educators seeking innovative approaches to develop students' oral communication skills.

Keywords: *Peer review; Speaking activities; Digital tools; Students' attitudes; Online learning*

INTRODUCTION

Online classes have become indispensable in today's educational landscape, particularly in tertiary institutions, due to their flexibility and adaptability to various teaching and learning needs. This shift is further propelled by ongoing technological innovations where digital tools are increasingly integrated to enhance student engagement and learning outcomes. A study by Obeng et al. (2020) reported a remarkable 55 times improvement in the features of e-learning systems as a result of a unit improvement in the levels of technological innovation. This, in turn, improves the outcome of online learning by a factor of threefold.

However, the incorporation of online learning poses unique challenges as it can inadvertently create barriers to students' active participation. This is because some students hesitate to engage fully in speaking activities, where they feel exposed behind their webcams. This has become a cause of concern to educators as speaking skills are generally considered the most difficult to master compared to the other three fundamental language abilities: reading, writing, and listening (Masuram and Sripada 2020, as cited in Alsaraireh, 2022).

To address this issue, educators have turned to innovative digital tools to facilitate speaking activities. As Taylor and Hinchman (2020) argue, this is a necessary and inevitable step since today's students are a part of a "screen-based society." In this context, the integration of digital tools into online language courses not only addresses the challenges of student engagement but also reflects broader educational trends towards utilising technology for enhanced learning experiences (Bharathi, 2023).

Among a myriad of tools that can be integrated into online language courses is Flip, a video-based interactive platform that aims to: (a) cater to the learners' needs by enhancing course engagement, (b) increase student participation in online learning, (c) promote students' reflective skill development, and (d) help educators assess student understanding of course concepts (McClure & McAndrews, 2016). Sharing similar functions to social media platforms, Flip allows students to post videos as well as give and receive feedback from their peers, highlighting the interactive and collaborative nature of this process. This is made possible using features within the platform that facilitate peer feedback, such as private and public comment sections, and likes.

The peer involvement facilitated by Flip is not just a feature but a significant factor in improving students' language skills. By providing students with different perspectives and insights, it contributes to their overall language development. Additionally, peer feedback, which promotes a supportive learning community where students can learn from each other's strengths and weaknesses, is often correlated with more effective learning outcomes (Hollister et al., 2022; Chatterjee & Correia, 2019; Redmond et al., 2018). Moreover, McDowell (1995) and Nicol et al. (2014) assert that students' critical thinking can be fostered when assessing their peers while encouraging reflection on their own performance.

Given the pivotal role of peer feedback in language courses, it becomes imperative to gauge students' attitudes toward giving and receiving feedback on Flip in order to assess the platform's effectiveness in facilitating peer review sessions. Hence, this study investigates students' attitudes toward giving and receiving feedback through online peer review on Flip and assesses the platform's effectiveness

in facilitating peer review sessions. By understanding students' perceptions and experiences with Flip in the context of peer-reviewed speaking activities, we seek to provide insights that can inform educators' strategies for enhancing student engagement and learning outcomes in online language courses.

RESEARCH METHODOLOGY

This study employed a quantitative approach involving a total of 148 undergraduate students, enrolled in a professional communication English course, participated in the study. Throughout the course, students were given instructions to participate in several speaking activities, by which they were required to provide feedback to their peers.

Quantitative data were collected through a post-activity survey administered online towards the end of the semester. The survey included sets of 4-point Likert scale questions designed to investigate students' attitudes towards giving and receiving feedback through online peer review on Flip, and to evaluate the perceived effectiveness of Flip as a platform for conducting peer review sessions.

RESULTS AND DISCUSSION

A descriptive statistical analysis was derived from the data tabulated by Google Form, which revealed a mix of different perceptions and outcomes. The table below presents the respondents' attitudes and perceived feedback as gathered in the study.

Table 1. Students' Attitudes Towards Giving and Receiving Feedback on Flip

Statements	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1. I feel confident when providing feedback to my peers on Flip.	52	44.6	3.4	-
2. The feedback I provide on Flip is more constructive than traditional methods.	41.9	53.4	4.7	-
3. Flip has made me more open to receiving constructive criticism.	50.7	45.9	3.4	-
4. Peer feedback on Flip helps me improve my speaking skills.	49.3	46.6	4.1	-

Table 1 provides an overview of their responses to four key questions. 96.6% of students feel confident providing feedback on Flip, with 52% strongly agreeing. Most students (95.3%) believe Flip feedback is more constructive than traditional methods, and 96.6% feel more open to receiving constructive criticism through Flip. Additionally, 95.9% agree that peer feedback on Flip helps improve their speaking skills. These results indicate that students find Flip effective for peer review and beneficial for developing their speaking abilities.

Table 2. Perceived Effectiveness of Flip as a Platform for Conducting Peer Review Sessions

Statements	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
5. I find it easy to navigate through the Flip application.	54.7	41.9	3.4	-
6. Flip encourages me to participate more actively in peer review sessions.	52.7	41.2	6.1	-
7. I find Flip to be an effective tool for peer review.	53.4	45.3	1.4	-
8. I prefer using Flip for peer review over traditional methods.	49.3	45.3	5.4	-
9. Flip could benefit from additional features to enhance peer review activities.	54.1	43.9	2.0	-

The data from Table 2 illustrate students' perceptions of the effectiveness of Flip as a platform for conducting peer review sessions. 96.6% of students find Flip easy to navigate. Most students (93.9%) feel Flip encourages active participation in peer review sessions, and 98.7% consider it an effective tool. Additionally, 94.6% prefer Flip over traditional methods, though 98% believe it could benefit from more features. Overall, students find Flip effective and user-friendly for peer review, with some room for improvement.

CONCLUSION

The findings of this study indicate that Flip is perceived as an effective platform for conducting peer-reviewed speaking activities, and there is an overall positive attitude toward its use. Platforms such as Flip create a space for students to comfortably partake in speaking activities and interact with each other, which, in turn, helps educators achieve a more interactive lesson for their language classes. To

investigate further on the effectiveness of the Flip application, additional qualitative studies can be conducted to explore improvements in the use of Flip, compare its effectiveness with other digital platforms, and gather teachers' perspectives on its integration and impact in language classes.

ACKNOWLEDGEMENTS

The authors would like to extend their sincere gratitude to all the respondents who participated in this study.

REFERENCES

- Alsaraireh, M. Y. (2022). Strategies in Enhancing Speaking Skills of EFL Students. *World Journal of English Language*, 12(2), 371-381. doi:10.5430/wjel.v12n2p371
- Bharathi, M. U. (2023). Digital Tools for Teaching English: An Effective and Innovative Way. *Recent Trends in Digital Humanities: A Focus on Language and Literature*, 12, pp. 94-101. doi:https://doi.org/10.34293/rtdh.v12iS1-Dec.47
- Chatterjee, R., & Correia, A.-P. (2019). Online Students' Attitudes Toward Collaborative Learning and Sense of Community. *American Journal of Distance Education*, 53-68. doi:https://doi.org/10.1080/08923647.2020.1703479
- Hollister, B., Nair, P., Hill-Lindsay, S., & Chukoskie, L. (2022). Engagement in Online Learning: Student Attitudes and Behavior During COVID-19. *Frontiers in Education*. doi:https://doi.org/10.3389/educ.2022.851019
- McClure, C., & McAndrews, L. (2016). Going Native to Reach the Digital Natives: New Technologies for the Classroom. *ITAA Annual Conference Proceedings* (pp. 1-2). Vancouver, British Columbia: IA State Digital Press. Retrieved from https://iastatedigitalpress.com/itaa/article/3003/galley/2876/view/
- McDowell, L. (1995). The impact of innovative assessment on student learning. *Innovations in Education and Training International*, 32(4), 302-313.
- Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education. A peer review perspective. *Assessment & Evaluation in Higher Education*, 39(1), 102-122. doi:http://dx.doi.org/10.1080/02602938.2013.795518
- Obeng, A. Y., Coleman, A., & Wang, S. (2020). Evaluating the effects and outcome of technological innovation on a web-based e-learning system. *Cogent Education*, 7(1). Retrieved from https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1836729
- Redmond, P., Abawi, L.-A., Brown, A., Henderson, R., & Heffernan, A. (2018). An Online Engagement Framework for Higher Education. *Online Learning Journal*, 183-204. doi:https://doi.org/10.24059/olj.v22i1.1175

Taylor, C., & Hinchman, T. (2020, January). Strategies for Using Flipgrid in the Education. *US-China Education Review*, 10(1), 26-31. Retrieved from https://www.researchgate.net/publication/341406415_Strategies_for_Using_Flipgrid_in_the_Education

The Oral Argument: Integrating Debate to Cultivate Communicative Competence in Dentistry Students

[1] *Atika Ashar, [2] Aida Abdul Rashid,
[3] Sarah Mohamad Yunus, [4] Azizah Ahmad Fauzi

[1] [4] Faculty of Dentistry, Universiti Kebangsaan Malaysia
[2] [3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*atika.ashar@ukm.edu.my, aidarashid@ukm.edu.my, sarahyunus@ukm.edu.my, azizah_fauzi@ukm.edu.my

ABSTRACT

Incorporating debate as a pedagogical tool in dentistry education combines communication skills and language elements in putting forward evidence-based facts for argument. Articulate communication and skills in persuasion are critical not only within patient contact but also in the professional discourse developed in dentistry. Debate, as the key practice and assessment method of the content and language, is thus examined under the holistic view of Content and Language Integrated Learning (CLIL) using the conceptual framework of key practice, discussion, and debate ideas by Deane and Song. As such, the debate's planning and assessment involved the concerted effort of English language and dental lecturers. As part of the undergraduate curriculum requirement, all dental students in UKM must take the following three English courses: Academic Literacy, Speak to Persuade, and Professional Communication. Exploring these courses' learning outcomes and matching them to the dental programme learning outcomes helped to develop dental students' soft skills more holistically. Hence, this case study aims to investigate the effectiveness of the method in fostering students' competence in linguistic, argumentative clarity, and general efficiency in communication. Analysis of the debate session and students' feedback were gathered for this purpose. This study found that debate develops dentistry students' confidence in oral communication skills, builds good argumentation skills, and provides an avenue for students to use technical vocabulary in a meaningful context. The findings of this study offer recommendations to dental educators striving to diversify their teaching methodologies and to those interested in the communicative competence of future dentists.

Keywords: *Debate; Language; Dentistry; Dental students*

INTRODUCTION

Incorporating debate into learning activities diversifies teaching pedagogy to address various student personalities. The structured debate process could be mapped to the Malaysian Qualifications Framework (MQF) 2.0 domain clusters as shown below:

Table 1: Mapping of the debate learning process to MQF domain clusters

Domain clusters	Debate process activities
Knowledge and understanding	Applying knowledge to formulate arguments
Cognitive skills	Comprehension of knowledge to apply to the scenario or topics that need to be debated
Practical skills	Demonstrating hands-on application of theoretical knowledge, including the ability to present arguments persuasively and effectively.
Interpersonal skills	Interactive communication within group and debate team
Communication skills	Conveying ideas to argue about an assigned topic
Digital skills	Sourcing for information to provide an evidence-based argument
Numeracy skills	Understanding basic statistics when reviewing scientific articles to support the argument
Leadership, autonomy and responsibility	Working in debate teams to articulate ideas and winning the argument
Personal and entrepreneurial skills	Providing concise information within a specified time frame during a debate session
Ethics and professionalism	Understanding and respecting ethical issues in the field of dentistry and maintaining professionalism when projecting ideas and comments.

Whilst the actual debate argument involved a handful of students (typically 3 debaters per team), brainstorming of ideas could occur among a larger group of students, ensuring maximum participation of all students. This learning method was integrated into a few courses within the Doctor of Dental Surgery (DDS) programme at the Universiti Kebangsaan Malaysia (UKM), as well as the English Language course requirements, namely Academic Literacy, Speak to Persuade, and Professional Communication.

11 learning outcomes for the DDS programme have been identified. Among the most significant to this study are the ability to communicate effectively with peers in the dental and other health professions, patients, and community (Affective) and the ability to apply critical thinking and problem-solving skills related to comprehensive patient care and research (Cognitive). (Refer to the appendix for the full list.) Since English is essential in improving employability, measures to raise the proficiency of dental students in English should continue to be implemented. (Zainuddin., et.al. 2019).

Debate, as the key practice and assessment method of the content and language, is thus examined under the holistic view of Content and Language Integrated Learning (CLIL) using the conceptual framework of key practice, discussion, and debate ideas by Deane and Song (2015). Students are assessed through their command of the English language and the content of the topic. Both dental and English language lecturers are involved in the assessment. During the presentation, the following criteria for language and delivery were assessed: vocabulary, grammar, fluency, pronunciation, and delivery.

Hence, this case study aims to investigate the effectiveness of debate in fostering students' competence in linguistic, argumentative clarity, and general efficiency in communication.

RESEARCH METHODOLOGY

A case study was carried out focusing on students who were selected as debaters during three cohorts of sessions for the Oral Biology and Oral and Health Sciences Courses in the DDS Programme. A self-administered questionnaire was distributed to assess their overall experience related to the use of debate as a learning activity. The questionnaire was adopted from research by Zare & Othman (2015). Students consented to answer the survey. The questionnaire included sections on demographics, students' perception of debate as a teaching approach, and specific opinions on debate (this is a subjective evaluation of students' views on debate). An analysis of debate session recording of one particular cohort was analysed as a representation of the larger group of dentistry students.

RESULTS AND DISCUSSION

Analysis of the debate session recording shows that the students representing the group showed a good command of English and a high level of confidence. The speed of the speech affected some of the pronunciations. Students in both teams considered incorporating analogies in their speeches. Students were also reminded of the importance of citing the sources of facts they presented. This highlights one of the learning outcomes of the Academic Literacy course. Feedback from the lecturers was compiled and relayed to the students for improvement.

Findings from the questionnaire illustrated students' opinions on the debate. Their perceptions of the debate as a class activity are positive, describing the activity as 'fun' and 'engaging' despite feeling nervous. Students also realise the content they need to master in order to beat their opponents.

“More research and preparation needed to be done, especially on the opponent’s side, particularly when it involves a factual stance like nanohydroxyapatite, which is better than others.”

“Joining the debate competition, which was dental-related, was fun. It quickly turned into a great feeling of satisfaction. It was challenging, but I left feeling more confident and sharper in my thinking.”

When asked their opinions on the debate as a learning strategy in a speaking class, students' responses show that it is highly effective as it encourages critical thinking, enhances public speaking skills, encourages teamwork, improves listening skills and boosts confidence. Debates help strengthen their understanding of content courses by allowing them to be active participants, especially during rebuttal, and to organise facts in a structured way.

“I see debate as a highly effective strategy in a speaking class. It encourages critical thinking, enhances public speaking skills, and boosts confidence. Debating helps dental students learn to articulate their thoughts clearly, listen to others, and engage in constructive dialogue, making it a valuable tool for learning.”

“With debate, there are a lot of facts that you’d have to explain, so reading off a script is not recommended as it sounds less convincing. So, you have to prepare points on which you could elaborate. This practice of elaborating on your understanding is a big help when speaking.”

With reference to improving speaking skills among students, their responses highlighted improvements in accuracy, both grammar and vocabulary, and emphasis on pronunciation. Using the correct terminologies has helped them articulate their ideas better. Debating has also encouraged them to organise their ideas coherently to respond to arguments and make themselves clear when presenting their points.

“Debate aids in brushing up our grammar, fluency and pronunciation, which eventually increases our speaking skills and constructing a meaningful response.”

“By encouraging students to read materials to prepare for the debate, I learned new vocabulary that is often used in academic writing and articulated the subject matter coherently and comprehensively in the allocated time.”

On the other hand, challenges in implementing debates in the course are students' lack of confidence, anxiety, and fear of public speaking, not appealing to the more introverted students and lack of time to research the topic due to the demands of the dentistry course. This was also highlighted by Cheng (2021), who said that the major deterrents to English language teaching at Higher Education Institutions are students' “lack of motivation and low proficiency levels”. In addition, constructing persuasive arguments, limited time to construct proper arguments/rebuttals, and aggressive opponents are listed as the most difficult parts of debating.

“I think the challenging part is the part where we have to think and respond rapidly in the provided time.”

“The barrier to pushing one’s boundary of confidence and the fear of speaking up in front of the crowd.”

CONCLUSION

This study found that debate develops dentistry students' confidence in oral communication skills, builds good argumentation skills, and provides an avenue for students to use technical vocabulary in a meaningful context. Future improvements may include allowing students who need assistance to improve their language delivery to attempt a debate. This is to ensure that not the same students had to fill the role of representing the group when similar tasks are given in the future. Students with a good command of English can also be identified as peer mentors who can help other students who are struggling with their English. Maintaining a similar format of having both content and language lecturers in the DDS programme can benefit the English as well as the dentistry component. The findings of this study offer recommendations to dental educators striving to diversify their teaching methodologies and to those interested in the communicative competence of future dentists.

ACKNOWLEDGEMENTS

The authors thank all students who diligently had fun participating in debate sessions throughout their candidature, as well as other lecturers involved in the teaching of the course.

REFERENCES

- Deane., P. & Song., Y. (2015). The Key Practice, Discuss and Debate Ideas: Conceptual Framework, Literature Review, and Provisional Learning Progressions for Argumentation. ETS Research Report Series, 2015: 1-21. <https://doi.org/10.1002/ets2.12079>
- Cheng., L. (2021) English Education at the Tertiary Level in Asia: From Policy to Practice, by Eun Sung Park and Bernard Spolsky (Eds.), Abingdon, UK, Routledge, *The Journal of Asia TEFL*. 18(1), 386-389. <http://dx.doi.org/10.18823/asiatefl.2021.18.1.32.386>
- Zainuddin., S. Z. B., Pillai., S., Dumanig., F. P., & Phillip., A. (2019). English language and graduate employability. *Education+ Training*, 61(1), 79-9. <https://doi.org/10.1108/ET-06-2017-0089>
- Zare., P. & Othman., O. (2015). Students' perceptions toward using classroom debate to develop critical thinking and oral ability. *Asian Social Science*, 11(9), 158-170. <https://doi.org/10.5539/ass.v11n9p158>.

Transforming Training Practices for Diplomatic Staffs In Digital Era – Relating Theory into Practice

[1] Nur Farhah Nayli Sharil Azman, [2] *Erda Wati Bakar

[1][2] Universiti Pertahanan Nasional Malaysia

nurfarahnayli@yahoo.com, *erdawati@upnm.edu.my

ABSTRACT

A diplomat is the official representative of a government or organisation responsible for negotiating agreements and cultivating relationships with other nations or entities as well as promoting their country's interests, resolving disputes and managing intricate international matters using diplomacy and tact. Continuous Professional Development (CPD) training, or also known as pre-posting training at some diplomatic training centres, equips diplomats with crucial skills, knowledge and cultural awareness to effectively handle all facets of diplomacy. According to the literature, CPD training for diplomatic staff is faced with varied shortcomings. This paper aims to review published journal articles to identify the barriers of CPD that affect the training's efficacy for both trainers and trainees. Findings from the review revealed challenges from the aspects of training practices, time, financial constraints and knowledge retention by the trainees. Thus, this study foregrounds the challenges faced by trainers and trainees during CPD training which underscore the need for innovative and digital based approaches with tailored and updated training techniques for diplomatic staff. It is necessary to implement updated training methods that focus on flexibility, customisation and efficacy to ensure diplomats acquired the essential skills and attained the knowledge that enable them to navigate the complexities of international diplomacy effectively as well as to participate in international negotiation to resolve grievances, threats and ultimatums.

Keywords: *Diplomats; Continuous Professional Development (CPD); Diplomacy; Efficacy; Training*

INTRODUCTION

The art of diplomacy is the expert handling of negotiations between different states or groups, usually in the framework of international relations. It includes discussions of peace, trade agreements, resolving conflicts, economic policies, cultural exchanges, environmental concerns and human rights, among many other things. According to Mwanzia (2010), in their field of work, diplomats are required to negotiate, gather information, protect their countries interests, and foster friendly relations with host nations. Each officer has specific duties and mission staffing depends on mission size. In order to cultivate proficient and capable diplomats, foreign ministries have continuously organised and conducted comprehensive training programmes aimed at enhancing the efficacy of their

respective organisations. Consequently, due to the ever-changing nature of their profession, it is crucial for diplomats to undergo continuous training in order to enhance their skills and abilities (Pearce & Robinson, 2005) as well as exposing them to current and emergent geopolitical issues. Various instructional strategies, including group projects, workshops, simulations and on-the-job training, are employed to replicate authentic settings (Hattie, 2009; Blume et al., 2010).

Nevertheless, the efficacy of these approaches may be impacted by variables such as the class size, available resources and the individual traits of the participants, particularly in terms of catering to the needs of a diverse group of trainees. Training and equipping diplomats with the necessary diplomatic skills require dynamic and interactive training approaches that are not only engaging to the trainees but also enabling them to sustain the new knowledge that they have gained from the training. It is argued that conventional lecture-oriented approaches may not be suitable for diplomatic training because diplomats are often required to engage in nuanced negotiations, cultural exchanges and conflict resolution, tasks that demand practical skills such as effective communication, negotiation and problem-solving. In contrast to passive learning in lectures, diplomatic training benefits greatly from active and experiential learning methods that simulate real-world scenarios. Given that diplomacy frequently necessitates the cultivation of negotiation, communication and problem-solving proficiencies. Furthermore, interactive approaches facilitate the exchange of ideas and perspectives among diplomats, reflecting the diverse and multicultural contexts they operate within. A particular obstacle that hinders effective training and development is the presence of external constraints, such as time limitations imposed by the organisation in relation to training sessions (Hitt et al., 2019). The rigidity of traditional-based learning, such as the use of printed materials or conventional in-person lectures could be demotivating for trainees. This lack of flexibility may hinder trainees from adjusting their learning pace to align with their individual needs and abilities, potentially resulting in inefficiencies within the learning process (Smith, 2003). Therefore, trainees need to embrace more flexible and adaptable training approaches to ensure that diplomats can develop the specific skills they need to excel in their roles, leading to more effective diplomatic engagements and outcomes.

In this study, a narrative review approach is employed to explore the effectiveness of various training methods in diplomatic training and development, providing a comprehensive analysis of the challenges and opportunities in training diplomats catering for the complexities of modern diplomacy. This review is guided by the research objectives, which is to determine the barriers encountered by trainers and to refreshing training practices during the delivery of CPD programmes tailored for diplomats.

RESEARCH METHODOLOGY

A narrative review methodology suggested by Green et al. (2006), Gregory et al. (2018) and Sukhera (2022b) was used to address the research questions for this review. A narrative review, also referred to as a non-systematic review at times, is a condensed examination of related or accessible literature on a particular subject of interest (Gregory et al., 2018). Sukhera (2022b) recommended that authors adhere to five key elements when conducting a rigorous and critical narrative review: formulating the research question, clarifying relevant terms, selecting databases, establishing inclusion and exclusion criteria, reflecting on biases and themes, and conducting a thorough analysis and interpretation of the literature.

RESULTS AND DISCUSSION

The followings are the findings for the research objectives:

i. Navigating Barriers in Diplomatic Training

Education designed for adults may have different learning outcomes. Adult education is crucial for both professional and personal growth (Knowles, 2014). Various obstacles impede adult learners, even from the professional background of diplomats, from participating in, engaging in, or participating in training programmes. Comprehending these obstacles is essential for establishing inclusive educational opportunities that are accessible and fair for all learners, irrespective of their backgrounds, abilities, or circumstances. Andragogy, which was introduced by Knowles in 1984, emphasises that adult learning is self-directed and suggests that adult learners have unique needs and motivations that differ from children. Not only young learners but also diplomats encounter substantial challenges in language proficiency, including limited language skills, cultural differences in educational methods, and time management issues (Merriam, 2001). For instance, diplomats from countries where English is not the primary language who participate in an English-language training program may struggle to comprehend legal jargon or diplomatic procedures, resulting in a shallow understanding of the subject matter.

Non-native-speaking diplomats, as well as those from culturally diverse backgrounds, may face language and cultural obstacles that hinder their involvement in training programmes (Bron, 2002). Time limitations intensify the difficulties, as diplomats often have demanding schedules and responsibilities that may disrupt planned training efforts. Training diplomats for their professional development often requires reorganising their work schedules and responsibilities, which poses additional difficulties. Diplomats may face obstacles in effectively managing work and training due to work-related responsibilities, such as inflexible schedules or employer restrictions. The perspectives of diplomats on adult education can significantly influence the level of participation in professional development initiatives, which promote ongoing learning and professional advancement (Livingstone & Sawchuk, 2005).

ii. Breaking Down Barriers in Diplomatic Training

Conventional education, characterised by direct contact with learners in a physical classroom, remains a widely employed method of learning. However, several obstacles can impede its effectiveness, and it is essential to overcome these barriers to promote continuous personal and professional development, particularly for diplomats who need to enhance their skills. Providing diplomats with comprehensive technology training and ongoing technical assistance enables them to effectively use online learning platforms, promoting a feeling of trust and dependability in the digital environment (Lindeman, 1926). Being aware of the availability of assistance can enhance their confidence in overcoming technological challenges, given the prevalence of technology in our current era, while also enabling them to focus on their learning objectives. Mentorship programmes, which pair diplomats with mentors or peer support groups, enhance academic and social integration, leading to increased retention and success rates (Smith, 2008). This is particularly effective for inexperienced diplomats who lack extensive field experience, whereas novice diplomats can be more easily moulded by having a mentor. Designing training programmes that focus on specific problems or challenges that diplomats are likely to face can make learning more relevant and immediately applicable. This

approach enhances their ability to address and resolve issues effectively. For instance, in order to adequately prepare diplomats for such scenarios, it is critical to simulate the resolution of typical diplomatic challenges encountered while serving in foreign postings.

Culturally responsive teaching practices strive to incorporate diverse perspectives and pertinent content into the curriculum, thereby fostering inclusivity and engagement for learners from different backgrounds (e.g., Bradley, 2008; Jorgensen, 2003). This approach acknowledges and values learners' cultural identities, using them as a foundation for the learning process. Trainers can foster a more inclusive classroom environment by integrating materials and examples that represent the diverse cultures of their learners. Not only does this foster a sense of visibility and respect among students, but it also improves their level of involvement and academic achievements. Moreover, these practices foster the development of analytical thinking and intercultural comprehension, equipping students with the skills to navigate and actively participate in an ever more diverse global society. This can enhance the creation of collaborative learning environments in which diplomats can exchange experiences, insights, and best practices, fostering peer support and knowledge exchange. As a result, there is a greater comprehension of diverse perspectives and strategies. This comprehensive approach guarantees that diplomatic training is both efficient and easily attainable, ultimately bolstering the skills and abilities of diplomatic officers (Livingstone & Sawchuk, 2003).

CONCLUSION

Effective diplomatic training relies on comprehending and overcoming the distinct obstacles encountered by adult learners. We can greatly improve the educational experience for diplomats by acknowledging the self-directed aspect of adult learning and utilising methods like comprehensive technology training, providing ongoing technical assistance, and mentorship initiatives. Customising training to manage specific and practical challenges faced by diplomats and utilising pedagogical approaches that are culturally sensitive guarantees that the learning experience is pertinent, comprehensive, and captivating. Encouraging collaborative learning environments promotes knowledge sharing and peer support, resulting in enhanced understanding and improved problem-solving skills among diplomats. These strategies enhance the accessibility and fairness of diplomatic training while also fostering the ongoing professional development and efficiency of diplomatic officers, ultimately bolstering their capacity to handle intricate global challenges. Addressing these obstacles will lead to a more proficient and flexible diplomatic team, enhancing their ability to fulfil their duties effectively in global affairs.

ACKNOWLEDGEMENTS

The authors would like to convey their appreciation to National Defence University of Malaysia (NDUM) and Institute of Diplomacy and Foreign Relations (IDFR) for their continuous support in this research as well as to the Research Management Centre of National Defence University of Malaysia for providing their endless assistance.

REFERENCES

- Blume, B., Ford, J., Baldwin, T., & Huang, J. (2010). Transfer of Training: A Meta-Analytic Review. *Journal of Management*, 36(4), 1065-1105.
- Bradley, D. (2008). Teaching in an unforgiving present for the unknowable future: Multicultural human subjectivity, anti-racist pedagogy and music education. In L. K. Thompson & M. R. Campbell. (Eds.), *Diverse methodologies in the study of music teaching and learning*, (pp.111-136). Information Age Publishing Inc
- Green, L. W., & Glasgow, R. E. (2006). Evaluating the relevance, generalization, and applicability of research: issues in external validation and translation methodology. *Evaluation & the health professions*, 29(1), 126-153.
- Gregory, A. T., & Denniss, A. R. (2018). An introduction to writing narrative and systematic reviews—Tasks, tips and traps for aspiring authors. *Heart, Lung and Circulation*, 27(7), 893-898.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*.Routledge.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2019). *Strategic Management: Competitiveness and Globalization*. Cengage Learning.
- Knowles, M. S. (1968). Andragogy, not pedagogy. *Adult Leadership*, 16(10), 350-352, 386.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. Routledge
- Lindeman, E. C. (1926). *The meaning of adult education*. New York, NY: New Republic
- Livingstone, D. W., & Sawchuk, P. H. (2005). Hidden knowledge: Working class experience in the knowledge-based economy. *Studies in the Education of Adults*, 37, 110-122.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. In S. B. Merriam (Ed.), *The new update on adult learning theory* (pp. 3-13). New Directions for Adult and Continuing Education, No. 89. San Francisco: Jossey-Bass.
- Mwanzia and Macharia (2011). Reminiscences on Kenya's Early Diplomacy, 1963-1993 (Nairobi: Foreign Services Institute, 2011), p. 81
- Pearce, J.A.and Robinson, R.B. (2005), *Strategic Management: Formulation, Implementation, and Control*, 6 th Ed.; New Delhi: Tata McGraw-Hill

Sukhera, J. (2022b). Narrative reviews in medical education: key steps for researchers. *Journal of Graduate Medical Education*, 14(4), 418-419.

Perspektif Pelajar Terhadap Penerbitan Buku Antologi Daripada Tugas Kursus

[1] *Azlan bin Ahmad, [2] Noorhazila Mohd Hamid,
[3] Amirul Mukminin Mohamad

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*az_ahmad@ukm.edu.my, hazilahamid@ukm.edu.my, mieroll@ukm.edu.my

ABSTRAK

Pantun merupakan salah satu daripada khazanah kesusasteraan Melayu yang seharusnya diteruskan legasinya oleh generasi pelajar. Bait-bait puitis pantun karangan pelajar yang dihasilkan melalui tugas kursus LMCR1202 Penulisan Pantun Kreatif merupakan karya berharga yang tidak seharusnya terhenti hanya sebagai naskah penilaian. Oleh itu, penelitian ini bertujuan mengenal pasti perspektif pelajar terhadap satu inisiatif untuk memastikan semua tugas pelajar ini dapat didokumentasikan sebagai satu bentuk bahan kekal melalui transformasi tugas pelajar kepada penerbitan buku. Melalui idea inovasi ini, hasil tugas pelajar yang berupa karangan pantun yang indah dan puitis dibukukan sebagai satu bentuk antologi penerbitan. Kepelbagaian tema pantun dalam tugas yang dihasilkan pelajar menyumbang kepada aneka tema antologi yang terhasil, seperti sosio budaya, nilai murni, perasaan kasih dan cinta serta penghargaan kepada barisan hadapan, guru serta ibu bapa. Lebih menarik lagi, setiap pelajar yang mengikuti kursus tersebut dan menyempurnakan tugas mereka akan memiliki hasil penerbitan bab dalam buku sendiri sebagai satu pencapaian di UKM. Buku yang dihasilkan itu juga menerima perakuan daripada Perpustakaan Negara Malaysia melalui pemberian nombor ISBN tersendiri. Kajian ini menggunakan kajian tinjauan sebagai reka bentuk kajian. Kaedah kajian kuantitatif digunakan dalam kajian ini dengan menggunakan borang soal selidik yang terdiri daripada 58 responden. Data kajian akan dihurai dalam bentuk peratus. Tuntasnya, penerbitan buku melalui tugas pelajar ini sememangnya memberikan impak kerana perkara ini menjadi pendekatan terbaik untuk mewujudkan inovasi dalam dunia pendidikan secara amnya. Tambahan lagi, penerbitannya juga memberikan nilai tambah dalam mengangkat martabat seni pantun Melayu khususnya kepada generasi alfa di samping menambah kosa ilmu dalam bidang tersebut.

Kata Kunci: *Karya pantun; Penerbitan; Tugas; Buku antologi; Puisi Melayu tradisi*

PENGENALAN

Pantun memainkan peranan penting dalam Masyarakat Melayu sejak zaman dahulu lagi. Pantun merupakan puisi tradisional ciptaan asli orang Melayu. Pantun sering digunakan dalam upacara peminangan dan perkahwinan atau sebagai pembuka atau penutup bicara dalam majlis-majlis rasmi sehingga sekarang. Dalam pantun Melayu sarat dengan kiasan dan nasihat. Keindahan kata dalam khazanah bahasa Melayu memperlihatkan daya cipta pemikiran dan falsafah Masyarakat Melayu tradisional yang sangat tinggi, asli dan bernilai seni. Antara fungsi pantun ialah mendidik, menyindir, menyatakan perasaan, menyampaikan buah fikiran serta menghibur. (Eizah Mat Hussain. 2018).

METODOLOGI KAJIAN

Kaedah mengedarkan borang soal selidik dilakukan secara talian dengan menggunakan perisian *Google Form*. Kaedah secara talian telah dipilih kerana kaedah ini dilihat paling popular yang digunakan dalam penyelidikan pada masa kini. Bagi mendapatkan data kajian ini, pemilihan responden telah dibuat yang terdiri daripada pelajar set 1 yang mengambil kursus LMCR1202 Penulisan Pantun Kreatif pada semester 1, sesi 2023-2024 iaitu seramai 60 orang pelajar prasiswazah dari pelbagai fakulti yang mengikuti pengajian di kampus Universiti Kebangsaan Malaysia, Bangi.

Soal selidik kajian ini terbahagi kepada 3 bahagian iaitu Bahagian A (maklumat diri responden). Pada Bahagian B pula berkenaan *perspektif responden terhadap penerbitan buku antologi daripada tugas kursus*. Manakala pada bahagian C pula meliputi soalan yang berkaitan dengan *Perspektif responden terhadap usaha mempaten karya bagi menjaga hak milik responden melalui penerbitan buku*. Ketiga-tiga bahagian dalam soal selidik ini akan difokuskan dalam kajian ini. Di dalam borang ini, pengkaji telah menggunakan skala “Sangat Setuju”, “Setuju”, “Tidak Bersetuju” dan “Sangat Tidak Setuju” bagi mengukur perspektif responden terhadap usaha penerbitan buku antologi daripada tugas kursus.

Bahagian A: Maklumat Diri Responden

Jadual 1: Latar belakang responden

Profil	Keterangan	Kekerapan	Peratus%
Jantina	Lelaki	18	30.0
	Perempuan	42	70.0
Tahun	1	29	48.3
	2	29	48.3
	3	2	3.4
Fakulti	Ekonomi & Pengurusan	7	11.7
	Pengajian Islam	11	18.3
	Sains Sosial & Kemanusiaan	16	26.7
	Teknologi & Sains Maklumat	14	23.3
	Undang-Undang	6	10.0

	Pendidikan	2	3.3
	Sains Kesihatan	3	5.0
		1	1.7
Jumlah		60	100.0

Bahagian B: Perspektif responden terhadap penerbitan buku antologi daripada tugas kursus

Jadual 2: Perspektif responden terhadap penerbitan buku antologi daripada tugas kursus

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Tugas kursus ini adalah sesuatu yang bernilai.	0	1 (1.8)	13(22.8)	43 (75.4)
2	Tugas kursus ini wajar dibukukan	0	0	15 (26.3)	42 (73.7)
3	Usaha membukukan tugas kursus ini adalah usaha yang wajar.	0	0	12 (21.1)	45 (78.9)
4	Tugas kursus ini mempunyai nilai estetika sastera.	0	0	13 (22.8)	44 (77.2)
5	Tugas kursus ini wajar diangkat melalui penerbitan buku antologi	0	0	14 (24.6)	43 (75.4)
6	Membukukan tugas kursus ini membuka dimensi baharu kepada penerbitan responden	0	0	10 (17.5)	47 (82.5)
7	Penerbitan buku antologi ini akan menjadi rujukan pada masa depan	0	1(1.7)	7 (12.3)	49 (86.0)
8	Penerbitan buku antologi ini wajar diteruskan.	0	0	12 (21.1)	45 (78.9)
9	Penerbitan buku antologi daripada tugas kursus adalah satu kebanggaan kepada responden.	0	2 (3.6)	10 (17.5)	45 (78.9)
10	Penerbitan buku antologi ini adalah usaha kolektif antara pelajar dengan pengajar.	0	0	12 (21.1)	45(78.9)

Berdasarkan data kajian di atas menunjukkan kebanyakan responden memilih skala sangat setuju dan setuju bagi sepuluh pernyataan yang diutarakan. Hanya terdapat 3 pernyataan yang terdapat responden memilih skala jawapan tidak setuju iaitu pernyataan 1, 7 dan 9. Berdasarkan peratusan skala sangat setuju dan setuju pada keseluruhan pernyataan yang dijawab oleh responden jelas menunjukkan bahawa usaha yang dilakukan oleh pengkaji ini diterima baik oleh majoriti responden

walaupun mereka baru pertama kali terlibat dengan usaha membuku karya pantun mereka ke dalam bentuk penerbitan.

Pernyataan yang diterangkan oleh pengkaji dalam soal selidik kajian ini difahami dan dijawab dengan baik oleh responden yang jelas menunjukkan bahawa responden menyambut baik usaha menerbitkan karya mereka dan memberikan sokongan yang tidak berbelah bahagi bagi menjayakan projek buku antologi pantun ini. Kebanyakan responden begitu teruja untuk melihat hasil karya mereka dalam bentuk buku apabila siap diterbitkan nanti dan berharap penerbitan buku ini akan memberikan inspirasi kepada mereka untuk terus berkarya pada masa akan datang.

Bahagian C: Perspektif responden terhadap usaha mempaten karya bagi menjaga hak milik responden melalui penerbitan buku

Jadual 3: Perspektif responden terhadap usaha mempaten karya bagi menjaga hak milik responden melalui penerbitan buku

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Penerbitan buku antologi ini penting kepada responden	0	0	17 (18.3)	40 (78.4)
2	Tahap kesedaran responden terhadap hak milik sesutau karya adalah kurang	0	0	6 (10.5)	51 (89.5)
3	Tahap kesedaran responden terhadap usaha mempaten karya bagi menjaga hak milik responden melalui penerbitan buku adalah kurang.	0	0	9 (15.8)	48 (84.2)
4	Isu plagiat sesebuah karya dapat dikurangkan melalui penerbitan buku ini.	0	2	7 (22.8)	48 (77.2)
5	Penerbitan tugas kursus ini memberi nilai tambah kepada responden.	0	0	14 (24.6)	43 (75.4)
6	Melalui penerbitan buku ini, hasil tugas responden dapat diangkat dan dipatenkan.	0	0	13 (22.8)	44 (77.2)
7	Penerbitan buku ini mengubah persepsi responden terhadap kepentingan puisi Melayu tradisional.	0	1(1.8)	10 (17.7)	46 (80.7)
8	Penerbitan buku antologi ini akann menyemarakkan lagi industri perbukuan negara.	0	0	12 (21.1)	45 (78.9)
9	Melalui penerbitan buku ini, responden mula menyedari tentang hak milik karya.	0	1 (1.8)	11 (19.3)	45 (78.9)
10	Penerbitan tugas kursus kepada bentuk buku menjadi karya penulisan yang diperakui oleh PNM dan dikira sebagai bab dalam buku.	0	0	10 (16.7)	50 (75.0)

Berdasarkan pernyataan yang diajukan kepada responden bagi soal selidik bahagian ini, hampir keseluruhan responden kurang menyedari akan kepentingan hak milik terhadap sesuatu karya asli yang dimiliki. Hal ini kerana mereka tidak pernah terlibat secara langsung dengan penerbitan buku sebelumnya dan hanya mengenalinya melalui kursus ini setelah diperkenalkan projek buku antologi pantun.

Melalui kesedaran yang mula timbul akan hak milik asli sesuatu karya, maka responden berharap isu plagiat atau cetak rompak terhadap sesuatu karya akan dapat dikurangkan. Responden juga bersetuju dengan usaha menerbitkan buku antologi pantun ini akan memberi nilai tambah dan seterusnya dapat mengubah persepsi responden sebelum ini terhadap kepentingan puisi Melayu tradisional dimartabatkan oleh generasi muda hari ini.

KESIMPULAN

Usaha membukukan tugas pelajar seperti pantun adalah satu usaha untuk menyelamatkan hasil karya pelajar daripada terbuang begitu sahaja sebagai penilaian kursus semata-mata dan mengangkat karya puisi Melayu tradisi ke tahap yang sepatutnya. Dengan cara ini, setidaknya karya itu akan ditatap dan dibaca oleh generasi mereka sendiri dan pada masa yang sama akan menyemarakkan lagi semangat menulis responden terhadap puisi Melayu tradisi seperti pantun ini.

PENGHARGAAN

Penulisan ini merupakan sebahagian daripada kajian penyelidikan dalam Geran Galakan Pengurusan dan Profesional (GGPP) iaitu penyelidikan tanpa biaya dengan kod CITRA-2023-001. Tajuk penyelidikan tersebut ialah Pengenalan Awal Kursus Penulisan Pantun Kreatif Sebagai Usaha Memartabatkan Puisi Melayu Tradisional dalam Kalangan Pelajar di Universiti Kebangsaan Malaysia (UKM).

RUJUKAN

- Eizah Mat Hussain. (2018). *Simbol dan Makna dalam Pantun Melayu*. Institut Terjemahan dan Buku Negara. Kuala Lumpur.
- Muhammad Haji Salleh. (2018). *Ghairah Dunia dalam Empat Baris*. Institut Terjemahan dan Buku Negara. Kuala Lumpur.
- Salinah Ja'afar, Tengku Intan Marlina Tengku Mohd Ali & Zurinah Hassan. (2016) *Wacan Pantun Melayu*. Penerbit Dewan Bahasa dan Pustaka. Kuala Lumpur.

Zurinah Hassan. (2023). *Antologi Puisi Tradisi Leluri: Panduan Mengarang Puisi Tradisi*. Kualiti Hitam Enterprise. Selangor.

Exploring Learners' Perceptions of Video-Making Projects in Developing Communicative Competence in English

[1] *Muhammad Danial Bin Baharudin, [2] Khadijah Binti Mohd. Radzi

[1][2] International Islamic University Malaysia

*danielbaharudin@iium.edu.my, khadijahmr@iium.edu.my

ABSTRACT

Past literature showed that in project-based learning, students actively communicated with their peers in preparing tasks and showed good teamwork skills in completing the objective of the project (Poonpon, 2011; Sevilla-Pavón & Nicolaou, 2017). One of the examples of the tasks that the students can experience under project-based learning is a video-making project (VMP). Since this project involves the use of language both in its process and product, this paper aims to explore learners' perception of video-making projects in developing their communicative competence in English. Communicative competence is very important as it will lead to increased students' interest to communicate their ideas (Vorweg, 2015). Three participants (who have experienced several video-making projects in their English class) were chosen for this study using purposive sampling. A semi-structured interview was conducted to explore their perceptions on how VMP can develop their communicative competence in English specifically in terms of their linguistic, sociolinguistic, and pragmatic competence. The findings indicated that video-making projects help develop students' communicative competence in English by allowing students to plan and research correct grammar and sentence structure, thereby reducing errors and enhancing sentence accuracy. It also enhances communication skills through proper and polite interaction with groupmates, guided by instructor feedback to correct mistakes and ensure appropriate behaviour. Future research should examine the impact of video-making projects across diverse settings to further understand their effectiveness in enhancing language skills and communicative competence.

Keywords: *Project-based learning; Video-making project; Communicative competence; Learners*

INTRODUCTION

In today's digital age, creating video content has become second nature, especially among the younger generation due to the widespread access to technology. Integrating the video-making project (VMP) as one of the tasks in class can help the younger generation or students to be more active in their learning. VMP is one of the examples of project-based learning (PBL) and it is a powerful instructional approach that not only enhances language skills but also equips students with essential 21st-century competencies and prepares them for future workplace demands (Yong & Saad, 2023). Past literature also showed that in PBL, students actively communicated with their peers in preparing

tasks and showed good teamwork skills in completing the objective of the project (Poonpon, 2011; Sevilla-Pavón & Nicolaou, 2017). Moreover, Susana et al. (2022) discovered in their study, creating videos stimulates students' creativity and independence as well as increases students' engagement in the process of learning English. Furthermore, VMP fosters students' courage to appear and communicate in English and consequently improves students' communicative competence.

Communicative competence is a term in linguistics that refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately (Canale & Swain, 1980) and it is an essential component in language teaching and learning because it will lead to increased students' interest to communicate their ideas (Vorweg, 2015). In order to achieve effective communicative competence, the students need to excel in the communicative aspects such as linguistic competence, sociolinguistic competence and pragmatic competence. Linguistic competence can be described as the abilities to demonstrate knowledge, skills, and abilities in understanding and producing language in the aspects of vocabulary, grammar rules and phonetics while sociolinguistic competence involves understanding how language functions in the society and use it accordingly to communicate effectively and appropriately in different situations (Ibrahimova, 2023). Pragmatic competence on the other hand involves knowledge of social, cultural and discourse conventions as well as fluency (Martínez-Flor & Sánchez-Hernández, 2012).

Past studies have shown many great benefits of the integration of VMP in English classes to develop students' communicative competence. Therefore, this paper aims to explore the students' perceptions on how VMP can develop their communicative competence in English specifically in terms of their linguistic, sociolinguistic, and pragmatic competence.

RESEARCH METHODOLOGY

A semi-structured interview was conducted to three participants (who have experienced several video-making projects in their English class) using purposive sampling. The semi-structured interview was conducted to explore their perceptions on how VMP can develop their communicative competence in English.

RESULTS AND DISCUSSION

The results are discussed based on the three interview questions that represent each component of the communicative component (i.e. linguistic, sociolinguistic, and pragmatic competence).

(i) Do you think the video-making projects help you to improve your language skills in speaking (Linguistic competence)?

As predicted, all three students interviewed believe that the video-making projects assigned enhanced their linguistic competence. For instance, Student 1 stated that VPM helped him to focus on using correct grammar and structure which can be challenging for him. This is because whenever she uses

English, she tends to translate directly from Malay to English. However, doing the project video allowed her to plan what she wanted to say or explain using correct grammar and sentence structure. Besides that, Student 2 and 3 emphasised that the processes of making the videos such as planning the storyline, preparing the video content and making scripts for the video dialogues ensured them to use correct grammar and sentence structure. The findings are consistent with Greenblatt and McDonald (2022), Ismailia and Binarkaheni (2022) and Susana et al. (2022) which also indicated that VPM enhances linguistic competency. For example, Ismailia and Binarkaheni (2022) mentioned the students improved their grammar, vocabulary and pronunciation skills apart from learning video editing and using software. This is additionally supported by Susana et al. (2022), where they indicated that the video project measures different linguistic aspects such as pronunciation, grammar, vocabulary and fluency. Hence, by participating in video-making projects, students improve their linguistic competency, particularly in grammar and sentence construction.

(ii) Do you think the video-making projects help you to improve your skills in communicating appropriately in English with your groupmates (sociolinguistic competence)?

The students felt that VMP helped them in understanding and applying the correct and appropriate way to use the English language in a real-life setting. This can be seen from their discussion session during the process of the VMP. Student 1 and Student 3 stated that during their discussion, they learn how to communicate properly with each other. For example, student 3 mentioned that they need to have good listening skills when listening to their peers' opinion and show some respect when communicating (i.e., to agree or disagree). Student 1 on the other hand added that the feedback and guidance from their teacher on how to communicate appropriately (in terms of politeness) did help in improving their communication skills between her group mates. According to Hairuddin and Irmawati (2024), students who experienced VMP improved their collaboration skills. This is further strengthened by Poonpon (2011) and Sevilla-Pavón and Nicolaou (2017) when they discovered that the students improved their teamwork skills through communication in order to achieve the project's objective. These studies are in line with the findings of this research. In order for the students to achieve good collaboration and teamwork skills, one must be able to communicate appropriately (i.e., by being polite and a good listener) among each other when working on the VMP.

(iii) Do you think the video-making projects help you to improve your fluency in speaking English (pragmatic competence)?

The main theme discovered from the semi-structured interview is that they improve their fluency in speaking in English due to the spontaneity that they experienced during the VMP. This is due to the fact that they are in a more 'natural' environment. In other words, they did not feel any pressure when using the English language. Student 3 mentioned that she did not feel awkward to communicate in English during their discussion and student 1 felt that when she speaks spontaneously, it increased her confidence level in speaking. While student 1 and 3 discussed their improvement in fluency in the context of their group discussion, student 2 commented on the need to be spontaneous in front of a camera during the video-recording process. She noted that it improved her fluency in speaking English as it is imperative for her to be natural and not relying on scripts and notes when producing the video. Oleiwi and Bunari (2022) found out that the students who experienced VMP improved their confidence level in speaking and reduced their anxiety, thus improving their fluency due to them having more opportunity to be active in speaking English. This study is similar to the research

conducted as when the students are given the time to discuss with each other and record the video in English on their own, it increases the amount of time they practise using the language. The context also helped them to feel less nervous in speaking, thus making it easier to have a positive improvement in their fluency.

CONCLUSION

As a whole, video-making projects help develop students' communicative competence in English by allowing students to plan and research correct grammar and sentence structure, enhance communication skills through proper and polite interaction with groupmates, guided by instructor feedback to correct mistakes and ensure appropriate behaviour as well as improving their confidence and fluency in speaking in English. Future research should examine the impact of video-making projects across diverse settings to further understand their effectiveness in enhancing language skills and communicative competence.

ACKNOWLEDGEMENTS

We would like to extend our deepest appreciation to the Centre for Languages and Pre-University Academic Development (CELPAD), International Islamic University Malaysia for their generous sponsorship and endless support for our participation in the conference.

REFERENCES

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Greenblatt, P., & McDonald, P. (2022). Using Multimodal Public Service Announcement Video Projects as Communicative Language Assessments. *RELC Journal*, 003368822211022. <https://doi.org/10.1177/00336882221102234>
- Hairuddin, N. H., & Irmawati, I. (2024, February). Enhancing Students' English Skills Through Video Making: A Project Based Language Learning Practice. *In International Conference on Applied Science and Technology on Social Science 2023 (iCAST-SS 2023)* (pp.648-659). Atlantis Press.
- Ibrahimova, F. S. (2023). Language Competence as a Factor of Shaping Human Identity. *International Journal of Social Science and Human Research*, 6(02), 1111-1114.

- Ismailia, T., & Binarkaheni, S. (2022). Implementing a Video Project for Assessing Students' Speaking Skills: A Case Study in a Non-English Department Context. *Journal of English in Academic and Professional Communication*, 8(1), 10–20. <https://doi.org/10.25047/jeapco.v8i1.3878>
- Martínez-Flor, A., & Sánchez-Hernández, A. (2012). Classroom research on pragmatics. *The Encyclopaedia of Applied Linguistics*, 1-6.
- Oleiwi, R., & Bunari, G. (2022). Investigating the Benefits of Video-making Projects in Developing English Communication Skills. *LSP International Journal*, 9(1), 93-107.
- Poonpon, K. (2011). Enhancing English skills through project-based learning. *The English Teacher*, 40(1).
- Sevilla-Pavón, A., & Nicolaou, A. (2017). Online intercultural exchanges through digital storytelling. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 7(4), 44-58.
- Susana, K. Y., Mahadewi, G. A., Prasetya, G. D., Arsana, I. G. Y., Bisena, K. A., & Sukerti, G. N. A. (2022). Speaking Competence of STMIK STIKOM Indonesia Students Through Video Presentation Project. *RETORIKA: Jurnal Ilmu Bahasa*, 8(1), 48-56.
- Vorwerg, C. (2015). Communicative Competence: Linguistic Aspects. In *Elsevier eBooks* (pp. 294–301). <https://doi.org/10.1016/b978-0-08-097086-8.53042-6>
- Yong, M. F., & Saad, W. Z. (2023). Fuelling Grammar Mastery and 21st Century Skills Through Project-Based Learning. *Pertanika Journal of Social Science & Humanities*, 31(1), 99–124. <https://doi.org/10.47836/pjssh.31.1.06>

Effective Feedback by Show and Tell (EFSHOT)

[1] Shazleena Othman, [2] *Azwan Shaiza binti Nizam,

[3] *Wan Nur'ashiqin Wan Mohamed

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

shazleena@ukm.edu.my, *shaiza@ukm.edu.my, *wanshiqin@ukm.edu.my

ABSTRACT

In task-based language courses, students produce either a written or oral task at the end of the course. Feedback, especially for low proficient language learners is needed for them to improve. In an oral based task, there are two points where feedback is needed by learners; The first feedback is after they have submitted a draft or script of their response and the second feedback is after they practice their oral delivery. **The Effective Feedback by Show and Tell (EFSHOT)** method is a method for giving feedback to oral presentations using both audio and visual responses. It is suitable for hybrid classes and lessens miscommunication. The EFSHOT method also allows not only a particular learner to learn from his or her errors but others to also be aware of the errors and learn together. The EFSHOT method lessens the amount of time and effort language instructors use to give feedback to a written draft or an oral practice video. The EFSHOT method involves the use of both hardware and software components such as a set of pen tablet, a tablet or laptop, a smart phone and an LMS platform. The method can be used for learners of various languages. The EFSHOT is captured via video and audio recording for students to refer to while preparing for their final presentation. Students have given a positive response to the method and it is found that students understand the feedback via the EFSHOT method, resulting in a better oral presentation.

Keywords: *Language; Learning; Feedback; Speaking; Presentation*

INTRODUCTION

Language classes are still carried out virtually or in hybrid mode in UKM with most of the English courses taking the task-based approach. Most courses require students to prepare an outline or a draft of something that they will deliver orally. It is found that at some stages, feedbacks are crucial so that students do not continuously repeat the same errors. The errors that students make can be categorized into two different aspects, the errors in fulfilling the task and also the linguistic errors such as grammatical errors and word choice. EFSHOT which stands for **E**ffective **F**eedback via **S**how and

Tell is established after several semesters of engaging in virtual feedback. It is a set of progressive feedback techniques that are given as students prepare for oral presentations. The EFSHOT makes use of both hardware devices and software apps that are user friendly for the instructor and easily assessable for the students.

Studies show that feedback must be given progressively, In-line with the completion of certain tasks. Previous research also found that students only adopt feedback that is specifically given to improve the task that they are on. Winston & Carless (2020) reported that feedback must be progressive with task and not only something that happens after assessment has taken place. Prompting students with questions and ideas, connected to the specific learning outcomes, helped learners explore different point of views and move learning forward and supported writing tasks (Arts et al., 2021).

Previous studies also show that students adopt feedback that is specific for the task they have to carry out. Moni (2024) pointed out that students will unlikely adopt feedback into their work or to improve unless they find the feedback useful, helpful, specific, and objective. To ensure that students are involved in improving their work progressively, teachers must give feedback that are specific to the tasks the students are expected to complete. Teacher's assistance is vital to make students take part in constructing their knowledge. (Rochera et.al, 2021). Khanna (2024) suggests that feedbacks that are specific, timely and calls for action promotes student engagement and academic progress.

METHODOLOGY

A total of 86 students from various faculties with MUET bands ranging from 2.0 until 4.0 participated in a survey on EFSHOT. The data is gathered from a survey where students answered open-ended questions on their thoughts on the feedback method. Teacher's observation is also recorded. Both data are used as the basis of reporting this research.

RESULTS AND DISCUSSION

The first stage of EFSHOT is after the students submit a draft of their outline or script in a learning management system, in our case, we have used Ms Teams. The instructor will group the scripts into smaller groups and record his/her feedback, correcting the draft with a pen tablet. The instructor will also orally comment on how the script can be improved. At the end of this stage, students get a copy of the draft with suggested corrections and can watch the recording if they don't understand any comments or instructions. Students will make corrections based on the comments.

For the second stage, the students will use the corrected draft to practice their oral presentation. The presentation will be recorded and sent to the Group's Telegram Channel. The instructor will again, put them into small groups and watch the presentation. The instructor will write down comments regarding the recorded presentation on a piece of paper and later, record a voice-feedback on how the presentation can be improved. The comments will involve feedback on pronunciation, word stress, emphasis, intonation and pace. The instructor will identify and suggest that they watch good videos

that have been prepared by some of their friends. At the end of this second stage, the students will get feedback in two forms, a screenshot of instructor's comments and a voice note of the same comments. The students will practice and submit their final oral presentation based on these comments.

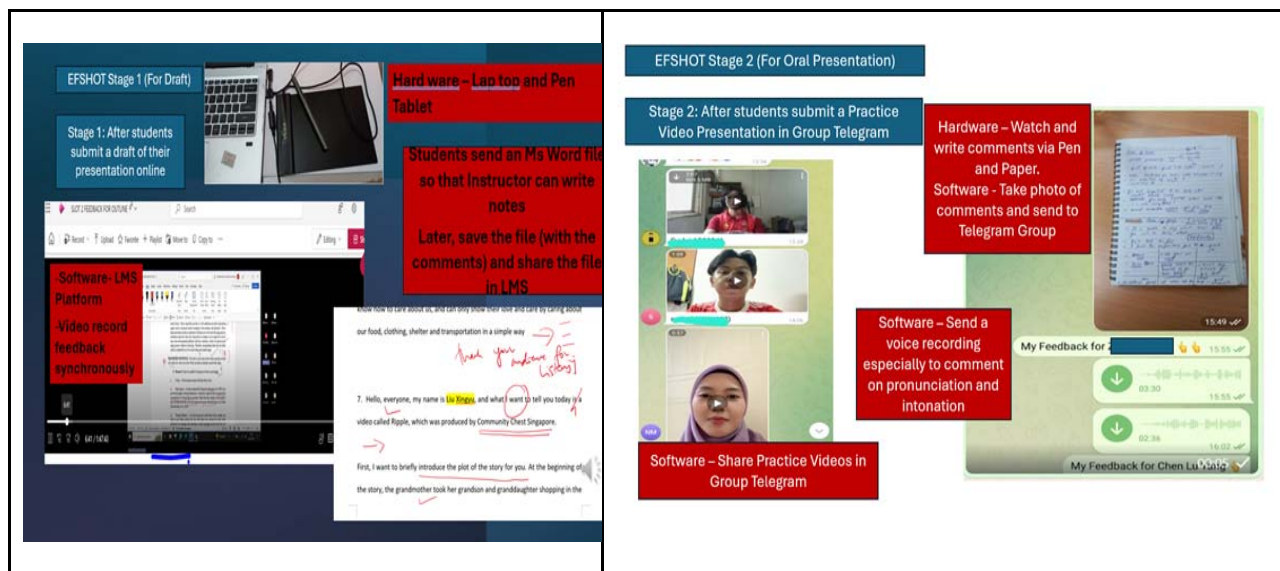


Figure 1. The Two Stages of EFSHOT

It is found that the top three feedback method chosen as most effective by students are the; Oral Feedback given in Ms Teams for Small Group, Oral and Written Feedback in recorded video (Ms Teams) and Voice Recording Feedback in Group's Telegram.

From the comments made, it is found that students want live and instant feedback which is why they favour the feedback given via screenshot and voice note in the group's telegram. It is also found that students appreciate specific guide on how they can score in a certain component in a course. This explains why they are constantly asking for samples. EFSHOT gives ample samples as all practice videos are sent in the common telegram group. The other finding is that students want feedback that they can refer to again and again. A feature that is also offered by the group telegram.

When asked to rate the feedback methods that they least preferred, this was the result; Oral Feedback in Ms Teams for the Whole Class, Written Feedback in Ms Team's Chat-box for the whole class and finally, Written Feedback in Ms Team's Chat-box for small groups. Based on the comments, these methods are seen as less favorable because students are embarrassed when their mistakes are addressed in the whole class during Ms Teams conferencing. The students also do not prefer feedback given in the Ms Teams because they do not want to go through the hassle of logging into an app to obtain the feedback. It is also found that students prefer the feedback to be visible and noticeable which is why they do not prefer the feedback given in the chat box during online conferencing.

In the beginning, EFSHOT was established to ease the instructor when giving feedback online. However, there are certain aspects of EFSHOT that can still be helpful although classes are carried out in physical classes. One example is the submission of drafts and presentation videos in common

apps such as the group telegram. In the physical context, feedback is given individually but when it is shared in the common group, students are able to learn from the mistakes and also the exemplary presentations by their peers.

EFSHOT is also helpful for the instructor as it can be transferrable to give feedback not only in English languages classes, but all different language classes. The voice-note feature allows instructors to give feedback regarding pace, intonation and pronunciation. Furthermore, the live and active feedback when commenting online or when using voice-note lessens boredom and help eliminate rater's fatigue. Literature suggests that students only adopt and make corrections on feedback that are specifically given, this is proven in the use of EFSHOT where students take the feedback seriously resulting in a far better performance in the final presentation.

CONCLUSION

There are some recommendations that can be carried out to compensate the limitations of EFSHOT. The first limitation is, the feedback videos are long and student expressed their dislike to watch long feedback videos. To compensate this, it is recommended that instructors group students in smaller groups so that the feedback video and audio are not too lengthy. Students also suggested that instructors gauge their understanding of a certain tasks before making them start on the task. They suggested some online apps such as Kahoot and Quizzes. Finally, giving individual feedback is time-consuming, to solve this problem, instructors can give a deadline for students to send in their drafts. Drafts that are sent in later that the deadline can be checked using any of the feedback apps that can be found online. There are apps that can detect grammatical errors such as Grammarly. To check Oral presentations, students can use Oral for Public Speaking or use Speaker Coach on office.com. As the feedback given by the apps may be too general and not tailored for the specific purposes to fulfil certain tasks, students can watch the feedback given to some of their friends. This is because all feedback is shared in the common platform and can be accessed by all group members.

ACKNOWLEDGEMENT

I would like to express my gratitude to all the co-authors for their support and feedback and also to all the students who had taken the time to take part in the survey.

REFERENCES

- Arts, J. G., Jaspers, M., & Joosten-ten Brinke, D. (2021). Enhancing written feedback: The use of a cover sheet influences feedback quality. *Cogent Education*, 8(1), 1-18. <https://doi.org/10.1080/2331186X.2021.1901641>.
- Moni, A. (2023). Learner Perceptions of the Feedback Process in the Online Component of a Blended Course. -The American College of Greece, Athens, Greece.

- Rajesh Kanna M.R et al. (2024). Teacher-Student Feedback Dynamics and Their Implications for Effective Teaching. *Educational Administration: Theory and Practice*, 30 (5), 9671-9677. Doi: 10.53555/kuey. v30i5.4636.
- Rochera, M.J., Engel, A., Coll, C. (2021). The effects of teacher' feedback: a case study of online discussion forum in Higher Education. *Revista de Educación a Distancia*. Núm. 66, Vol. 21. Artíc. 1, 30-Sep -2021 DOI: <http://dx.doi.org/10.6018/red.476901>
- Winstone, N., & Carless, D. (2020). *Designing effective feedback processes in higher education: A learning-focused approach* (1st ed.). Routledge. <https://doi.org/doi.org/10.4324/9781351115940>

Infographics Design to Guide Students in Project Topic Selection

[1] *Chairozila Mohd Shamsuddin, [2] N. Rahayu Salihuddin

[1][2] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*chairozila@ukm.edu.my, nrs@ukm.edu.my

ABSTRACT

The use of infographics can be beneficial for undergraduate students to use as a guide. The use of infographics to develop students' understanding of processes and stages undeniably function as learning assistance. These infographics function as a visual design for students' learning environments. This paper applies constructivist theory in students' construction of knowledge development. The stages that contribute to the infographics design asserts that their learning is situated within the current influences of their learning development. The aim of this study is to explicate the design of the infographic as steps in fostering students' learning. The creation of this design is also useful upon selecting topics for an undergraduate English language course, as well as for educators interested in preparing and creating infographics design in topics selection for ESL undergraduate courses. Furthermore, with the new technologies in education, virtual learning and infographics literacy play a pivotal role in this digital age.

Keywords: *Undergraduate; Topics; Learning; Education; Infographics*

INTRODUCTION

English competency courses at tertiary level often include project work as one of the assessment components. Project work task-based assessments require students to begin with selecting topics that are appropriate for the course and also their academic level. However, students often make this decision with little academic reasoning, and end up with a project that is convoluted, especially for students undertaking English courses at expected language levels. Instead, their choices are made based on current hot or “viralled” topics or topics that are within their comfort zone which results in topics that lack relevance and quality. Topics selected are those that are easy, less challenging and more importantly are not in line with the focus and purpose of their project. This leads to a back-and-forth process of rejecting and proposing topics. The process of approving and rejecting topics for students in this digital era has become more challenging. Run-of-the-mill topics such as ‘Benefits of Chocolates, Benefits of Sleeping, and Causes of Pollution and Exercise’ are among examples of topics that are repeatedly selected by students.

Red – Greenlight Topic Selection, Steps in Choosing a Research Topic for Undergraduate students was designed to counter these problems that students may face in selecting topics in their English courses. Referencing the traffic lights colour, red for stop and green for go to signal the instructors' acceptance of their topic selection, it functions as a visual design for students to find ways to form a suitable topic for their ESL courses and for English teachers to guide their students in their quest for suitable project topics. The infographics also provide students with a clear step-by-step process that they can follow through.

Garrison, D. R., Anderson, T., & Archer, W. asserts that learning is inherently a social practice. The COL Framework, Community Inquiry Framework, designed by Garret, Anderson and Archer (Garrison, D. R., Anderson, T., & Archer, W. 2001), situates learning within a group of learners and is based upon the premise that learning is social and is supported through 3 phases- social, teaching, and cognitive. This concept is incorporated in most project-based assessment of English language courses as students usually works on their projects among group members. The infographic is designed for students to be able to construct their ideas with their peers.

The use of infographics allows students to create pathways to develop their learning and through this visual guidance, one can achieve humanistic learning. One of the advantages of infographics is that it can assist students to change the way they think. A way of humanizing education is through changing the habits of the mind. Once the mind is able to create a connection with their topic and structure, students can make more informed choices. The construction of this infographic is a directive step towards humanistic education.

The infographic design functions as assistance for students to come up with potential topics that can be regarded as acceptable as viable projects for research. The use of infographics can develop students' understanding of processes and stages that undeniably function as learning assistance.

RESULTS AND DISCUSSION

This infographic guide students through 8 simple steps to the process of topic selection described below:

Step 1. Students brainstorm as many topics as they can. Osborn, the inventor of the term brainstorming, determines that quantity at this stage will lead to quality later on (Danes. Et.al 2020). Here, students begin to take charge of their own learning. Constructivists purported that student must be active in their learning. The application of the constructivist theory to students' construction of the development of knowledge, within the infographics will provide them with a clearer and more focused academic direction.

Next in Step 2, they need to do some preliminary reading and research into existing problems and current efforts within those topics. It is not necessary to read on all the topics listed earlier, a healthy amount is sufficient. Reading about them will magnify their view of the topics and lead them to understand what they know and do not know. This is the appetizer to their learning process.

Next, they need to keep in mind their academic purpose and objective. For instance, in an ESL course, students may be required to pitch a solution to a complex issue or even conduct a group discussion or write an argumentative essay. With the solution in mind, students are reminded to conduct their research into problems that they can relate to. In this step, students would need to situate the topic and decide on their target audience for the project topic chosen. Determining the target audience is important at this stage, to keep the focus and purpose of the topic aligned with the ways to solve the problems that arise in Step 2.

Step 4, while keeping in mind the academic objective, the list of topics is fine-tuned by reducing the list. Less is more is the rule here as they are already halfway through the final decision-making process.

Then, the shortlist is reviewed by looking at the relevance and meaningfulness of the topic in relation to either their field of study, or their experiences, or their target audience, or all three together. Here, the constructivist theory that learning is a process of students "constructing" knowledge based on their experiences is activated.

Further investigation in step 6 requires them to conduct research focusing on only a few selected topics. This will lead them to making an informed decision in step 7, that will enable them to reason out their decision academically. They are now ready for the final step, receiving the green light to begin their work on the topic.

Eight structured steps that guide students to selecting project topics in their English courses.

INFOGRAPHICS DESIGN TO GUIDE STUDENTS IN PROJECT TOPIC SELECTION
by
Chairozila Mohd Shamsuddin, N.Rahayu S.

Red - Green Light Research Topic Selection Steps for Undergraduate Students

- 1. BRAINSTORMING INTERESTING TOPICS**
Brainstorm unlimited number of topics. "More is More", Quantity leads to better quality in this initial phase. (Osborn 1953, Danes et.al 2020).
- 2. READING & RESEARCH**
Conduct reading and research into existing problems and current efforts within those topics. This will magnify your view of the topics (Kuhn 1982, Luse et. al 2012). It is the appetizer that will ignite your interest in a certain topic.
- 3. SITUATE THE TOPIC & DETERMINE TARGET AUDIENCE**
Keep in mind your academic objective and purpose in which you aim to discuss the topic.
- 4. IDENTIFY AREA OF TOPIC / RESEARCH**
Fine tune your potential topics so that the area is attainable for your purpose. 'Less is more' is the rule here.
- 5. DETERMINE TRENDING TOPICS**
5a) Relevance - How is the topic directly pertinent to your specific field, scope or area?
5b) Finding Meaning - What makes the topic **meaningful** to you and your target audience? (Piaget 1978, Whitmire 2003, Wiley 2020)
- 6. FURTHER INVESTIGATION ON THE TOPIC**
a) Revisiting Research - Focused reading and research at this stage will provide you with a clearer direction when you delve deeper into the topic later.
b) Narrowing the Field - Specify an area that is workable for your specific purpose.
- 7. FINALISING THE TOPIC**
Equipped with the knowledge in previous steps, you can now make an informed decision with reasonable rationale to finalise your choice.
- 8. GREEN LIGHT TOPIC CONFIRMATION**
Take your decision to your instructor/lecturer for their feedback to begin your work on it.

References:
J.S. Osborn, J. Library Publicity, J. Lathrop 2003. The importance and quality of ideas in electronic brainstorming. In: J.P. Wang, 1972(1), 1974. <https://doi.org/10.1080/00131644.1974.10555611>
Luse, S. & Edwards, W. J. Research, Science 2012. Quantity is preferred. <https://doi.org/10.1002/9781118514146.ch10>
Whitmire, 2003. The importance of the quality of ideas in electronic brainstorming. In: J.P. Wang, 1972(1), 1974. <https://doi.org/10.1080/00131644.1974.10555611>
Wiley, 2020. The importance of the quality of ideas in electronic brainstorming. In: J.P. Wang, 1972(1), 1974. <https://doi.org/10.1080/00131644.1974.10555611>
Copyright © Chairozila Mohd Shamsuddin, N.Rahayu S. All rights reserved. No part of this infographic may be reproduced without the prior written permission of the author.

Figure 1. Red -Green light Research Topic Selection Steps for Undergraduate

CONCLUSION

The purpose of this design is for the creation of ideas to be presented in non-linear text for quick and fast data construction and consumption among group members. It functions as assistance for students to come up with potential topics that can be regarded as acceptable and viable projects for research. The use of infographics can develop students' understanding of processes and stages that undeniably function as learning assistance. The application of this infographics would reduce the back-and-forth process of rejecting and accepting students' project topics and also provide students with a directed focus when selecting project topics in English courses at tertiary level.

REFERENCES

- Besant, H. (2016). The journey of brainstorming. *Journal of Transformative Innovation*, 1(2)
- Danes, J. E., Lindsey-Mullikin, J., & Lertwachara, K. (2020). The sequential order and quality of ideas in electronic brainstorming. *International Journal of Information Management*, 53, 102126. <https://doi.org/10.1016/j.ijinfomgt.2020.102126>
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 2(2-3) (87-105)
- Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking and computer conferencing: A model and tool to assess cognitive presence. *American Journal of Distance Education*, 15(1), 7-23.
- Luse, A., Mennecke, B., & Townsend, A. (2012). Selecting a research topic: A framework for doctoral students. *International Journal of Doctoral Studies*, 7, 143-153. <https://doi.org/10.28945/1572>
- Whitmire, E. (2003). Epistemological beliefs and the information-seeking behavior of undergraduates. *Library & Information Science Research*, 25(2), 127-142. [https://doi.org/10.1016/S0740-8188\(03\)00003-3](https://doi.org/10.1016/S0740-8188(03)00003-3)
- Wiley, J., Griffin, T. D., Steffens, B., & Britt, M. A. (2012). Epistemic beliefs about the value of integrating information across multiple documents in history. *Learning and Instruction*, 65, 101266. <https://doi.org/10.1016/j.learninstruc.2019.101266>

**PENGAJARAN BAHASA PERTAMA, KEDUA DAN
BAHASA ASING**

***TEACHING OF FIRST, SECOND AND FOREIGN
LANGUAGES***

Tahap Kebolehbacaan Buku Teks Bahasa Arab Tingkatan 4 (KSSM) Berasaskan Formula Kebolehbacaan *Flesch-Kincaid Grade Level*

[1] *Mohd Farid bin Ismail, [2] Prof. Dr. Nik Mohd Rahimi bin Nik Yusoff

[1][2] Fakulti Pendidikan, Universiti Kebangsaan Malaysia

*p94356@siswa.ukm.edu.my, nikmrahimi@gmail.com

ABSTRAK

Penulisan kandungan buku teks yang selari dengan tahap penguasaan pelajar amat penting demi memastikan matlamat kurikulum yang disasarkan dapat dicapai oleh pelajar. Pembelajaran bahasa Arab di Malaysia sebagai bahasa kedua atau bahasa asing semestinya memerlukan buku teks sebagai sumber rujukan pelajar dalam mendapatkan kandungan pengetahuan. Kebolehbacaan buku teks merupakan antara faktor yang boleh mendorong pelajar meneroka isi pengetahuan di dalamnya. Tahap kebolehbacaan teks yang sesuai dengan peringkat penguasaan pelajar membolehkan kandungan pembelajaran dapat difahami dengan baik. Namun jika keadaan sebaliknya, tentunya pelajar tidak dapat menguasai dengan baik standard pembelajaran yang telah dirangka. Justeru kajian ini dijalankan untuk mengenal pasti tahap kebolehbacaan Buku Teks Bahasa Arab Tingkatan 4 (KSSM) berasaskan formula kebolehbacaan Flesch-Kincaid Grade Level melalui perisian OSMAN. Kajian ini merupakan kajian kualitatif dengan reka bentuk analisis kandungan. Data kajian dianalisis menggunakan pendekatan kuantitatif secara deskriptif yang melaporkan nilai mod dan min. Sebanyak tujuh petikan teks yang dikod secara turutan sebagai Teks A hingga Teks G telah dikenal pasti sebagai sampel kajian untuk dianalisis tahap kebolehbacaannya berdasarkan formula kebolehbacaan Flesch-Kincaid Grade Level. Hasil dapatan kajian daripada formula demikian menunjukkan kesemua tujuh petikan teks mempunyai tahap kebolehbacaan yang tinggi dengan nilai min= (-200.2) . Nilai min menjelaskan bahawa petikan teks tersebut sesuai untuk pelajar peringkat siswazah. Dapatan kajian ini penting untuk dilaporkan bagi kegunaan pihak-pihak berkepentingan seperti penulis buku dan para guru yang mengajar mata pelajaran berkenaan.

Kata kunci: *Kebolehbacaan; Formula kebolehbacaan; Buku teks; Bahasa Arab*

PENGENALAN

Buku teks merupakan bahan bantu belajar yang digunakan sebagai sumber utama rujukan pelajar dalam mata pelajaran yang dipelajari di sekolah. Mendepani abad ke-21 ini, buku teks yang dihasilkan bukan lagi hanya tersedia dalam sebuah naskhah bercetak, malah boleh juga diakses oleh pelajar dalam bentuk digital secara dalam talian misalnya menerusi medium imbasan kod *QR* atau

dimuatnaik dari laman internet. Dokumen Standard Kandungan dan Prestasi (DSKP) yang terdiri daripada sukatan pelajar dan huraian sukatan pelajaran menjadi prinsip dalam penghasilan kandungan buku teks (Mohd. Nazri Abdul Rahman et al 2013). Penggunaan buku teks secara maksimum oleh pelajar semasa aktiviti pembelajaran baik di dalam atau luar bilik darjah sebagai sumber rujukan membantu mereka dalam menguasai kandungan pembelajaran (Aisyah Sjahrony 2014) sekali gus memungkinkan berlakunya proses penyampaian kandungan kurikulum secara optimum.

Beberapa faktor menjadi daya penarik pelajar dalam penggunaan buku teks. Antara faktor tersebut ialah persembahan kandungan (Zamri Arifin, Zulazhan Ab. Halim 2013) yang merangkumi aspek pemilihan grafik, reka letak grafik, jenis dan saiz fon. Kebolehbacaan teks juga merupakan faktor yang menyumbang kepada tahap penggunaan buku teks kepada pelajar. Menurut Baş (2015) tahap kebolehbacaan seseorang individu boleh dipengaruhi oleh beberapa keadaan seperti penguasaan kosa kata, peringkat usia dan perkembangan psikologi. Penguasaan kosa kata merupakan tunjang yang amat penting kepada pelajar khususnya dalam pembelajaran bahasa. Di samping itu, asas tatabahasa (Wan Rohani Wan Mokhtar & Mohd Zaki Abd. Rahman 2019) juga perlu dikuasai pelajar dalam membantu mereka memahami kandungan pembelajaran yang dipelajari. Justeru, penyediaan bahan bacaan khususnya pemilihan perkataan dan penggunaan ayat yang selari dengan peringkat umur dan kemahiran pelajar serta persembahan ilustrasi buku yang menarik dapat meningkatkan motivasi dan minat pelajar membaca buku teks.

Kajian kebolehbacaan berupaya menyediakan suatu dapatan maklumat berkaitan dengan tahap kesukaran sesebuah penulisan teks. Selain itu, kajian kebolehbacaan juga berkait rapat tentang tahap kebolehfahaman teks bacaan dan penerimaan pembaca terhadap ciri-ciri linguistik yang digunakan di dalamnya. Pengukuran tahap kebolehbacaan teks secara lazimnya boleh ditentukan menerusi kaedah pengukuran berasaskan formula kebolehbacaan atau menggunakan ujian Kloz. Antara formula yang digunakan lazimnya dalam mengukur tahap kebolehbacaan ialah seperti *Flesch-Reading Ease*, *Flesch-Kincaid Grade Level*, Indeks Kebolehbacaan Gunning Fog dan sebagainya. Setiap formula tersebut mempunyai atribut tersendiri dan kefungasian tertentu dalam mengukur kebolehbacaan teks. Misalnya formula Flesch diformulasikan berdasarkan dua faktor iaitu bilangan ayat dan bilangan perkataan, sementara Indeks Kebolehbacaan Gunning Fog pula mengenenangkan perkataan kompleks, iaitu perkataan yang terdiri daripada tiga atau lebih suku kata selain daripada faktor bilangan ayat dan perkataan.

Kajian ini merupakan kajian kualitatif yang menggunakan reka bentuk analisis kandungan. Hasil dapatan kajian dianalisis menggunakan pendekatan kuantitatif secara deskriptif. Kajian ini dilaksanakan bertujuan untuk mengkaji tahap kebolehbacaan Buku Teks Bahasa Arab Tingkatan 4 (KSSM) berasaskan formula kebolehbacaan secara khusus iaitu formula kebolehbacaan *Flesch-Kincaid Grade Level*. Sampel teks dalam kajian ini dipilih daripada petikan dalam buku teks yang mengandungi bilangan 100 patah perkataan.

Satu perisian yang dikenali sebagai OSMAN atau *Open-Source Metric for Arabic Narratives* (Mahmoud El-Haj and Paul Rayson 2016) telah digunakan dalam mengukur kebolehbacaan buku teks tersebut. Perisian OSMAN ini terdiri daripada beberapa formula kebolehbacaan klasik dan moden yang telah dibuat pengubahsuaian untuk dipadankan dengan teks berbahasa Arab. Tujuh petikan teks yang dikod mengikut turutan iaitu Teks A hingga Teks G telah dijadikan sebagai sampel teks kajian untuk diukur tahap kebolehbacaannya berasaskan formula kebolehbacaan *Flesch-Kincaid*

Grade Level yang disediakan dalam perisian tersebut. Jadual berikut merupakan senarai teks yang dipilih sebagai sampel kajian.

Jadual 1 Senarai kod teks kajian

Kod Petikan	Halaman dalam Buku Teks	Tajuk	Format Penulisan Petikan
A	32	المغامرات الرياضيّة	Format berita
B	32	المغامرات الرياضيّة	Format berita
C	33	المغامرات الرياضيّة	Format berita
D	33	المغامرات الرياضيّة	Format berita
E	116	الرّفقُ بلا حُدود	Format Surat Tidak Rasmi
F	117	الرّفقُ بلا حُدود	Format E-mel
C	121	الرّفقُ بلا حُدود	Format Surat Tidak Rasmi

Setiap petikan teks disediakan mengikut teks asal seperti dalam buku teks sebelum dimasukkan ke dalam perisian OSMAN untuk diukur tahap kebolehbacaannya berdasarkan formula *Flesch-Kincaid Grade Level*. Selanjutnya, jadual klasifikasi kebolehbacaan Flesh-Reading Ease digunakan sebagai rujukan bagi menentukan tahap kebolehbacaan setiap petikan yang diukur berdasarkan skor yang diperolehi. Hal ini kerana penentuan klasifikasi formula Flesh-Reading Ease lebih sesuai dipadankan dengan peringkat pendidikan di Malaysia. Jadual berikut menunjukkan klasifikasi skor kebolehbacaan bagi formula Flesh-Reading Ease yang dipadankan dengan peringkat sistem pendidikan di Malaysia.

Jadual 2 Klasifikasi Skor Kebolehbacaan *Flesh-Reading Ease*

Skor	Tahap Kebolehbacaan	Tahap Pendidikan
0 – 29	Sangat Rumit	Siswazah
30 – 49	Sukar	Pra-Siswazah
50 – 59	Agak Sukar	Menengah Atas
60 – 69	Biasa	Menengah Rendah
70 – 79	Agak Mudah	Tahun 6
80 – 89	Mudah	Tahun 5
90 – 100	Sangat Mudah	Tahun 4 dan ke bawah

DAPATAN & PERBINCANGAN

Jadual berikut memperincikan dapatan kajian yang memperihalkan tahap kebolehbacaan Buku Teks Bahasa Arab Tingkatan 4 (KSSM).

Jadual 3: Tahap Kebolehbacaan Buku Teks Bahasa Arab Tingkatan 4 (KSSM) Berdasarkan Formula Kebolehbacaan *Flesch-Kincaid Grade Level*

Kod Petikan Teks	Skor Kebolehbacaan	Klasifikasi Skor Formula <i>Flesch-Reading Ease</i>	Bilangan perkataan	Bilangan ayat	Jumlah suku kata	Bilangan perkataan 'Faseeh'
Teks A	-193.3	Peringkat Siswazah	99	4	1672	6
Teks B	-218.9	Peringkat Siswazah	78	5	1510	5
Teks C	-194.0	Peringkat Siswazah	91	6	1571	3
Teks D	-228.8	Peringkat Siswazah	89	5	1791	10
Teks E	-191.7	Peringkat Siswazah	130	19	2225	8
Teks F	-204.9	Peringkat Siswazah	121	15	2229	14
Teks G	-169.8	Peringkat Siswazah	121	16	1871	4

Dapatan kajian menunjukkan Teks D mencatatkan skor kebolehbacaan tertinggi iaitu (-228.8) manakala Teks G pula dengan catatan terendah iaitu (-169.8). Skor min bagi keseluruhan tujuh petikan teks tersebut ialah (-200.2). Hasil dapatan tersebut menjelaskan bahawa kesemua petikan mempunyai tahap kebolehbacaan yang tinggi iaitu bersamaan dengan peringkat bacaan pelajar siswazah. Hasil dapatan ini perlu diberi perhatian oleh kerana tahap kebolehfahaman petikan teks yang tinggi sekali gus merumuskan bahawa Buku Teks Bahasa Arab Tingkatan 4 (KSSM) bersifat sukar untuk difahami di peringkat pelajar di Malaysia sebagai penutur bukan jati yang berusia 16 tahun.

KESIMPULAN

Kebolehbacaan teks merupakan aspek yang penting untuk dipertimbangkan dalam menyediakan bahan bacaan yang sesuai dengan peringkat usia atau penguasaan pelajar. Penggunaan perkataan dan kompleksiti ayat boleh menyumbang kepada tahap kesukaran teks untuk difahami oleh pembaca. Hal yang demikian akan memberi impak kepada pembaca untuk mendorong atau tidak minat mereka kepada bahan bacaan itu. Membaca merupakan proses interaksi antara pembaca dan penulis melalui penyampai penulisan teks. Sekiranya teks itu mudah difahami, maka interaksi itu mencapai matlamat dan maksud penulis, namun jika sebaliknya, bahan penulisan itu tidak boleh difahami dengan baik dan pastinya merencatkan matlamat penyampaian pengetahuan.

PENGHARGAAN

Sumbangan buah fikir dan inisiatif oleh (Mahmoud El-Haj and Paul Rayson 2016) dalam membangunkan perisian OSMAN telah menyumbang kepada dapatan kajian ini untuk dimanfaatkan dalam siri kajian kebolehbacaan bahasa Arab di Malaysia. Dorongan dan bimbingan dari pensyarah penyelia, Prof. Dr. Nik Mohd Rahimi bin Nik Yusoff telah membuahkan sebuah penyelidikan yang menyediakan dapatan kepada pihak berkepentingan untuk kegunaan dalam penghasilan bahan bacaan di masa hadapan. Secara umumnya, terima kasih buat semua pihak yang terlibat dalam gerak kerja penyelidikan ini.

RUJUKAN

- Aisyah Sjahrony. (2014). Hubungan antara Tahap Kebolehbacaan Buku Teks Maharat al-Qiraah dengan Motivasi dan Pencapaian Pelajar Fakulti Pengajian Islam UKM. Universiti Kebangsaan Malaysia.
- Baş, B. (2015). Review of Texts in 2nd Class Turkish Textbook in Terms of Readability. *Mersin University Journal of the Faculty of Education* 11(1): 52–61.

- Mahmoud El-Haj and Paul Rayson. 2016. OSMAN – A Novel Arabic Readability Metric. *Proceedings of the Tenth International Conference on Language Resources and Evaluation (LREC'16)*, hlm. pg 250–255. European Language Resources Association (ELRA).:
- Mohd. Nazri Abdul Rahman et al. (2013). Inovasi dan kreativiti dalam reka bentuk buku teks sekolah menengah: Aplikasi pendekatan Interpretive Structural Modeling (ISM). *Jurnal Kurikulum & Pengajaran Asia Pasifik* 1(1): 1–9.
- Wan Rohani Wan Mokhtar & Mohd Zaki Abd. Rahman. (2019). Implikasi Penguasaan Tatabahasa Arab Terhadap Kemahiran Menulis dalam Kalangan Pelajar Asasi Universiti Awam. *Asia Pacific Online Journal of Arabic Studies* 3(1): 17–43.
- Zamri Arifin, Zulazhan Ab. Halim, N.M.M.S.& A.S.M.S. (2013). The Readabilty of the Prose Text. *Middle-East Journal of Scientific Research* 17(3): 338–343.

A Study on Introduction and Comparison of Different Business English Wordlists

Wu Chulian

Faculty of Education, Universiti Kebangsaan Malaysia

p115453@siswa.ukm.edu.my

ABSTRACT

English for Specific Purposes (ESP) is becoming very popular in higher education worldwide. As one of the branches of ESP, Business English (BE) is taught widely in different countries and regions. Since BE is a specialized subject, knowing about it heavily relies on being proficient in its technical language. BE language has some differences between General English (GE). While there are some General Service lists (GSL) and Academic Word List (AWL) to assist GE learning, there are only a limited number of BE wordlists that attract much attention from the public. Therefore, the purpose of this study is to explore previous BE wordlists, compare them and refine the words from BE wordlists to form a new BE wordlist. The literature on BE wordlists was selected from the four databases—WOS, Scopus, ERIC, and Google Scholar. The software *Publish or Perish* was applied to search the data from Google Scholar. The software *AntwordProfiler* was employed to analyze different proportions of words from BE wordlists by matching them with GSL and AWL. After examining the words from all BE wordlists, the words that were not in GSL and AWL were combined in a new Excel to form a new BE wordlist by deleting duplicates, collocations, acronyms and abbreviations. Finally, the size of the new BE wordlist is 2600 tokens. The new BE wordlist can serve as a helpful resource for scholars, educators, learners and textbook compilers. This study will also make a theoretical contribution to the field of ESP, particularly BE education and BE vocabulary acquisition. This study is part of a preliminary data collection of the first author's PhD dissertation.

Keywords: *ESP; Business; Vocabulary; Corpora; Wordlist*

INTRODUCTION

English is an international language playing an important role in society. With its development, English has been divided into General English (GE) and English as Specific Purposes (ESP) (Hutchinson & Waters, 1987). As one promising branch of ESP, Business English (BE) is taught in many colleges and universities worldwide. There are General Service Lists (GSL) (Brezina & Gablasova, 2013; Browne, 2013; Nation, 2012; West, 1953) and Academic Word list (AWL) (Coxhead, 2000; Gardner & Davies, 2014; Xue & Nation, 1984) to assist GE learning. However, there are a limited number of BE wordlists known to the public. So far, the BE wordlist generated by

Konstantakis (2007) is known to some researchers, but it is not sure whether all the words in the wordlist belong to Business vocabulary and whether some of them belong to GSL or AWL. BE vocabulary is essential for BE learners to master BE content, but BE learners, especially BE freshmen, have a very limited size of BE vocabulary for them to get good mastery of BE. BE vocabulary as a building block for BE language learning, it functions importantly in BE language development. Therefore, this study aims to explore more BE wordlists, to extract the words belonging to BE vocabulary, and to offer a new combined BE wordlist for BE learners and teachers, and textbook compilers, etc. This study gathered the related literature from four databases: WOS, Scopus, ERIC, and Google Scholar. The data was searched directly in the former three databases while it applied the software *Publish or Perish* for the last database. After searching out the BE wordlists from the databases, different sources were known for having formed the BE wordlists and also the numbers of words in each wordlist. What's more, different proportions of words were shown after matching in the software *AntwordProfiler*. The words that were not in GSL and AWL were combined to form a new BE wordlist by reducing duplicates, collocations, acronyms and abbreviations. The new BE wordlist may have its value in vocabulary pedagogy and vocabulary research. This study is part of a preliminary data collection of the first author's PhD dissertation.

RESEARCH METHODOLOGY

This study is corpus-based with four steps to follow. Step 1: extract the related data from 4 databases: WOS, Scopus, ERIC and Google Scholar and get the final number of the literature (see Table 1). These 4 databases are widely used by researchers to get information for their academic research. That's why the 4 databases were selected. Step 2: Analyze what sources were used to generate the previous BE wordlists and the number of words remaining in each wordlist. Step 3: Analyze the proportions of the vocabulary in each BE wordlist that belonged to the General Service List (GSL 1st and 2nd 1000), the Academic Word list (AWL 570), and not in the two wordlists (GSL and AWL). Step 4: Combine the words that were not in GSL and AWL to form a new BE wordlist.

Table 1. Extract related data from 4 databases

Database	Searching string	Search within	Original number of literature	Steps to Refine the number of literature	Final number of literature
WOS	("Business English" OR Business) AND (wordlist OR "word list")	Topic	17	<ul style="list-style-type: none"> Filtered by Searching for Web of Science Categories screen manually get the number: 4 results 	<ul style="list-style-type: none"> Combine all the refined number: 22 Delete duplicates
Scopus		Article title, Abstract, Keywords	86	<ul style="list-style-type: none"> Filtered by subject area Filtered by language: English Screen manually 	<ul style="list-style-type: none"> Get the final number of literature: 15

				<ul style="list-style-type: none"> • Get the number: 4 results 	
ERIC		Select "Full text available on ERIC"	22	<ul style="list-style-type: none"> • Screen manually • Get the number: 2 results 	
Google Scholar	"Business English" AND (wordlist OR "word list"); Business AND (wordlist OR "word list")	With the help of Publish or Perish software, search within Keywords, Years: 2000-2024, Two searching strings, each search for 20 results	40	<ul style="list-style-type: none"> • Delete the duplicates • Screen the title, retrieve the full texts • Get the number: 12 results 	

RESULTS AND DISCUSSION

Sources used to generate BE wordlists and how many words were in each wordlist

From the four databases: WOS, Scopus, ERIC and Google Scholar, 15 studies were identified for this study. Researchers used different sources to form previous BE wordlists: British National Corpus (BNC), websites, textbooks, academic databases and other sources (see Table 2). The sizes of the sources used for generating BE wordlists were measured by the *tokens*. *Tokens* are also called "*running words*", which means all the words are calculated even though they occur twice or more times. The number of words in the wordlists remained after deleting duplicates, acronyms, abbreviations and collocations, etc. These studies were analyzed in detail as follows.

Some BE wordlists were generated from BNC and/or with other sources to build BE wordlists, such as Browne (2017) with 1744 words, Chujo and Genung (2004) with 100 words, Chujo and Utiyama (2006) with 171 words.

Some researchers used websites and/or other sources to form BE wordlists, such as Tangpijaikul (2014) with 134 words, Tongpoon-Patanasorn (2018) with 40 words, Laosrirattanachai and Laosrirattanachai (2021) with 391 words, Laosrirattanachai and Ruangjaroon (2021) with 696 words, Arunvong Na Ayutthaya et al. (2022) with 288 words, Amornsiripong (2022) with 502 words, Sukman et al. (2022) with 100 words and Sukman and Tangkiengsirisin (2024) with 120 words.

Some researchers used academic databases to generate BE wordlists, such as Hsu (2011a) with 426 words, Hsu (2011b) with 101 words.

Some researchers employed textbooks to develop BE wordlists. For example, Konstantakis (2007) used 33 business English textbooks in the Published Material Corpus (PMC) and 474 words were determined in this wordlist. Stella (2015) used 15 textbooks taught in Undergraduate Business Program and 771 words remained.

After analyzing the 15 BE wordlists, all the remaining words were used for combining a new BE wordlist.

General Service List (GSL 1st and 2nd 1000), the Academic Word list (AWL 570), and not in the two wordlists (GSL and AWL)

Some words in the BE wordlists may be also found in GSL and/or AWL. From the standpoint of BE teachers, it is better to know which words are BE words to lessen BE learners' study burden. Different proportions of words were distributed in 3 categories: GSL, AWL and not in the two lists (see Table 2). From this table, we can see that, generally speaking, the words in the wordlist belong to 3 different categories, except for Amornsiripong (2022) without words in GSL, Arunvong Na Ayutthaya et al. (2022) without words in AWL and Laosrirattanachai and Laosrirattanachai (2021) without words in GSL and AWL. For this study, the researchers paid more attention to the words that were not in the two lists (GSL and AWL), as these words were combined to form a new BE wordlist.

Combining the words that were not in GSL and AWL to form a new BE wordlist

When addressing RQ 2, different coverages of the words in the wordlists were analyzed. It was clear to see the proportions of the words that were not in GSL and AWL. To solve the third research question, there were some steps to follow.

Step 1: Match words in the software *AntwordProfiler*, copy and paste them into an Excel form. One list was arranged in one Excel. The words not in GSL and AWL were shown in yellow color.

Step 2: In each Excel, screen words in yellow color. The yellow words were shown in the front of Excel.

Step 3: Copy yellow words from all Excels and combine them in a new Excel.

Step 4: Search duplicates, collocations, acronyms and abbreviations and delete them.

Step 5: Arrange the words alphabetically and form a new BE wordlist with 2600 tokens.

CONCLUSION

This study aims to compare different BE wordlists and form a new BE wordlist. The researchers used four databases to search for some literature about BE wordlist. After comparing the data, it is clear what sources were used for developing BE wordlists and the proportions of words in different categories in software *AntwordProfiler*. Following the 5 steps, a new BE wordlist was formed. This newly formed wordlist can be used by learners and teachers in BE vocabulary learning and teaching. Besides, it can be as a reference by researchers in the field of BE vocabulary acquisition and pedagogy. What's more, BE textbook compilers can get some thoughts from the list.

ACKNOWLEDGEMENTS

Here I'd like to express my deep gratitude to my supervisors: Dr. Nur Ainil Sulaiman, Dr. Wahiza Wahi and Dr. Ruhil Amal Azmuddin for their patient supervision. Besides, I also want to give my thanks to Zhaoqing University in China who supports me financially for my PhD study.

Table 2: Related Information for RQ 1 and RQ 2

Studies	Sources	Tokens	No. of words in wordlists	GSL	AWL	Not in lists
Chujo and Genung (2004)	58 Business Dialogues from BNC, 6 NHK Business Eigo texts, 16 TOEIC Practice Tests	612,152	100	48%	36%	16%
Chujo and Utiyama (2006)	Business and Finance part of BNC (284 texts from books, business section articles from periodicals)	7,257,533	171	54.80%	7.34%	37.85%
Browne (2017)	BNC, Internet, Magazines, textbooks news articles from newspapers	64, 651,722	1744	19.77%	20.11%	60.11%
Tangpijaikul (2014)	Bangkok Post and The Nation and a news website	890,000	134	2.99%	2.99%	94.03%
Tongpoon-Patanasorn (2018)	books, journals, websites, newspapers	2,004,964	40	60.00%	32.50%	7.50%
Laosrirattanachai and Laosrirattanachai (2021)	a tourism website	653,196	391	0.00%	0.00%	100.00%
Laosrirattanachai and Ruangjaroon (2021)	Tourism/hotel/airline websites, tourism magazine, hotel business news, airline work operation manuals	52,079,960	696	40.45%	13.49%	46.05%
Arunvong Na Ayutthaya et al. (2022)	1729 beverage menus from a beverage website	471,233	288	0.69%	0.00%	99.31%

Amornsiripong (2022)	CNN, BBC, The Guardian, and The Reuters websites	1,258,448	502	0.00%	60.16%	39.84%
Sukman et al. (2022)	700 news articles on business from BBC	633,895	100	49.00%	14.00%	37.00%
Sukman and Tangkiengsirisin (2024)	755 online business news from BBC	678,373	120	47.50%	18.33%	34.17%
Hsu (2011a)	2,200 business research articles from Scopus, ScienceDirect, EBSCOhost, ProQuest, SpringerLink	7.62 million	426	9.16%	38.03%	52.82%
Hsu (2011b)	The same data as Hsu (2011a) and books from e-book databases	14.82 million	101	1.98%	15.84%	82.18%
Konstantakis (2007)	PMC (33 textbooks on Business English)	600,000	474	12.16%	0.59%	87.25%
Stella (2015)	15 textbooks taught in undergraduate Business program	3.5 million	771	11.28%	11.54%	77.17%

REFERENCES

- Arunvong Na Ayutthaya, J., Kunthonjinda, K., Somwang, K., & Laosrirattanachai, P. (2022). Making Beverage Service Word List for English for Specific Purposes Classroom. *rEFLECTIONS*, 29(2), 325-343.
- Brezina, V., & Gablasova, D. (2013). Is There A Core General Vocabulary? Introducing the New General Service List. *Applied linguistics*, 36(1), 1-23. DOI: 10.1093/applin/amt018
- Browne, C. (2013). A New General Service Vocabulary for 2nd Language Learners. *International Journal of Lexicography*, 6(4), 253-279.
- Browne, C. (2017). Five Open-Source Word Lists for ESL/EFL Learners & the Free Online Tools to Exploit Them. *EDULEARN17 Proceedings* (pp. 6736-6736). IATED. DOI: 10.21125/edulearn.2017.2535
- Chujo, K., & Genung, M. (2004). Comparing the Three Specialized Vocabularies Used in 'Business English,' TOEIC, And British National Corpus Spoken Business Communications. *Practical English Studies*, 2004(11), 1-15. DOI: 10.11200/japeronso1991.2004.1

- Chujo, K., & Utiyama, M. (2006). Selecting Level-Specific Specialized Vocabulary Using Statistical Measures. *System*, 34(2), 255-269. DOI: 10.1016/j.system.2005.12.003
- Coxhead, A. (2000). A New Academic Word List. *TESOL Quarterly*, 34(2), 213-238. DOI: 10.2307/3587951
- Gardner, D., & Davies, M. (2014). A New Academic Vocabulary List. *Applied Linguistics*, 35(3), 305-327. DOI: 10.1093/applin/amt015
- Hsu, W. (2011a). A Business Word List for Prospective EFL Business Postgraduates. *The Asian ESP Journal*, 7(4), 63-99.
- Hsu, W. (2011b). The Vocabulary Thresholds of Business Textbooks and Business Research Articles for EFL Learners. *English for specific purposes*, 30(4), 247-257. DOI: 10.1016/j.esp.2011.04.005
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.
- Konstantakis, N. (2007). Creating a Business Word List for Teaching Business English. *ELIA*, 7, 79-102.
- Laosrirattanachai, P., & Laosrirattanachai, P. (2021). Applying Lexical Profiling to Construct Technical Word Lists for Thai Tourist Guides. *PASAA: Journal of Language Teaching and Learning in Thailand*, 62, 61-91.
- Laosrirattanachai, P., & Ruangjaroon, S. (2021). Corpus-Based Creation of Tourism, Hotel, and Airline Business Word Lists. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 50-86.
- Nation, I. S. P. (2012). The BNC/COCA Word Family Lists. Available at: <https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/vocabulary-lists>
- Stella, S. C. (2015). *Creating an Academic Business English List: A Corpus Based Study* Master Thesis. Montréal: Concordia University.
- Sukman, K., & Tangkiengsirisin, S. (2024). Lexical Collocations of Keywords Used in Business News: A Corpus-Based Study. *European Journal of English Language Teaching*, 9(1), 23-36. DOI: 10.46827/ejel.v9i1.5202
- Sukman, K., Triwatwaranon, W., Munkongdee, T., & Chumnumnawin, N. (2022). A Corpus-Based Study of Lexical Collocations of Keywords Found in Online Business News Articles. *European Journal of English Language Teaching*, 7(3), 59-71. DOI: 10.46827/ejel.v7i3.4275
- Tangpijaikul, M. (2014). Preparing Business Vocabulary for the ESP Classroom. *RELC Journal*, 45(1), 51-65. DOI: 10.1177/0033688214522641

- Tongpoon-Patanasorn, A. (2018). Developing a Frequent Technical Words List for Finance: A Hybrid Approach. *English for Specific Purposes*, 51, 45-54. DOI: 10.1016/j.esp.2018.03.002
- West, M. (1953). *A General Service List of English Words*. London: Longman, Green & Co.
- Xue, G.-Y., & Nation, I. S. P. (1984). A University Word List. *Language Learning and Communication*, 3(2), 215–229.

The Exploration on The Implementation of POA on Six Key Competencies of Chinese Students in College English Courses

[1] Sun Lifang, [2]* Hanita Hanim Binti Ismail,

[1][2] Faculty of Education, Universiti Kebangsaan Malaysia

p118871@siswa.ukm.edu.my, *hanitahanim@ukm.edu.my

ABSTRACT

The Production-Oriented Approach (POA) suggests that foreign language instruction should focus on six key competencies: linguistic competence, creativity, critical thinking, learning, cooperation, and cultural competence (2Ls & 4Cs). The key competencies are comprised of five essential components: fundamental knowledge, essential skills, emotional intelligence, self-control, and value. The exploration of students' key competencies is investigated qualitatively in this study via a thematic analysis of fourteen weeks of English language teaching practice utilizing POA. This study employs English presentation as the primary form of production in the instruction of college English teaching at the university in China. The study demonstrates that POA enhances students' language proficiency by simulated authentic speaking activities, enabling them to effectively communicate in real-life situations using English. Secondly, communicative objectives is the focus of POA. The linguistic objectives support the communicative objectives by motivating students to achieve them, fostering their cultural awareness and developing their cultural competence. Additionally, the linguistic objectives guide students to think critically, nurture their creativity, and stimulate innovative thinking. Furthermore, POA effectively breaks down the productive goals of an activity, consistently constructs support structures based on the students' current circumstances, and guides students towards achieving the sub-productive goal. This approach enhances students' capacity for learning, collaboration, and creativity. The study findings demonstrate that incorporating the use of POA in college English speaking instruction can significantly improve students' proficiency in six essential skills. This approach also establishes a strong basis for the overall development of students' abilities and their future professional growth.

Key Words: *POA; Six Key Competencies; English Presentation; Essential Components; Teaching Effects*

INTRODUCTION

The production-oriented approach is a novel teaching model that has emerged in recent years and has its origins in China. POA is committed to overcoming the drawbacks of "separation of learning from application" in foreign language teaching in Chinese universities (Wen, 2017). Linguistic competence is the central and fundamental component of the six key competencies of foreign language education that POA has proposed. The linguistic competence is interconnected and interacts with the other five competencies, which include learning competence, critical thinking competence, cultural competence, cooperation competence, and innovation competence (Wen, 2018).

Research shows that POA helps to improve students' participation in English learning and promote their academic performance (Gao & Wang, 2023). At the same time, the teaching practice of POA also provides reference and help for the reform and innovation of English teaching (Song & Li, 2023). The study demonstrated that students' proficiency in English writing was enhanced with the implementation of POA-based action research (Du, 2022). The new era has put forward new requirements for foreign language teachers in colleges and universities. Teachers should continue to learn, keep up with the pace of the times, update their concepts, and improve their professional qualities in cultivating students' key competencies (Wen, 2018). The College English Teaching Guide points out that the teaching objectives of College English are to cultivate students' English application competence, enhance cross-cultural communication awareness and communication competence, develop independent learning competence, improve comprehensive cultural literacy, cultivate humanistic spirit and critical thinking competence (Education, 2020). The cultivation of key abilities by POA is consistent with the objectives of the College English Teaching Guide. However, the practice of POA in the design of audio-visual courses for applied undergraduates is still relatively scarce. Therefore, the research mainly focuses on the exploration of implementation of POA on six key competencies of Chinese students in college English courses.

This investigation possesses both theoretical and practical implications. (1) Theoretical value: This study investigated the application of the production-oriented approach in the teaching practice of speaking English classes for Chinese college students across 14 weeks of oral instruction in a single semester. It also offered theoretical support for the advancement of the production-oriented approach and speaking English instruction. (2) Practical value: The research findings will serve as a reference for front-line English teachers to implement the production-oriented approach in their instruction. This will assist teachers in enhancing the oral proficiency of their students in English and encourage them to consider the enhancement of their students' six critical competencies. It offers a specific reference value for the development of English oral production concepts through the production-oriented approach during the research process.

RESULTS AND DISCUSSION

This study employs a multi-level coding method to gather pertinent information from semi-structured interviews with 20 freshmen and teachers, as well as secondary data and other sources, into text data. It then conducts a systematic analysis and step-by-step coding. The following five pairs of relationships were delineated through semi-structured interviews with 10 groups and 14 weeks of

speaking English teaching practice using the production-oriented approach design concept in a single semester. The multi-level coding based on POA in English courses on the development of students' key competences in applied undergraduate college.

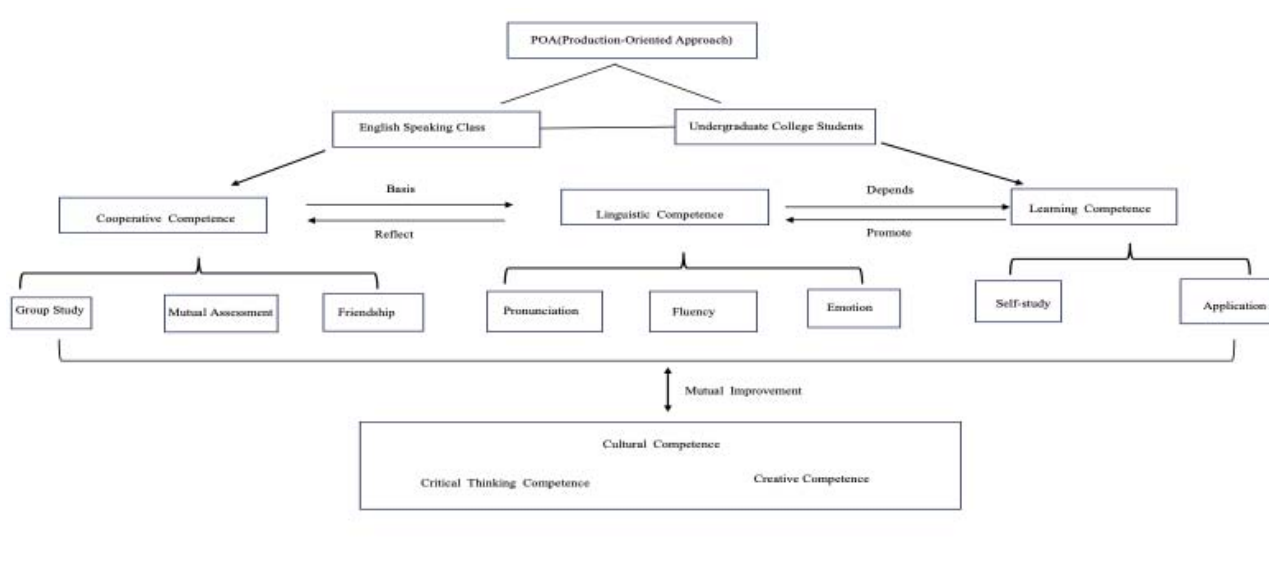


Figure 1. The implementation of POA on six key competences

The figure 1 shows that Cooperative competence and linguistic competence are interdependent. The objective of this investigation is to enhance the English-speaking capabilities of students. Each cohort is divided into 10 groups, each consisting of 6-8 individuals. Cooperative competence establishes the groundwork for linguistic competence, the learning effect of linguistic competence is indicative of learning competence, linguistic competence is contingent upon learning competence, and learning competence also enhances linguistic competence. Cultural, critical, and creative competence are interdependent with linguistic, learning, and cooperation abilities. The process of group learning provides students with numerous opportunities to exercise their language skills. Learners can enhance their oral expression abilities, establish lasting alliances, and practice English in a genuine communication environment by engaging in discussions, exchanges, cooperation, and mutual evaluation with group members.

“I believe this is extremely beneficial to me. For example, there is an old saying that goes, “When you see a virtuous person, you should think about what he is like; when you see a person who is not virtuous, you should reflect on yourself.” So, I think this kind of thing can help us see the strengths of others and our own weaknesses. We can use our own insights with the help of teachers to slowly adjust our works. (S12)”

“I feel that our group has very strong teamwork competence, and everyone is very willing to work together to complete a task(S48).”

Learning competence and linguistic competence are interdependent. The foundation for improving students' learning abilities is established through the process of acquiring the English language. Students reported that oral learning has enabled them to effectively manage their time, experiment with various learning methods, enhance their learning efficiency, and implement their knowledge, with an emphasis on the integration of learning and practice.

I think the after-class exercises are somewhat useful, because what you learn in class may need more review to consolidate, so that it can truly become your own.

“In fact, this also helps us develop the habit of active learning. (S13)”

“First, if there are many difficult sentences, I might try to express them in a different way. I might seek help from other classmates or teachers and practice by myself. (S56)”

Linguistic competence and cultural competence interact with each other. Through the oral learning process, students said that they were able to come into contact with and discuss the views and ideas of different cultures. The learners' horizons were broadened, and they understood the complexity and diversity of multiculturalism. It also helped learners to be more tolerant and open when facing different cultures.

“In our discussion on climate change at the Model United Nations Conference, we will discuss the climate status of different countries, which will help enhance tolerance and understanding of diverse cultures (S22).”

“Language skills interact with critical thinking skills. Speaking English learning encourages individuals to think and evaluate the pros and cons of different viewpoints. By participating in discussions, students can develop critical thinking, learn to analyze problems from multiple perspectives and make rational judgments(T1).”

These relationships suggest that the acquisition of English language skills is not solely a process of enhancing language skills; it can also contribute to the enhancement of students' overall quality by facilitating interaction with their learning, cooperation, cultural, thinking, and innovation abilities.

CONCLUSION

A network of mutual influence is formed by the English language and learning competence, cooperation competence, cultural competence, critical thinking competence, and creative competence. Key competences are derived from language acquisition. Teachers establish shared teaching objectives with students, meticulously choose instructional materials, and develop enabling activities that contribute to the development of key competences to varying degrees. The feedback provided by students indicates that they have made more significant progress in their language, cooperation, and learning abilities, while they have expressed less reward for their cultural, critical thinking, and innovative competences.

The data for this study is derived from secondary data and semi-structured interviews with 20 students.

Although the entire process tried to take data saturation into consideration, the impact of the article was also affected to a certain extent due to the limitations of the data source. Consequently, the promotion of the research results was impacted. The output-oriented method and the cultivation of key abilities from a variety of course types can be investigated using a variety of research methods, and the scope of research objects can be expanded in future research.

ACKNOWLEDGEMENTS

This paper owes its sincerest gratitude to Lizhu Wang from Chongqing University of Technology who helped with the data collection.

REFERENCES

- Education, M. o. (2020). *College English Teaching Guide2020*. Higher Education Press. (Higher Education Press)
- Wen, Q. (2017). Chinese features displayed in the production-oriented approach. *Modern Foreign Languages*, 40, 348-358. [https://doi.org/CNKI1003-6105\(2017\)03-0348-11](https://doi.org/CNKI1003-6105(2017)03-0348-11)
- Wen, Q. (2018). Cultivating key competencies through university foreign language courses in the new era:Reflections and suggestions. *Foreign Language Education in China*, 1(1), 3-11.
- Du, H. (2022). Research on the Application of Blackboard Writing Images in College English Writing Teaching Aided by "POA" Theory [Article]. *Mathematical Problems in Engineering*, 2022, 1-7, Article 6829622. <https://doi.org/10.1155/2022/6829622>
- Gao, Y., & Wang, H. (2023). Developing Chinese university students' academic literacies in English language classrooms via a production-oriented approach: an action research perspective. *Front Psychol*, 14, 1189555. <https://doi.org/10.3389/fpsyg.2023.1189555>
- Song, J., & Li, K. (2023). Research on Practical English Teaching Model Based on Production-oriented Approach. *The Educational Review, USA*, 7(1), 89-93. <https://doi.org/10.26855/er.2023.01.020>

A Visual Review of Digital EFL Teaching in Chinese Higher Education

[1]*Chi Yongmei, [2] Nur Ainil Binti Sulaiman

[1][2] Faculty of Education, Universiti Kebangsaan Malaysia

*p126319@siswa.ukm.edu.my, nurainil@ukm.edu.my

ABSTRACT

This study employs a detailed visual analysis to explore the dynamics of digital teaching within the context of China's higher education, focusing specifically on English as a Foreign Language (EFL) over the past two decades. In response to the Chinese Ministry of Education's proposal that digital transformation empowers the intrinsic development of higher education, this research delves into how digital technologies have been integrated into EFL teaching practices. By reviewing an extensive selection of academic literature sourced from prominent databases Web of Science and Scopus, the research incorporates advanced visualization techniques using CiteSpace to generate network maps of keywords and citation patterns, helping to visualize the progression of research themes over time and to pinpoint emerging trends. This approach not only delineates the evolution and key themes in digital EFL education but also uncovers the main technological tools and areas of scholarly interest within this field. The study documents a significant shift in research focus from traditional online platforms and multimedia tools to more innovative areas such as mobile learning. Over the past two decades, research on digital teaching in college English in China has evolved significantly. Initially focused on autonomous learning and traditional teaching methods, the research scope expanded as digital technologies advanced. From 2017 to 2019, the field saw a surge in research activity, driven by the increasing integration of digital tools in education. Key themes include professional identity, data mining, pedagogy, and innovative teaching models. This comprehensive overview and the identification of prevailing trends and gaps make this research an indispensable resource for EFL educators and researchers in Chinese higher education institutions, guiding future explorations and innovations in the realm of digital education. This study not only supports the Ministry's vision but also suggests practical pathways for enhancing the impact of digital transformation in higher education.

Keywords: *Visual analysis; Digital teaching; China's English as a Foreign Language Education; Review*

INTRODUCTION

The Belt and Road Initiative has reshaped China's English education policies, emphasizing practical skills, critical thinking, and digital literacy (Hu et al., 2024; Yuhua Deng, 2024). Technology advancements and online learning have transformed EFL teaching in higher education (Kong et al.,

2024). Digital tools enhance engagement, motivation, and personalized learning (Zhang, 2023; Feng, 2023; Guo et al., 2023). Recent reforms focus on innovative pedagogies like flipped classrooms and AI integration (Hu et al., 2024). This study reviews trends and innovations over the past two decades, suggesting future research directions.

Different from traditional review articles, this study uses *Citespace*, a science mapping software to present a scientometrics review of the field of digital EFL teaching in Chinese higher education based on the bibliometric records published between 2005 and 2024. This study aims to answer the following questions:

1. What is the current volume of research publications in this field?
2. What are the main focus areas within this field, and how have they evolved over time?
3. What new trends are emerging in this field?

RESULTS AND DISCUSSION

The data-set was obtained from Web of Science (WOS) Core Collection Database and Scopus. Topic searches were conducted using the following sets of queries to ensure research coverage and relevance: a. “digital teaching” OR “computer assisted teaching” OR “online teaching” OR “virtual teaching” OR “cyber teaching” OR “electronic teaching” OR “internet-based teaching” OR “digital education” OR “E-learning”; b. “Higher Education” OR “college” OR “university” OR “tertiary”; c. “teaching English*” OR “English teaching”. Boolean operator AND was used between the sets of search terms. Timespan was set as 2005-2024 since the Chinese MOE introduced the College English Teaching Reform in 2004. Only articles and review articles published in English were included. Research areas were limited to educational research and linguistics, and social sciences in WOS and Scopus respectively. The research country was confined to China, yielding 44 results: 12 from WOS and 32 from Scopus.

As illustrated in Figure 1, the framework developed by Yang & Wang (2021) was adapted to address these research questions.

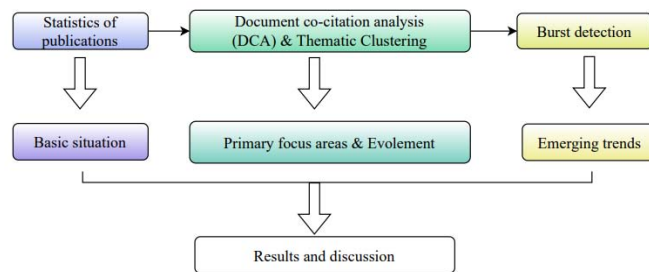


Figure 1 Research framework of this study

RQ1: What is the current volume of research publications in this field?

As shown in figure 2, the publication trends show different stages: early years (2005-2012) with low, stable activity; increasing interest (2013-2017); peak period (2018); post-peak decline (2019-2020); and stabilization and recent trends (2021-2024). The peak in 2018, with 10 publications, could be due to increased academic focus, funding, or technological advancements relevant to digital education. Post-2018, a decline was observed, likely due to topic saturation or shifting interests. From 2021, publications stabilized at 3-4 annually.

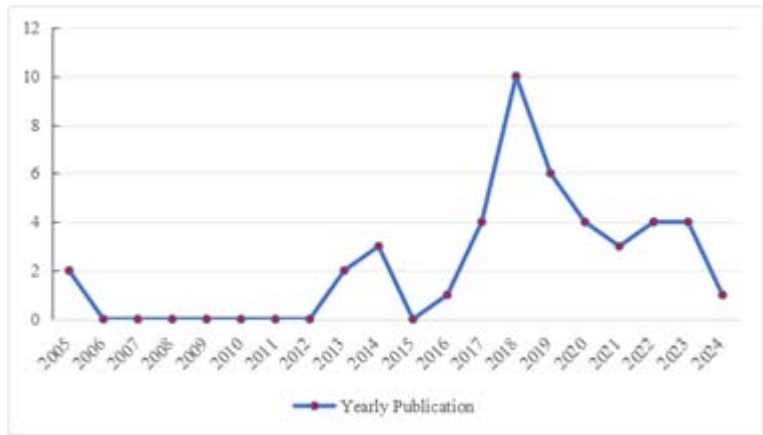


Figure 2 The publication results of the digital EFL teaching in Chinese higher education from 2005-2024

RQ2: What are the main focus areas within this field, and how have they evolved over time?

Figure 3 reveals keyword co-occurrence in digital EFL research in Chinese higher education from 2005-2024.

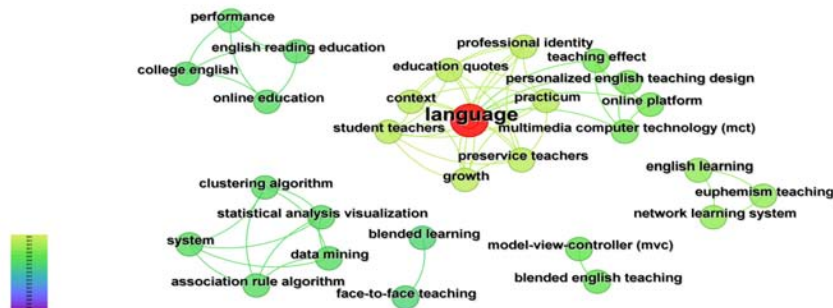


Figure 3 Co-occurrence of keywords

Prominent keywords include “language”, “online education”, “college English”, “statistical analysis visualization”, “blended learning”, and “professional identity”. Recent attention has been on “language” (yellow) and earlier stages on “online education” and “college English” (green).



Figure 4 The co-citation network

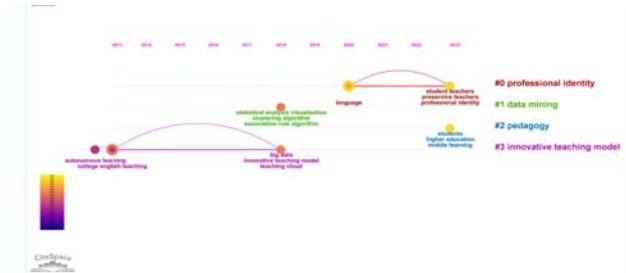


Figure 5 Timeline of research in this field

As shown in figure 4, *Citespace* analysis produced a co-citation network with 42 nodes and 82 links, featuring clusters such as “#0 professional identity”, “#1 data mining”, “#2 pedagogy”, and “#3 innovative teaching model”, each indicating research hotspots and trends. Co-citation analysis ($Q=0.789$, $S=0.9841$) shows clustering structure reliability (Chen, 2004, 2006).

The distribution between clusters reflects the correlation and independence of different research directions. For example, the red “#0 professional identity” cluster and the green “#1 data mining” cluster are relatively independent, while the blue “#2 pedagogy” cluster and the purple “#3 innovative teaching model” cluster show a certain connection.

These research hotspots reflect the main concerns and development trends of current digital EFL teaching in Chinese higher education, including attention to teachers’ professional identity, application of data technology, innovation of teaching methods, and application of big data in teaching. These hotspots not only show the diversity of research in this field, but also show the interconnection and influence between different research directions.

RQ3: What new trends are emerging in this field over the past two decades?

Figure 5 illustrates the development trends of research hotspots. Cluster #0 (Professional Identity) increased from 2020, peaking in 2021, indicating growing interest in teachers’ professional identity.

Cluster #1 (Data Mining) peaked in 2017, and Cluster #2 (Pedagogy) peaked in 2020-2021, showing the impact of educational technology. Cluster #3 (Innovative Teaching Model) peaked in 2015, reflecting early explorations of innovative educational methods. The analysis of keyword time-zone highlights the evolution of research keywords, showing a shift from basic teaching theory to technology application and innovative methods, with recent focus on “digital education”, “mobile learning”, and “personalized English teaching design”. Recent trends emphasize teacher professional development and educational technology applications. Keywords like “digital education” and

“mobile learning” illustrate shifts from basic teaching theory to technology integration in English teaching.

CONCLUSION

Over the past two decades, research on digital teaching of college English in China has evolved from traditional methods to data-driven and technological innovations. Three main research topics emerged: professional identity, data mining, and pedagogy. Early research (2005-2014) focused on autonomous learning; mid-term (2015-2019) emphasized big data and innovative models; recent studies (2020-2024) highlight professional identity and teaching effectiveness (Bai et al., 2021; Fan, 2023; Gu & Ding, 2022). Future research will likely continue to diversify with advancing technology.

ACKNOWLEDGEMENTS

As this extended abstract is completed, I would like to express my sincere gratitude to my supervisors and the co-author for their endless support and guidance throughout the research process. In the writing, revision and various stages of the paper, they have given me selfless help and valuable suggestions, allowing me to keep moving forward on my academic path.

REFERENCES

- Bai, Y., Li, H., & Liu, Y. (2021). Visualizing research trends and research theme evolution in E-learning field: 1999–2018. *Scientometrics*, *126*(2), 1389–1414.
- Chen, C. (2004). Searching for intellectual turning points: Progressive knowledge domain visualization. *Proceedings of the National Academy of Sciences*, *101*(suppl_1), 5303–5310.
- Chen, C. (2006). CiteSpace II: Detecting and visualizing emerging trends and transient patterns in scientific literature. *Journal of the American Society for Information Science and Technology*, *57*(3), 359–377.
- Fan, X. (2023). Accelerated English Teaching Methods: The Role of Digital Technology. *Journal of Psycholinguistic Research*, *52*(5), 1545–1558.
- Feng, L. (2023). Modeling the Contribution of EFL Students’ Digital Literacy to Their Foreign Language Enjoyment and Self-Efficacy in Online Education. *Asia-Pacific Education Researcher*. Advance online publication.
- Gu, J., & Ding, R. (2022). Digital literacy of chinese normal students: a literature review. In Ł. Tomczyk & L. Fedeli (Eds.), *Digital Literacy for Teachers* (pp. 191–210). Springer Nature.

- Guo, Y., Wang, Y., & Ortega-Martín, J. L. (2023). The impact of blended learning-based scaffolding techniques on learners' self-efficacy and willingness to communicate. *Porta Linguarum Revista Interuniversitaria de* Hu, H., Li, F., & Luo, Z. (2024). The evolution of China's English education policy and challenges in higher education: analysis based on LDA and Word2Vec. *Frontiers in Education*, 9.
- Yang, M., & Wang, M. (2021). A science mapping of studies on courtroom discourse with CiteSpace. *International Journal of Legal Discourse*, 6(2), 291–322.
- Yuhua Deng. (2024). Machine Translation in EFL Learning: Chinese Undergraduates' Use, Perceptions, and Machine Translation Literacy. *Journal of Electrical Systems*, 20(7s), 204–216.

Analisis Kesalahan Penggunaan Huruf Konsonan Dalam Penulisan Pelajar Antarabangsa China

[1] *Nurul Atiqah Md Suhada, [2] Amirul Mukminin Muhammad,
[3] Daing Zairi Ma'arof

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*atiqahsuhada@ukm.edu.my, mierol@ukm.edu.my, dzm@ukm.edu.my

ABSTRAK

Dalam proses mempelajari bahasa kedua, aspek lisan dan penulisan merupakan aspek penting yang perlu diambil kira oleh pelajar. Kedua-dua aspek ini merupakan kemahiran yang boleh dinilai untuk mengukur kemampuan pelajar menguasai sesuatu bahasa baharu itu. Sehubungan dengan itu, penawaran kursus bahasa Melayu kepada pelajar antarabangsa di UKM juga menitikberatkan bentuk penilaian yang menyentuh kedua-dua aspek tersebut. Hal ini demikian kerana, penguasaan kemahiran penulisan adalah aspek penting khususnya dalam proses menulis perkataan dan seterusnya membina ayat yang betul. Walau bagaimanapun, aspek penulisan juga merupakan kemahiran yang sukar dikuasai oleh pelajar yang melibatkan penguasaan ejaan dan kosa kata bahasa Melayu. Oleh itu, kajian ini adalah bertujuan untuk mengenal pasti dan menganalisis kesalahan tatabahasa yang dilakukan oleh pelajar dalam aspek penulisan yang melibatkan huruf konsonan. Reka bentuk kajian yang digunakan ialah reka bentuk kualitatif yang menggunakan pendekatan kaedah pemerhatian dan kaedah analisis teks. Instrumen yang digunakan dalam kajian ini ialah teks penulisan pelajar yang mengikuti kursus bahasa Melayu khususnya pelajar antarabangsa dari negara China. Hasil dapatan kajian mendapati wujudnya kesalahan tatabahasa khususnya penggunaan huruf konsonan dalam perkataan. Kesalahan ini telah dikategorikan kepada beberapa kategori iaitu pertukaran konsonan, pengguguran konsonan, perubahan kedudukan konsonan, penambahan konsonan dan pertukaran konsonan kepada huruf vokal. Bentuk-bentuk kesalahan ini membuktikan bahawa pelajar antarabangsa China menghadapi dan mengalami kesukaran untuk menentukan huruf konsonan yang terlibat dalam sesuatu perkataan kerana kekeliruan perbezaan penyebutan huruf konsonan. Oleh itu, kajian menyarankan agar lebih banyak aspek kesalahan tatabahasa yang boleh dikaji oleh pengkaji bahasa agar pelajar bahasa baharu lebih cakna dan berhati-hati ketika menulis.

Kata kunci: *China; Kesalahan huruf konsonan; Tatabahasa; Penulisan pelajar; Penilaian*

PENDAHULUAN

Proses pembelajaran bahasa kedua bukanlah satu proses yang mudah. Hal ini kerana, bahasa kedua merupakan bahasa baharu dan harus dipelajari secara formal dan tidak berlaku secara semulajadi. Corder (1981) menyatakan bahawa kesalahan bahasa berlaku disebabkan oleh penukaran atau kehilangan sesuatu bahagian ujaran seperti bunyi, morfem, perkataan, dan rangkaian kata. Beliau juga menjelaskan bahawa kesalahan juga berlaku akibat kekurangan pengetahuan tentang kaedah pengajaran dan pembelajaran di samping kegagalan mengaplikasikan penggunaan bahasa dengan konteks yang tepat. Hal ini terjadi kerana, pengetahuan pelajar tentang bahasa tersebut sangat terbatas dan kurang pengetahuan. Menurut Zamri (2007) “Para pelajar mempelajari bahasa kedua melalui komunikasi dengan masyarakat setempat dan juga secara formal di dalam kelas melalui pembelajaran.” Walaubagaimanapun, proses pembelajaran bahasa kedua ini semestinya mempunyai halangan dan gangguan. Kerangka Standard Bahasa Melayu (KSBM) menggariskan beberapa peringkat pemerolehan penguasaan bahasa. Salah satu aspek yang harus ada dalam proses pengajaran bahasa ialah menulis. Oleh yang demikian, UKM telah mewujudkan satu kursus bahasa Melayu Antarabangsa yang wajib diambil oleh pelajar antarabangsa dan merupakan kursus peringkat permulaan atau asas. Aspek penulisan merupakan aspek yang ditekankan dalam pengajaran bahasa Melayu. Pelajar yang terlibat dalam kajian ini merupakan pelajar China yang mengambil kursus bahasa Melayu. Kajian ini akan melihat kesilapan yang dilakukan oleh pelajar dalam aspek penulisan melibatkan huruf konsonan.

METODOLOGI KAJIAN

Kajian ini akan memfokuskan tentang kesalahan penggunaan huruf konsonan dalam teks penulisan pelajar antarabangsa China. Kajian ini menggunakan kaedah penyelidikan kualitatif melalui reka bentuk analisis kesalahan bahasa. Kajian ini menganalisis konstruk kesalahan penggunaan huruf konsonan yang dikenal pasti dalam draf penulisan pelajar daripada aspek tatabahasa. Dalam kajian ini, analisis kesilapan merupakan aspek penting dalam menentukan dapatan kajian. Menurut Corder (1974), kesilapan adalah bersifat signifikan yang memiliki makna tertentu sama ada untuk pelajar atau pengajar itu sendiri. Selain itu, kesilapan yang kerap dilakukan oleh pelajar dalam hal yang berkaitan penulisan dan pertuturan dikatakan berpunca daripada fokus dan penumpuan yang tidak sepenuhnya oleh pelajar; lebih-lebih lagi apabila faktor keletihan dan kecuaiian turut menyumbang kepada bentuk kesilapan yang dilakukan (Richards et. al. 1992). Walau bagaimanapun, kesilapan yang dilakukan oleh pelajar juga boleh dikatakan sebagai strategi pembelajaran bahasa baharu oleh pelajar antarabangsa.

Analisis kesilapan menjadi pendekatan utama yang digunakan dalam analisis ini menerangkan tentang bentuk kesalahan yang dilakukan oleh pelajar bahasa asing amnya dan pelajar antarabangsa dari negara China khususnya. Oleh itu, analisis ini penting dalam membuktikan kewujudan kesalahan-kesalahan yang dilakukan oleh pelajar yang boleh dijadikan sebagai bukti empirikal melalui pemerhatian analisis.

Instrumen analisis

Instrumen utama yang digunakan dalam kajian ini ialah draf penulisan pelajar yang menjadi salah satu daripada keperluan penilaian kursus. Berdasarkan draf penulisan pelajar ini, analisis tentang kesalahan ortografi bahasa Melayu dilakukan.

DAPATAN DAN PERBINCANGAN

Berdasarkan dapatan kajian, pengkaji telah mengenal pasti beberapa kesalahan penggunaan huruf konsonan dalam teks penulisan pelajar antarabangsa. Pelajar didapati telah mengubah huruf konsonan dengan melakukan beberapa perubahan terhadap huruf konsonan iaitu melakukan penggantian, pengguguran, perubahan kedudukan dan penambahan huruf konsonan. Dalam bahasa Melayu, hanya terdapat beberapa konsonan yang berbeza aspek bunyi dan sebutan dengan bahasa Inggeris. Konsonan /c/ dalam bahasa Inggeris, contohnya, akan disebut sebagai konsonan /k/ seperti yang terdapat dalam bahasa Melayu. Keadaan ini berbeza bunyinya dengan bahasa Melayu yang mana konsonan /c/ disebut sebagai 'ch'. Kehadiran konsonan yang berbeza ini kadang kala menyukarkan pelajar apabila menyebut kerana pelajar cuba membunyikan perkataan tersebut berpandukan sebutan yang terdapat dalam bahasa Inggeris. Keadaan ini sama sekali berbeza apabila melibatkan penulisan kerana dalam penulisan, ejaan bahasa Melayu memerlukan ketepatan ejaan dan tidak boleh sama sekali mengikut bunyi dalam bahasa lain. Hakikatnya, sistem ejaan yang diguna pakai di Malaysia sehingga kini adalah bersandarkan Sistem Ejaan Baharu Bahasa Malaysia (Abdul Hamid Mahmood 2007)

Berdasarkan analisis yang dilakukan terhadap draf penulisan pelajar didapati bahawa penggantian berkenaan bukan sahaja berlaku pada huruf vokal tetapi turut melibatkan huruf konsonan. Walau bagaimanapun, trend penggantian huruf konsonan berlaku secara tidak statik, tetapi dalam keadaan berselerak. Pada masa yang sama, terdapat kesalahan lain yang dikenal pasti telah berlaku dalam penulisan pelajar ialah pengguguran, perubahan kedudukan dan penambahan huruf konsonan dalam perkataan. Jadual 5 berikut merupakan antara kesalahan penggunaan konsonan yang kerap berlaku dalam draf pelajar dianalisis, iaitu:

Jadual 5. Penggantian, pengguguran, perubahan kedudukan dan penambahan huruf konsonan

Keadaan	Ejaan Sebenar	Kesalahan
Pertukaran huruf konsonan	tinggal penduduk kegemaran tujuh fakulti tempat bapa nama bahasa	ginggal penduluk kegemanan tutuh faculti tenpat baba mama bahama

Pengguguran huruf konsonan	kasih cikgu bandar tempat putih	kasi cigu banda empat puti
Perubahan kedudukan huruf konsonan	enam menarik isteri	enma nemarik itseri
Penambahan konsonan	juta pelajar makanan negara rasmi	junta pelarjar makannan negrara rasmmi

Berdasarkan Jadual 5 di atas, pertukaran huruf konsonan merupakan kesalahan paling banyak ditemui dalam draf penulisan pelajar. Kemudian, diikuti dengan kesalahan menggugurkan konsonan dan juga menambahkan konsonan pada sesuatu perkataan. Berdasarkan contoh-contoh yang dipaparkan ini juga didapati terdapat satu bentuk kesalahan yang dilakukan terhadap huruf vokal turut dilakukan terhadap huruf konsonan, iaitu menukarkan huruf konsonan kepada huruf vokal. Berdasarkan analisis, terdapat dua perkataan ditemui merujuk kepada kesalahan tersebut, iaitu ‘wang’ dieja menjadi *uang* dan perkataan ‘keluarga’ yang dieja sebagai *keluaiga*.

KESIMPULAN

Tuntasnya, kajian ini dilakukan apabila guru mendapati kesalahan-kesalahan yang dilakukan oleh pelajar adalah kerap setiap semester. Corak kesalahan yang dilakukan oleh pelajar juga bersifat ‘sama’. Keadaan ini telah menarik minat pengkaji untuk melihat ‘apa’ dan ‘mengapa’ perkara ini berlaku. Selain itu, kajian ini juga dilakukan kerana pengkaji mendapati wujudnya permasalahan khususnya melibatkan penguasaan pelajar dalam menguasai kosa kata bahasa Melayu Malaysia sehingga pelajar menghadapi kesulitan untuk menguasainya. Kesukaran ini juga berlaku kepada guru kerana setiap pelajar yang berada dalam kelas memiliki tahap kemahiran penguasaan yang berbeza.

Melihat kepada huraian dapatan kajian ini menunjukkan bahawa kesalahan yang melibatkan leksikal konsonan kerap dilakukan. Kajian ini secara tidak langsung membuktikan bahawa pengukuhan perlu diberikan kepada aspek leksikal dalam pengajaran dan pembelajaran bahasa Melayu kepada pelajar asing. Hal ini demikian kerana walaupun huruf yang terdapat dalam bahasa Melayu sama dengan huruf-huruf dalam bahasa Inggeris namun tidak semua pelajar boleh menanggapi semua perkataan kerana sesetengah perkataan bahasa Melayu apabila dibunyikan akan mengelirukan si pendengar kerana kedudukan penggunaan artikulasi yang kedengaran hampir sama seperti huruf /b/ dan /p/. Oleh itu, peneguhan perlu diberikan perhatian agar pelajar benar-benar faham dan mampu menguasai bahasa Melayu yang baik. Pada masa yang sama, motivasi seperti pujian juga boleh diberikan kepada pelajar apabila mereka mampu menguasai kosa kata bahasa Melayu yang tepat. Keadaan ini penting kerana pemerolehan bahasa baharu setiap pelajar adalah berbeza dan motivasi memainkan peranan dalam menggalakkan minat mereka terhadap sesuatu bahasa sasaran.

PENGHARGAAN

Penulisan ini merupakan sebahagian daripada kajian penyelidikan dalam Geran Galakan Pengurusan dan Profesional (GGPP) dengan kod CITRA-2020-004.

RUJUKAN

- Abdul Hamid Mahmodd. 2007. *Kuasai Sistem Ejaan Baharu Bahasa Melayu Melalui Latihan*. Tanjung Malim: Universiti Pendidikan Sultan Idris
- Abisamra, N. 2003. *An analysis of errors in arabic speakers' english writings*. Diperoleh pada 20 Mac 2011 daripada [http://abisamra03.tripod.com/nada/languageacq-error analysis.html](http://abisamra03.tripod.com/nada/languageacq-error%20analysis.html).
- Alice Lim. 2015. Bahasa Melayu sebagai bahasa asing: Kajian kes pelajar China di Universiti Malaysia Sabah. *Jurnal Kajian Pendidikan*, 5(2), 157-168.
- Aman Shah Syed Ali, Zamri Mahamod & Mohammed Azlan Mis. (2021). Masalah murid etnik Bajau dalam pembelajaran bahasa Melayu sebagai bahasa kedua. *Borneo International Journal*, 4(3), 26-36.
- Amirra Shazreena Aminul Razin & Vijayaletchumy Subramaniam. 2019. Kesalahan Penggunaan Imbuhan Awalan dan Akhiran dalam Kalangan Murid Sekolah Jenis Kebangsaan Tamil Berdasarkan Teori Analisis Kesalahan Corder (1973). *International Journal of The Malay World and Civilisation*. Vol 7(1): 3-13.
- Amirul Mukminin Mohamad. 2023. Ujian '5 Minit Kosa Kata'- Perbandingan Ingatan Kosa Kata Bahasa Melayu antara Pelajar Prasiswazah dan Pelajar Pascasiswazah Asing UKM. In 9th *International Conference on Business Studies and Education (ICBE)*, 25 & 26 March 2023, vol. 44: 21-31.
- Angela Pamela Singi & Zamri Mahamod. 2019. Penggunaan cerita kartun untuk meningkatkan pencapaian kemahiran menulis jenis cerita murid Kenyah. *Proceeding: International Conference on Education, Language and Psychology (ICELP 2019)*: 167-178. Kelantan: Global Academic Excellence Sdn Bhd.
- Anne Jeffery Kihob & Saidatul Nornis Hj. Mahali. 2021. Kesalahan Ejaan dalam Kalangan Murid Sekolah Menengah di Daerah Tuaran, Sabah. *Jurnal Melayu*, 20(1): 38-64.
- Argawati, N. O., & Suryani, L. 2020. Project-Based Learning in Teaching Writing: The Implementation and Students Opinion. *English Review: Journal of English Education*, 8(2), 219-226. <https://doi.org/10.25134/erjee.v8i2.2120>.
- Azlan Shaiful Baharum. 2013. Kesalahan bahasa dalam penulisan berformat dalam kalangan Pelajar pengkhususan bahasa arab di institusi pengajian tinggi awam Malaysia. *Tesis Doktor Falsafah*. Fakulti Pengajian Bahasa Utama. Nilai: Universiti Sains Islam Malaysia.

- Azman Che Mat dan Goh, Y.S. 2010. Situasi pembelajaran bahasa asing di institut pengajian tinggi: Perbandingan antara Bahasa Arab, Bahasa Mandarin dan Bahasa Perancis. *Asean Journal of Teaching and Learning in Higher Education*, 2 (2), 9-21.
- Bean, J. C & Dan Melzer. 2021. *Engaging Ideas: The Professor's Guide to Writing, Critical Thinking, and Active Learning in the Classroom*. New Jersey: John Wiley & Sons Publication.
- Brown, L. 2016. Overcoming communication challenges for international students: Preparing for successful academic transition. *Journal of International Students*, 6(2), 457-473 116

Sebutan Huruf Rumi oleh Pelajar dari China

[1] *Normalis Amzah, [2] Suziana Mat Saad,
[3] Hasnoor Shima Ahmad Hassan

[1] [2] [3] Pusat Kajian Bahasa dan Linguistik,
Fakulti Sains Sosial dan Kemanusiaan, Universiti Kebangsaan Malaysia

*normalis@ukm.edu.my, suziana@ukm.edu.my, hshima@ukm.edu.my

ABSTRAK

Mutakhir ini, bilangan pelajar antarabangsa dari negara China meningkat di UKM. Bagi proses pengajaran dan pembelajaran (P&P) bahasa asing, cabaran pertembungan budaya yang dihadapi oleh pengajar dan pelajar adalah dua kali ganda lebih sukar berbanding sesi P&P dengan pelajar arus perdana. Kertas kerja ini menumpukan pembelajaran bahasa asing kepada kemahiran bertutur lisan iaitu satu daripada empat kemahiran yang terangkum dalam kurikulum CEFR. Pengajaran bahasa asing di peringkat asas mementingkan kaedah-kaedah sebutan perkataan demi perkataan supaya pelajar mengenali sistem fonetik yang tidak wujud dalam bahasa ibundanya. Melalui tinjauan awal dalam kelas bahasa Jepun, Perancis dan Jerman, didapati pelajar China mempunyai masalah untuk menyebut tulisan dalam bentuk rumi ketika latihan bertutur di dalam kelas. Bahasa Jerman dan Perancis menggunakan huruf rumi manakala walaupun bahasa Jepun mempunyai tulisan sendiri tetapi di peringkat paling asas, tulisan hiragana mempunyai tanda fonetik yang ditulis dalam huruf rumi. Kesukaran yang dibincangkan ini dikenalpasti berpunca daripada dua sebab, pertama perbezaan ciri fonetik bahasa Cina yang mempunyai nada berbanding dengan bahasa Jepun, Perancis dan Jerman yang tidak mempunyai nada. Punca kedua adalah pendedahan pendidikan bahasa asing di sekolah. Walaupun bahasa Inggeris, diajar di sekolah, tetapi pendedahan pelajar terhadap bahasa Inggeris terhad. Oleh itu, walaupun bahasa Cina mempunyai nada, tetapi pelajar rakyat Malaysia yang berbangsa Cina didapati tidak mempunyai masalah ketara dalam menyebut huruf rumi yang betul untuk ketiga-tiga bahasa tersebut. Ketiga, pengajar tidak menguasai bahasa Mandarin oleh itu penerangan terpaksa dibuat dalam bahasa ketiga iaitu bahasa Inggeris. Masalah semakin rumit apabila kebanyakan pelajar China tidak menguasai bahasa Inggeris dengan baik.

Kata Kunci: *Bahasa asing; Fonetik; Pelajar China;*

PENGENALAN

Mutakhir ini, bilangan pelajar antarabangsa semakin meningkat di UKM. Sebilangan besar pelajar-pelajar tersebut merupakan pelajar dari negara China. Fakulti Sains Sosial dan Kemanusiaan (FSSK)

adalah antara fakulti yang menerima sebilangan besar pelajar tersebut. Salah satu syarat bergraduasi di FSSK ialah setiap pelajar prasiswazah wajib melengkapkan 9 kredit bahasa asing bersamaan dengan 3 tahap kecekapan. Dalam erti kata lain, mereka perlu melengkapkan kredit bahasa asing dalam tiga semester. Bahasa asing di FSSK ditawarkan oleh Unit Bahasa Asing dan Terjemahan (UBT) di bawah Pusat Kajian Bahasa dan Linguistik (PKBL), salah sebuah pusat daripada enam pusat pengajian di FSSK. Pembelajaran dan pengajaran (P&P) kepada pelajar antarabangsa melibatkan pertembungan bahasa dan budaya di antara pensyarah dan pelajar. Bagi proses P&P bahasa asing, cabaran yang dihadapi oleh pengajar dan pelajar adalah dua kali ganda lebih sukar daripada sesi P&P bahasa asing dengan pelajar arus perdana. Ini kerana pertembungan budaya bukan sahaja melibatkan antara 2 budaya tetapi sekurang-kurangnya 3 budaya berbeza yang perlu disesuaikan antara pelajar dan pengajar untuk memastikan proses P&P berjalan dengan lancar.

Kurikulum bahasa asing di FSSK adalah berdasarkan kerangka CEFR iaitu pemerolehan dan pentaksiran diberikan kepada empat kemahiran bahasa iaitu mendengar, bertutur, membaca dan menulis. Pentaksiran kemahiran bahasa asing di Unit Bahasa Asing dan Terjemahan menekankan keempat-empat kemahiran tersebut secara sama rata iaitu 25% pemberat untuk setiap kemahiran. Oleh itu, kemahiran lisan atau bertutur merangkumi 25% daripada keseluruhan penilaian bahasa asing di Unit Bahasa Asing dan Terjemahan. Kertas kerja ini akan memilih satu aspek pembelajaran bahasa asing iaitu kemahiran bertutur atau kemahiran lisan untuk dibincangkan. Bagi kemahiran lisan atau bertutur, pengajaran bahasa asing di peringkat asas mementingkan kaedah-kaedah sebutan perkataan demi perkataan dalam bahasa asing tersebut supaya pelajar mula mengenali sistem fonetik baru yang tidak wujud dalam bahasa ibundanya.

Melalui tinjauan awal tiga bahasa asing yang ditawarkan iaitu bahasa Jepun, Perancis dan Jerman, didapati pelajar China mempunyai masalah untuk menyebut tulisan dalam bentuk rumi ketika latihan bertutur di dalam kelas. Walaupun bahasa Jepun mempunyai tulisan sendiri tetapi di peringkat paling asas, tulisan hiragana mempunyai tanda fonetik yang ditulis dalam huruf rumi. Oleh itu, kemampuan membaca dalam rumi juga penting dalam kelas bahasa Jepun di UKM. Kertas kerja ini akan mengulas sifat umum bahasa Cina diikuti dengan ulasan dari sudut tiga bahasa asing berbeza iaitu bahasa Jepun, bahasa Perancis dan bahasa Jerman dalam mengajar sebutan menggunakan tulisan rumi serta bahan audio sebagai bahan bantu mengajar.

Bahasa Cina

Dari sudut lisan, bahasa Cina adalah bahasa yang mempunyai *tone* atau nada. Terdapat empat nada dalam bahasa Cina yang ditanda dengan penanda nada atau *tone marks*. Bagi penutur asing, nada ini ditanda pada abjad dalam sistem pinyin seperti berikut. 週 Zhōu (minggu), 年 nián (tahun) 秒 miǎo (saat), 用 yòng (guna). Terdapat empat *tone* atau nada dalam bahasa Cina iaitu nada rata, nada menaik, nada menurun dan nada turun naik. Zhōu adalah nada rata manakala nián adalah nada menaik, miǎo pula nada turun naik dan yòng pula nada menurun. Makna kata-kata dalam bahasa Cina juga bergantung kepada tahap nada suku kata mereka. Setiap suku kata dalam bahasa Cina mempunyai nada komponen penting, yang merupakan corak nada bahagian yang disuarakan suku kata. Perubahan dalam suku kata membuat perbezaan makna. Sebagai contoh, 'mai' (untuk membeli) adalah nada ketiga; 'mai' (untuk menjual) adalah nada keempat. Kedua-dua suku kata mempunyai inisial dan bunyi vokal yang sama, tetapi nada yang berbeza telah memberi maksud yang berbeza.

Apabila mereka perlu menghasilkan sebutan berdasarkan huruf rumi semata-mata, ini menimbulkan kesukaran kepada mereka kerana dalam amalan pertuturan bahasa ibunda, mereka perlu memilih *tone* atau nada dalam menghasilkan sebutan. Apabila mereka mempelajari bahasa asing yang tidak mempunyai nada, pelajar-pelajar ini seolah kehilangan panduan tentang kaedah sebutan yang betul.

Masalah Dalam Bahasa Jepun

Bahasa Jepun tidak mempunyai nada tetapi sebutan setiap suku kata mempunyai tempo yang juga disebut *mora*. Setiap suku kata itu dikira sebagai satu *mora*. Sebagai contoh, perkataan *okane* mempunyai tiga *mora*. Sebutan setiap *mora* itu perlu jelas serta mempunyai tempo. Iaitu satu *mora* dikira satu tempo. Namun bagi pelajar China, mereka sukar untuk menyebut 3 *mora* mengikut tempo yang sekata. Mereka akan berusaha menyebut ketiga-tiga *mora* dalam satu tempo. Ini menyukarkan guru atau mereka yang mendengar sebutan pelajar tersebut. Satu lagi contoh, pelajar juga membuat kesilapan dalam vokal panjang dan vokal pendek bahasa Jepun. Seperti contoh, *Yuuki* (3 *mora*) dan *Yuki* (2 *mora*). Kedua-dua mempunyai maksud yang berbeza iaitu keberanian (3 *mora*) dan salji (2 *mora*). Tetapi pelajar China sukar untuk membezakan kedua-duanya ketika menyebut akibat kecenderungan mereka untuk tidak mengikut *mora* atau tempo yang sepatutnya dalam bahasa Jepun (Normalis & Lee, 2018). Perbezaan cara sebutan antara bahasa Jepun dan bahasa China ini menjadikan pelajar China sukar untuk menyebut walaupun hanya satu perkataan Jepun yang telah dilengkapi dengan tulisan *rumi*.

Masalah Dalam Bahasa Jerman

Sebutan dalam bahasa Jerman adalah mudah bagi pelajar arus perdana kerana cara bacaan bahasa Jerman mirip dengan sebutan suku kata bahasa Melayu. Umpamanya, perkataan *name* dalam bahasa Jerman yang membawa maksud nama dalam bahasa Melayu haruslah disebut mengikut suku kata Na:mə seperti bacaan bahasa Melayu. Satu lagi contoh ialah perkataan *Adresse* yang bermaksud alamat. Cara bacaan bagi perkataan ini ialah a: dræsə. Masalah pelajar China ialah mereka tidak biasa dengan tulisan rumi dan ini menyebabkan mereka sukar untuk membaca dan ini merencatkan kemahiran bertutur mereka. Perbincangan akan mengupas masalah dari sudut vokal dan konsonan.

Dari sudut vokal perbincangan akan tertumpu kepada vokal *umlaut* dan difthong. Vokal Umlaut adalah vokal seperti ä, ö, dan ü tidak ada padanannya dalam bahasa Cina. Selain itu sifat vokal bahasa Jerman yang menjadi masalah adalah vokal panjang dan pendek kerana bahasa Cina tidak membezakan panjang dan pendek vokal seperti dalam bahasa Jerman: *Jahre*, *geben*, *stehen* (Rauch, 2008). Difthong adalah kombinasi vokal seperti "ei," "au," "eu" dalam bahasa Jerman tidak wujud dalam bahasa Cina.

Dari sudut konsonan pula, terdapat tiga jenis konsonan yang didapati menimbulkan kekeliruan berdasarkan pemerhatian awal iaitu 'r' Uvular, konsonan kombinasi dan sebutan 'w' dan 'v'. Konsonan 'r' Uvular adalah ujaran 'r' uvular dalam bahasa Jerman (seperti dalam *rot*) sangat sukar disebut oleh pelajar China, yang mungkin lebih terbiasa dengan 'r' yang lebih ringan atau retrofleksi. Banyak juga terdapat kombinasi konsonan yang tidak biasa seperti "pf" dalam *Pflicht* atau "ts" dalam *Zug* mungkin menyukarkan sebutan dengan lancar. 'w' dan 'v': Dalam bahasa Jerman, 'w' diucapkan seperti 'v' dalam bahasa Inggeris, dan 'v' diucapkan seperti 'f'.

Selain itu, perbezaan struktur dan pola intonasi turut mengelirukan pelajar dari China.. Struktur dan pola intonasi dalam bahasa Jerman berbeza dengan bahasa Cina. Bahasa Jerman tidak bersifat tonal seperti bahasa Cina, tetapi bergantung pada penekanan kata dan intonasi untuk menyampaikan makna. Seperti contoh (1) *Doch, ich habe einen Freund* (2) *Ich habe doch einen Freund*. Dalam contoh (1), perkataan *doch* perlu ditekankan kerana ia membawa maksud ‘ya’ yang meyakinkan. Namun dalam contoh (2) *doch* merupakan sekadar penguat kata dan tidak membawa maksud yang signifikan, maka ia tidak perlu ditekankan.

Masalah Dalam Bahasa Perancis

Bahasa Perancis merupakan bahasa yang menggunakan abjad Latin atau rumi, mempunyai bunyi sengau dan huruf senyap serta konsep *liaison* dan *enchainement*. Bahasa Perancis mempunyai sistem vokal dan konsonan yang kompleks yang mungkin tidak dikenali oleh penutur bahasa Cina. Sebagai contoh, bahasa Perancis mempunyai bunyi sengau dan huruf senyap yang tidak terdapat dalam bahasa Cina. Bahasa Perancis mempunyai 4 bunyi vokal sengau yang berbeza: /ɛ̃ ẽ/, /oẽ oẽ/, /ɔ̃ ɔ̃/ dan /ã/. Ini tidak wujud dalam bahasa Cina Mandarin. Dalam bahasa Perancis, nasalisasi adalah ciri tersendiri yang boleh mengubah makna perkataan seperti dalam *bon* dan *beau*. Pelajar bahasa Cina cenderung untuk menyebut vokal nasal Perancis sebagai urutan vokal diikuti oleh konsonan nasal (VN), seperti merealisasikan [ã] sebagai aŋ], [ẽ] sebagai eŋ], ẽ ẽ [ã] sebagai aŋ], Dalam bahasa Perancis terdapat dua jenis penyambungan kata yang disebut sebagai *liaison* dan *enchainement*. *Liaison* ini unik kepada bahasa Perancis dan menjadi petunjuk kepada kefasihan penggunaan dalam bahasa berkenaan (Hieke, 1984). Apabila seseorang pengguna tidak menyambungkan di antara dua perkataan ini seperti *les* (kata sandang pasti) dan *enfants* (kanak-kanak) dikira tidak mematuhi pola intonasi dan jeda.

Ini boleh menjadi punca kekeliruan dalam kalangan penutur bahasa Perancis yang lain. Dalam keadaan ini, pelajar sering menyebut sebagai [l e ã f ã] sedangkan sebutan yang betul adalah [l e z ã f ã]. Kemunculan fonem /z/ dipanggil sebagai *consonne de liaison*. Contoh-contoh lain adalah seperti berikut: *Vous êtes* [vuzet], *Il est* [ile], *neuf ans*, [noevã] *dix amis* [dizami]

KESIMPULAN

Kesukaran ini dikenalpasti berpunca daripada dua sebab, pertama perbezaan ciri fonetik bahasa Cina yang mempunyai nada dengan bahasa Jepun, Perancis dan Jerman yang tidak mempunyai nada. Punca kedua adalah pendedahan pendidikan bahasa di sekolah. Bahasa Inggeris, walaupun diajar di sekolah, tetapi pendedahan pelajar terhadap bahasa Inggeris sangat terhad. Oleh itu, walaupun bahasa Cina mempunyai nada, tetapi pelajar rakyat Malaysia yang berbangsa Cina didapati tidak mempunyai masalah ketara dalam menyebut huruf rumi yang betul. Masalah kedua pula ialah pengajar tidak menguasai bahasa Mandarin oleh itu penerangan terpaksa dibuat dalam bahasa ketiga iaitu bahasa Inggeris. Masalah semakin rumit apabila kebanyakan pelajar Cina tidak menguasai bahasa Inggeris dengan baik. Oleh itu, untuk pelajar China mendapatkan manfaat sepenuhnya dalam pembelajaran mereka di UKM, mereka perlu mempunyai tahap penguasaan bahasa Inggeris yang baik dan sebagai pengukuran mereka perlu mempunyai kelulusan IELTS *band 6* dan ke atas. Kemahiran bahasa

Inggeris yang baik membantu bukan sahaja dari sudut mendapatkan ilmu berkaitan pengkhususan tetapi juga kursus-kursus Citra yang ditawarkan di UKM.

PENGHARGAAN

Sebahagian daripada pembentangan ini dibiaya oleh The Sumitomo Foundation (SK-2023-026)

RUJUKAN

Hieke, A. E. (1984). Linking as a marker of fluent speech. *Language and Speech*, 27, 243-354.

Normalis Amzah, & Lee S.P. K (2018). Pemahaman Terhadap Choo-On dalam Kalangan Pelajar Cina yang mengambil bahasa Jepun di Universiti Kebangsaan Malaysia. *Jurnal Bahasa dan Budaya Jepun*, 8, 59-69.

Rauch, I. (2008). *The Phonology/paraphonology Interface and the Sounds of German Across Time* (Vol. 67). Peter Lang.

Penelitian Terhadap Keperluan Pembelajaran Bahasa Arab Peringkat Asas Oleh Pelajar Bukan Muslim

**[1] *Mohd Shahrizal Nasir, [2] Mohd Fauzi Abdul Hamid,
[3] Mohd Firdaus Yahaya**

[1][2][3] Universiti Sultan Zainal Abidin

*mohdshahrizal@unisza.edu.my, mohdfauzi@unisza.edu.my, mohdfirdaus@unisza.edu.my

ABSTRAK

Mutakhir ini, pembelajaran bahasa Arab turut melibatkan golongan bukan Muslim di pelbagai peringkat pengajian termasuk di institusi pengajian tinggi. Keadaan tersendiri pelajar bukan Muslim yang mengikuti pembelajaran bahasa Arab mengundang keperluan untuk dikemukakan kaedah pengajaran dan pembelajaran khusus yang dapat membantu mereka menguasai bahasa Arab dengan baik. Justeru, kertas kerja ini akan membincangkan beberapa senario berkaitan pembelajaran bahasa Arab oleh pelajar bukan Muslim di peringkat universiti. Selain itu, kertas kerja ini memberi fokus terhadap analisis keperluan pembelajaran bahasa Arab khusus melibatkan pelajar bukan Muslim. Kajian ini berbentuk kajian kualitatif dan melibatkan seramai lima orang responden yang terdiri daripada pelajar bukan Muslim yang mengambil kursus Bahasa Arab Kebangsaan (PBI10302) di Universiti Sultan Zainal Abidin (UniSZA). Satu set protokol temu bual digunakan sebagai instrumen kajian bagi mendapatkan data. Data yang diperolehi kemudiannya dianalisis menggunakan kaedah tematik secara manual. Transkrip temu bual dianalisis mengikut tema dan kategori bagi memperoleh dapatan analisis. Dapatan kajian menunjukkan bahawa semua responden memberikan respons yang positif terhadap pembelajaran bahasa Arab. Semua respons ini memberi petunjuk bahawa terdapat beberapa perkara yang perlu diberi perhatian khusus melibatkan pembelajaran bahasa Arab bagi pelajar bukan Muslim melibatkan silibus pembelajaran, teknik pengajaran dan aktiviti pengukuhan pembelajaran sendiri.

Keywords: *Pembelajaran; Bahasa Arab; Pelajar bukan Muslim*

PENGENALAN

Keperluan untuk mempelajari bahasa Arab tidak hanya tertumpu untuk tujuan akademik semata-mata, sebaliknya ia turut merupakan keperluan bagi setiap orang Islam (Mohd Shahrizal et al., 2015). Oleh itu, setiap Muslim perlu berusaha untuk mempelajari bahasa Arab terutama untuk tujuan ibadah. Melihat kepada keadaan masa kini, terdapat pelbagai inisiatif dilakukan oleh pihak tertentu secara

individu mahupun badan tertentu yang terlibat dalam pengajaran dan pembelajaran (PdP) bahasa Arab di Malaysia terutama menerusi medium maya. Usaha tersebut dilaksanakan oleh pihak-pihak yang turut berpandangan bahawa bahasa Arab bukan sahaja satu kepentingan kepada komuniti Muslim, tetapi lebih luas lagi melibatkan golongan bukan Muslim.

Setiap rakyat Malaysia berlatar belakang pelbagai budaya serta agama berpeluang untuk mempelajari bahasa Arab. Sebagai contoh paling ketara sepertimana dilaporkan oleh Ainal Marhaton (2016) tentang seorang pelajar India yang sangat bersemangat serta menunjukkan minat terhadap bahasa Arab menerusi penyertaannya bersama pelajar Muslim lain dalam pertandingan *Kalam Jama'i* di peringkat sekolah rendah. Perkara tersebut merupakan satu bukti jelas bahawa pendidikan bahasa Arab di Malaysia sedang meningkat ke arah lebih baik dengan penglibatan pelbagai kelompok masyarakat merentasi batasan agama.

METODOLOGI

Perbincangan dalam kertas kerja ini memberi fokus kepada pembelajaran bahasa Arab oleh pelajar bukan Muslim. Metodologi yang diaplikasi dalam kajian ini melibatkan kajian lapangan. Kajian ini berbentuk kualitatif dan melibatkan seramai lima orang responden yang terdiri daripada pelajar bukan Muslim yang mengambil kursus Bahasa Arab Kebangsaan (PBI10302) di Universiti Sultan Zainal Abidin (UniSZA). Satu set protokol temu bual digunakan sebagai instrumen kajian bagi mendapatkan data. Data yang diperolehi kemudiannya dianalisis menggunakan kaedah tematik secara manual. Transkrip temu bual dianalisis mengikut tema dan kategori bagi memperoleh dapatan analisis.

DAPATAN DAN PERBINCANGAN

Kursus Bahasa Arab Kebangsaan (PBI10302) di UniSZA yang ditawarkan kepada pelajar bukan Muslim wajar diteliti dengan mengambil kira maklum balas pelajar. Hal ini penting bagi melihat sejauh mana kursus tersebut dapat diterima oleh pelajar bukan Muslim serta perkara-perkara lain yang berkaitan dengan proses PdP. Justeru, kertas kerja ini akan membincangkan beberapa perkara melibatkan PdP kursus Bahasa Arab Kebangsaan (PBI10302) bagi pelajar bukan Muslim. Tiga perkara diberi penekanan untuk perbincangan dalam bahagian ini iaitu; (i) silibus pembelajaran, (ii) teknik pengajaran, dan (iii) aktiviti pengukuhan pembelajaran sendiri.

Silibus Pembelajaran

Buku PdP bahasa Arab untuk pelajar bukan Muslim perlu dihasilkan dengan meraikan keperluan mereka termasuk melibatkan penggunaan pelbagai pendekatan istimewa yang dapat melancarkan proses pembelajaran. Buku atau bahan pembelajaran bahasa Arab sedia ada sememangnya semakin hari semakin bertambah, namun persoalannya adalah berkaitan kesesuaiannya dengan kelompok pelajar. Perkara ini pernah dibangkitkan oleh Suhaila Zailani dan Nur Afifah (2014) yang menyatakan bahawa modul PdP bahasa Arab yang terdapat dalam pasaran masih belum dapat memenuhi keperluan orang ramai daripada pelbagai latar belakang dan sasaran pembelajaran untuk

mempelajarinya. Pelajar bukan Muslim yang mempelajari kursus bahasa Arab perlu dibekalkan dengan bahan pembelajaran yang berbeza daripada pelajar Muslim agar mereka dapat menjalani proses PdP dengan lebih baik.

Selain itu, majoriti responden turut mengakui bahawa penggunaan Transliterasi Arab-Rumi dapat membantu mereka meningkatkan keupayaan menulis kosa kata dan ayat lengkap dalam bahasa Arab dengan lebih baik. Ini disebabkan keperluan seseorang pelajar untuk menguasai sebutan sesuatu perkataan serta maknanya akan memudahkan proses menulis kosa kata tersebut.

“Tulisan transliterasi dapat digunakan untuk mengaitkan dengan sebutan tulisan Arab maka beberapa jenis huruf dapat dikenali dengan mudah, tulis pun mudah.” (R5)

“Saya guna cara saya sendiri untuk mengkaitkan Transliterasi (Tulisan Rumi) dengan perkataan dalam ejaan Bahasa Arab supaya saya mudah menulis perkataan tersebut.” (R1)

Kesan yang lebih penting ialah kebanyakan responden menyebut bahawa pemanfaatan Transliterasi Arab-Rumi dalam mempelajari bahasa Arab memberi motivasi positif dalam diri mereka. Dapatan ini sejajar dengan kenyataan Azman dan Ahmad Nazuki (2010) serta Mohd Shahrizal et al. (2017) yang menyatakan bahawa penggunaan Transliterasi mesti dilihat secara positif kerana ia berkesan untuk tujuan meningkatkan kemahiran bertutur dan kemahiran menulis dalam diri pelajar.

Teknik Pengajaran

Terdapat variasi respons pelajar bukan Muslim tentang metode atau kaedah pengajaran yang diamalkan oleh pengajar dalam kelas PdP bahasa Arab. Kesemua metode yang digunakan pastinya bertujuan menarik minat pelajar dan membentuk pengalaman menarik dalam proses PdP bahasa Arab. Antara maklum balas daripada responden kajian ialah sepertimana berikut:

“Pengalaman menarik saya adalah sepanjang dari kuliah 1 hingga kuliah 14 saya mempelajari Bahasa Arab tanpa stress. Ustaz tidak pernah marah kami walaupun kami ada salah silap malah beliau dengan sabarnya mengajar kami sampai faham....” (R2)

“Semua pelajaran menjadi sangat menarik sepanjang kelas arab ini. Saya telah mendapat banyak ilmu pengetahuan dan pengalaman baik sepanjang kelas ini...” (R4)

Teknik pengajaran berkesan akan berlaku apabila pengajar berupaya memupuk minat dalam diri pelajar untuk melibatkan diri mereka sepanjang proses PdP. Burnett dan Meacham (2002) mencadangkan supaya perhatian khusus diberikan dalam menilai kualiti pengajar berdasarkan pandangan pelajar. Sebenarnya peranan pelajar merupakan antara elemen penting untuk membina kualiti pengajar cemerlang. Pihak pengajar tidak boleh sama sekali mengetepikan sudut pandang pelajar kerana tanpa respons mereka, sudah pasti proses pengajaran akan berorientasi satu hala sahaja tanpa wujud maklum balas yang signifikan daripada pihak pelajar. Berikut dinyatakan beberapa respons daripada responden tentang metode pengajaran dalam kelas bahasa Arab:

“Ustaz memanggil pelajar untuk mengulang perkataan bahasa arab dengan sebutan yang betul....” (R4)

“Saya rasa challenging pada masa ustaz tanya soalan ataupun suruh kami eja perkataan Arab... Dan sesetengah masa ustaz buat joke....” (R3)

Berdasarkan maklum balas ini, pelbagai kaedah PdP bahasa Arab perlu diketengahkan dengan meraikan keadaan pelajar dan persekitaran pembelajaran. Ini semestinya menuntut usaha pengajar yang perlu memiliki ciri-ciri kreatif dalam penyampaian ilmu bahasa Arab.

Aktiviti Pengukuhan Pembelajaran Kendiri

Pembelajaran sendiri juga merupakan indikator yang membuktikan sejauh mana sikap pelajar terhadap kursus yang dipelajari. Ashinida (2013) menyatakan sikap pelajar sangat penting dalam menentukan tahap penguasaan bagi pembelajaran bahasa kedua ataupun bahasa asing. Sikap pelajar yang proaktif akan membantu mereka untuk memperoleh pencapaian baik dalam pelajaran, dan begitu juga sebaliknya. Berdasarkan dapatan soal selidik, majoriti responden menyatakan bahawa pengamalan kaedah pengulangan (*takrar*) untuk tujuan mengingat kalimah bahasa Arab sama ada secara lisan atau dalam bentuk latihan penulisan dijadikan perkara yang diberi penekanan penting dalam pembelajaran sendiri mereka.

“Selepas habis kelas, saya akan salin nota dan membaca semula dan pastikan saya dapat memahami tulisan arab tanpa tengok terjemahan....” (R1)

“Saya telah mengulang kaji semua nota yang diberi oleh ustaz dan membuat latihan dengan menulis perkataan arab yang saya telah pelajari selepas kelas.” (R4)

“Saya buat nota yang diberikan oleh ustaz setiap minggu dan banyakkkan menulis perkataan bahasa arab.” (R3)

“Kami menulis nota mengikut slide yang diajari ustaz pada minggu tersebut. Kemudian, kami akan tulis nota tanpa lihat pada nota supaya dapat mengenali ejaan Bahasa Arab dengan lebih baik.” (R2)

Selain daripada itu, terdapat responden mempraktikkan penggunaan komunikasi bahasa Arab dalam kehidupan mereka. Setiap ungkapan dalam bahasa Arab yang dipelajari dalam kelas akan digunakan dalam komunikasi mengikut kesesuaian tempat dan suasana. Kaedah ini adalah satu bentuk latihan yang praktikal serta memerlukan bantuan timbal balas daripada orang lain terutama rakan sekelas. Kaedah ini dapat membantu pelajar untuk menguasai komunikasi bahasa Arab yang dipelajari semasa dalam kelas dengan lebih cepat.

KESIMPULAN

Bahasa Arab dilihat mempunyai ruang yang lebih baik untuk berkembang maju jika proses PdP dapat dilakukan penambahbaikan yang menepati keperluan pelajar serta meraikan kemampuan mereka. Dapatan kajian ini yang memberi gambaran mengenai persepsi positif oleh pelajar bukan Muslim tentang PdP bahasa Arab yang perlu digunakan sebaiknya oleh para pendidik dalam usaha

pemeriksaan bahasa global ini. Di samping itu, pihak yang terlibat dengan PdP bahasa Arab perlu mencari pendekatan yang lebih kreatif dan inovatif bagi memastikan proses PdP bahasa Arab untuk pelajar bukan Muslim dapat mencapai objektif pembelajaran yang diharapkan. Berdasarkan kepada tiga perkara yang dibincangkan dalam kertas kerja ini iaitu silibus pembelajaran, teknik pengajaran, dan aktiviti pengukuhan pembelajaran sendiri, satu modul pembelajaran bahasa Arab yang khusus untuk pelajar bukan Muslim perlu diwujudkan bagi meraikan keperluan kelompok ini dalam usaha mempelajari bahasa Arab.

PENGHARGAAN

Pihak penyelidik merakamkan ucapan penghargaan kepada Universiti Sultan Zainal Abidin (UniSZA) yang telah membiayai kajian ini menerusi Geran Dana Penyelidikan Universiti (DPU) dengan kod rujukan projek (UniSZA/2022/DPU1.0/02).

RUJUKAN

- Ainal Marhaton Abd Ghani. (2016). *Budak India Cakap Arab*. Diakses pada 2 Mac, 2022, daripada <http://www.hmetro.com.my/node/159364>.
- Ashinida Aladdin. (2013). An Investigation into the Attitudes of the Non-Muslim Malaysian Learners of Arabic (NMMLA) toward Learning of Arabic as a Foreign Language. *Pertanika Journal (Social Sciences and Humanities)*, 21 (Special Issue), 183-196.
- Azman Che Mat & Goh Ying Soon. (2010). Situasi Pembelajaran Bahasa Asing di Institut Pengajian Tinggi: Perbandingan antara Bahasa Arab, Bahasa Mandarin dan Bahasa Perancis. *Asean Journal of Teaching and Learning in Higher Education*, 2(2), 9-20.
- Burnett, P.C. & Meacham, D. (2002). Measuring the Quality of Teaching in Elementary School Classrooms. *Asia-Pacific Journal of Teacher Education*, 30(2), 141-153.
- Mohd Shahrizal Nasir, Muhammad Sabri Sahrir & Mohd Firdaus Yahaya. (2015). Tinjauan Persepsi Pembelajaran Bahasa Arab untuk Tujuan Ibadah Sebagai Satu Keperluan bagi Masyarakat Muslim Awam di Malaysia. *Asia Pacific Journal of Educators and Education*, 30, 51-72.
- Mohd Shahrizal Nasir, Nurkhamimi Zainuddin & Muhammad Sabri Sahrir. (2017). Persepsi Bukan Muslim terhadap Pembelajaran Bahasa Arab. *ISLAMIYYAT: International Journal of Islamic Studies*, 39(1), 29-37.
- Suhaila Zailani @ Hj. Ahmad & Nur Afifah Fadzil. (2014). Penggunaan Modul dan Buku Bahasa Arab untuk Orang Awam. *Jurnal al-Hikmah*, 6(2), 65-77.

**REKA BENTUK SILIBUS & PEMBANGUNAN
KURIKULUM**

***CURRICULUM DEVELOPMENT &
SYLLABUS/MATERIAL DESIGN***

Evaluation of CEFR-Aligned English Language Curriculum Using CIPP Model Framework: Students' Perceptions

[1] *Muhammad Fazli Abdullah, [2] Farah Aida Fadzil,
[3] Zahid Ibrahim

[1] [2] [3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*afazli@ukm.edu.my, farahfadzil@ukm.edu.my, zahid.ibrahim@ukm.edu.my

ABSTRACT

In response to the demand for standardised language learning and assessment, Universiti Kebangsaan Malaysia (UKM) has implemented a CEFR-aligned English Language Curriculum to enhance students' language proficiency and competitiveness in the industry. The study aims to explore students' perceptions of the CEFR-aligned English Language Curriculum offered at UKM by looking at various aspects of the curriculum implementation. This study adopts a quantitative and descriptive survey research design employing an 18-item survey questionnaire developed using Stufflebeam's CIPP (Context, Input, Process, Product) model of curriculum evaluation. The survey utilised a 7-point Likert scale with 1= Strongly disagree ... 7= Strongly agree. Content validation for the survey items was conducted through experts' consultation and reliability of items was established by conducting a pilot test with 0.785 Cronbach's alpha value. A total of 237 undergraduate students undertaking compulsory English courses at the university participated in the study through simple random sampling procedure where students with different language proficiency levels from Track 1 (CEFR A2) and Track 2 (CEFR B1) were randomly selected. The findings indicated moderate mean scores on the Context and Input aspects and relatively low mean scores on the Process and Product aspects of the curriculum implementation. These findings offer valuable insights for a curriculum review, enhancing the effectiveness of CEFR-aligned curriculum and student learning outcomes.

Keywords: *CEFR; Curriculum Evaluation; CIPP Model*

INTRODUCTION

The CEFR provides a standardized framework for English language teaching across various language proficiency levels, aiding in the development of curricula and assessment practices that are coherent and comparable (Sabbir, 2019). However, to address the gap in the literature regarding the evaluation of CEFR-aligned curricula using the CIPP model and justify the need for evaluating the curriculum from students' perspectives, it is essential to consider the significance of incorporating student feedback in curriculum evaluation processes. Existing literature has extensively utilized the CIPP

model to evaluate various educational programs and curricula (Sagin et al., 2023; Jusar et al., 2023). Additionally, to enhance the evaluation process of CEFR-aligned curricula, it is imperative to incorporate students' perspectives as educators can gain valuable insights into the relevance, engagement, and adequacy of the curriculum from the learners' point of view.

METHODOLOGY

The methodology employed in the study includes a quantitative research design, utilizing an 18-item questionnaire based on Stufflebeam's CIPP (Context, Input, Process, Product) framework for curriculum evaluation. The survey was designed with a 7-point Likert scale ranging from 1 (Strongly disagree) to 7 (Strongly agree). To ensure content validity of the survey items, consultations with experts were conducted, and the reliability of the items was confirmed through a pilot test, which yielded a Cronbach's alpha value of 0.785. The study involved 237 undergraduate students of varying levels of language proficiency; ranging from A2 to B1 CEFR level. The students have completed the CEFR-aligned English language curriculum offered at the university. They were selected through a simple random sampling method. The survey was virtually distributed to the participants through the use of GoogleForm at the end of the semester. Subsequent cleaning and analysis of the data were carried out using Microsoft Excel and descriptive statistical methods on IBM SPSS Statistics softwares.

RESULTS AND DISCUSSION

Analysis of the data collected was carried out and the results showed varying levels of perceived curriculum effectiveness.

Table 1. Context effectiveness of the CEFR-aligned English language curriculum

Item	Mean	Standard Deviation
LMCE English courses offered are relevant for my English language learning at UKM	6.25	0.889
I find LMCE English courses offered to be easy for my level of English	4.45	1.833
I enjoyed learning LMCE English courses because they are interesting and fun	6.17	0.978
For me, it is important to improve my level of English and obtain MUET 4.0	5.63	1.506
Completing only 3 LMCE English courses is enough for me to improve and obtain MUET 4.0	4.16	1.622

Aspects such as course relevance, difficulty, enjoyability, and adequacy as well as students' perceptions towards the importance of obtaining a higher MUET level were examined. It was discovered that students had generally positive perceptions towards the course relevance (6.25), and course enjoyability (6.17). However, many of them perceived that improving their level of English and obtaining MUET 4.0 to be relatively less significant (5.63) and that completing the courses offered could not really help them achieve that (4.16). Additionally, a mean score of 4.45 was obtained regarding course difficulty which implied that some of the students think that the courses offered to be rather difficult for their current level of English.

Table 2. Input effectiveness of the CEFR-aligned English language curriculum

Item	Mean	Standard Deviation
The course materials provided were enough for my English language learning.	5.64	1.243
I find the course materials to be easy for my level of English	4.86	1.630
I enjoyed using the course materials because they were interactive and interesting.	5.49	1.466
I believe the course materials can help me improve my level of English and obtain MUET 4.0	5.78	1.027
The course instructors' effective teaching methods made learning English enjoyable.	6.14	0.929

Input aspects of the curriculum implemented such as course materials adequacy, difficulty, and effectiveness, course instructors' effectiveness as well as students' perceptions towards the role of the course materials in helping them achieve a higher MUET level were examined. The mean scores indicated positive perception towards the course instructors' effectiveness (6.14) and moderate perceptions towards the course materials adequacy (5.64) and course materials effectiveness (5.49). Regarding the students' perceptions towards the difficulty of course materials, a relatively low mean score (4.86) is congruent with the earlier finding. However, many of them believed that the course materials could somewhat help them obtain MUET 4.0 (5.78).

Table 3. Process effectiveness of the CEFR-aligned English language curriculum

Item	Mean	Standard Deviation
The course materials provided were enough for my English language learning.	5.64	1.243
I find the course materials to be easy for my level of English	4.86	1.630
I enjoyed using the course materials because they were interactive and interesting.	5.49	1.466
I believe the course materials can help me improve my level of English and obtain MUET 4.0	5.78	1.027
The course instructors' effective teaching methods made learning English enjoyable.	6.14	0.929

There were varying levels of students' perceptions regarding the Process aspects of the curriculum implemented with a high mean score of 6.04 regarding the balance of language skills integrated into the curriculum, and a medium mean score of 4.69 on the number of course assignments given. However, the lowest mean score was obtained regarding the adequacy of classroom activities (2.78) suggesting that more activities should be conducted for students to improve and achieve MUET 4.0.

Table 4. Product effectiveness of the CEFR-aligned English language curriculum

Item	Mean	Standard Deviation
I can give clear presentations in English with supporting details and examples on various topics	5.59	1.003
I find it easy to spontaneously and fluently interact with other people	3.75	1.588
I have a good range of vocabulary and I can express my point of views accurately and easily	4.96	1.164
When speaking, I do not make grammatical mistakes that lead to misunderstanding	3.02	1.425
If I re-take MUET now, I believe I can achieve MUET Band 4.0	5.00	1.255

Table 4 presents the product effectiveness of the curriculum across several criteria. Students' presentation skills aspect shows a high mean score of 5.59 whereas students' language fluency demonstrates a lower mean score of 3.75. The students' vocabulary range results in a mean score of 4.96, however, their grammatical accuracy shows a very low mean score of 3.02. Overall, in terms of the students' belief in achieving a MUET Band 4.0 upon re-taking the exam, the mean score is 5.00, indicating relatively high confidence levels among respondents.

Table 5. Making data driven informed curricular decisions

Decision-making	Curricular Components
Effective curriculum	Course relevance (6.25), Course enjoyment (6.17), Course instructors' effectiveness (6.14), Course assignments' balance of language skills (6.04)
Slight curriculum review	Course materials effectiveness (5.78), Course materials adequacy (5.64), Students' perceptions on higher CEFR level attainment (5.63), Students' presentation skills (5.59), Course materials enjoyment (5.49), Students' higher CEFR level attainment (5.00)
Some curriculum review	Students' vocabulary (4.96), Course materials difficulty (4.86), Course assignments adequacy (4.69), Course difficulty (4.45), Course adequacy (4.16)
In-depth curriculum review	Students' language fluency (3.75), Students' grammatical accuracy (3.02), Classroom activities adequacy (2.78)

Table 5 summarizes various components of the CEFR-aligned English language curriculum and their corresponding suggested curricular decision-making.

CONCLUSION

In conclusion, it is important to study the students' perceived effectiveness of the CEFR-aligned courses and identify which part of the curriculum to amend to suit the needs of the learners. Future studies could incorporate qualitative methods, such as interviews and focus groups, to gain insights into students' and instructors' experiences and perceptions of the curriculum. Long-term studies can also be conducted to evaluate the impact of CEFR-aligned curriculum on students' language proficiency and career success.

REFERENCES

Jumari, J. and Suwandi, S. (2020). Evaluation Of Child-Friendly Schools Program in Islamic School Using the Cipp Model. *Dinamika Ilmu*, 323-341. <https://doi.org/10.21093/di.v20i2.2580>

- Jusar, I. R., Ambiyar, A., & Aziz, I. (2023). Evaluation Program Approach in Education. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(1), 83. <https://doi.org/10.33578/pjr.v7i1.9095>
- Sabbir, F. b. (2019). Perceived View of Teachers Towards Pentaksiran Tingkatan Tiga (Pt3) (Form Three Assessment) English Language: A Case Study. *Asian Journal of University Education*, 15(3), 34. <https://doi.org/10.24191/ajue.v15i3.7819>
- Sagin, A., Balmer, D., Rose, S., Musheno, R., Olenik, J., Dingfield, L., ... & Bennett, N. (2023). Evaluation of a Palliative Care Longitudinal Curriculum for Medical Students Using The Context-Input-Process-Product Model. *American Journal of Hospice and Palliative Medicine®*, 41(2), 158-166. <https://doi.org/10.1177/10499091231165504>

CEFR-Aligned English Language Curriculum Evaluation Using CIPP Model Framework: High Proficiency Students' Perceptions

[1] *Sabrina Che Haron, [2] Aisyah Nurhuda Abd. Rahman,
[3] Maryam Fakhrul Anuar

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*sabrinaharon@ukm.edu.my, aisyahnurhuda@ukm.edu.my, maryam@ukm.edu.my

ABSTRACT

To meet the need for standardised language education and evaluation, Universiti Kebangsaan Malaysia (UKM) has introduced an English Language Curriculum aligned with the CEFR (Common European Framework of Reference for Languages). This initiative aims to improve students' language skills and their competitiveness in the professional field. The curriculum divided the courses into four tracks (Track 1: A2, Track 2: B1, Track 3: B2, Track 4: C1). This study aims to investigate the perceptions of high-proficient students regarding the CEFR-aligned English Language Curriculum provided at UKM. It will examine different aspects of the curriculum's implementation. Using Stufflebeam's CIPP (Context, Input, Process, Product) model of curriculum evaluation, the study adopts a quantitative and descriptive survey research design employing an 18-item survey questionnaire. The survey utilised a 7-point Likert scale with 1= Strongly disagree ... 7= Strongly agree. The survey items underwent content validation through expert consultations, and the reliability of the items was confirmed by conducting a pilot test, with a Cronbach's alpha value of 0.785. A total of 168 undergraduate students undertaking compulsory English courses at the university participated in the study through a stratified sampling procedure where students with high language proficiency levels from Track 3 were randomly selected. The findings indicated moderate mean scores on the Context and Input aspects and relatively low mean scores on the Process and Product aspects of the curriculum implementation. The results provide valuable insights for reviewing and improving the CEFR-aligned curriculum to enhance student learning outcomes.

Keywords: *CEFR; Curriculum Evaluation; CIPP Model*

INTRODUCTION

In the field of English as a Second Language (ESL) education, aligning with the Common European Framework of Reference (CEFR) is highly significant. The CEFR offers a standardised structure for language proficiency levels, facilitating the creation of coherent and comparable curricula and assessments (Sabbir, 2019). Aligning ESL teaching methods with the CEFR helps educators foster

autonomous language learners, thereby improving the quality of instruction and learning outcomes (Sabbir, 2019).

Given the challenges faced by ESL learners, such as lack of motivation and limited vocabulary, implementing CEFR-aligned practices is essential for overcoming these issues and creating an effective learning environment (Ying et al., 2021). Aligning ESL teaching strategies with CEFR principles allows educators to design dynamic and effective learning experiences tailored to the diverse needs of ESL students.

To address the literature gap on evaluating CEFR-aligned curricula using the CIPP model and to highlight the importance of student feedback in curriculum evaluation, it is crucial to consider students' perspectives. Although the CIPP model has been widely used to evaluate various educational programs and curricula (Sagin et al., 2023; Ho et al., 2010; Kim, 2022; Aziz et al., 2018; Jusar et al., 2023), incorporating students' feedback can significantly enhance the evaluation process. The CIPP model, known for its comprehensive approach covering Context, Input, Process, and Product evaluation components, provides a structured framework for assessing educational initiatives' effectiveness and quality (Kim, 2022; Aziz et al., 2018; Jusar et al., 2023; Silviariza et al., 2023; Wedayanthi, 2024; Jumari & Suwandi, 2020; Umam & Saripah, 2018; Ameryoun, 2023). Including students' perspectives offers valuable insights into the curriculum's relevance, engagement, and adequacy from the learners' viewpoint.

RESEARCH METHODOLOGY

This study employed a quantitative descriptive survey design using Stufflebeam's CIPP (Context, Input, Process, Product) model to evaluate the perceptions of high-proficient undergraduate students at Universiti Kebangsaan Malaysia (UKM) regarding the implementation of the CEFR-aligned English Language Curriculum. A total of 168 students from Track 3 (B2 proficiency level) were selected through stratified random sampling. Data was collected using an 18-item survey questionnaire on a 7-point Likert scale (1 = Strongly Disagree, 7 = Strongly Agree), which underwent content validation by experts and a pilot test, yielding a Cronbach's alpha of 0.785. The survey measured student perceptions across the CIPP model's four dimensions, and descriptive statistics were used to analyse the data, providing insights into the strengths and weaknesses of the curriculum for future improvements.

RESULTS AND DISCUSSION

The data analysis revealed differing levels of perceived curriculum effectiveness. The table below presents the respondents' perceptions of the curriculum's effectiveness as gathered in the study.

Table 1. Overall perceived effectiveness of the CEFR-aligned English language curriculum

Curricular Component	Mean	Standard Deviation
Context	4.8515	0.71201
Input	5.0712	0.84259
Process	4.2597	0.67487
Product	4.3129	0.77811

The data of the curricular components was categorised into a spectrum of effectiveness based on the mean score in the table below:

Table 2. Making data driven informed curricular decisions

Curriculum Decision-making	Curricular Components
Effective curriculum (Mean: 6.00-7.00)	
Slight curriculum review (Mean: 5.00-5.99)	Course instructor's effectiveness (5.80) Course assignments' balance of language skills (5.77) Course relevance (5.77) Course material adequacy (5.56) Students' presentation skills (5.39) Course enjoyment (5.30) Course materials effectiveness (5.26)
Some curriculum reviews (Mean: 4.00-4.99)	Student's vocabulary (4.95) Students' perceptions on higher CEFR level attainment (4.83) Course materials difficulty (4.39) Course materials enjoyability (4.34) Course adequacy (4.27) Students' higher CEFR level attainment (4.25) Course difficulty (4.09)
In-depth curriculum review (Mean: 0.00-3.99)	Assignments burden (3.78) Student's language fluency (3.74) Students' grammatical accuracy(3.24) Classroom activities adequacy (3.23)

The data indicates a spectrum of effectiveness across various curricular components, with none achieving the highest effectiveness range. Components fall mainly into the categories needing slight to some curriculum review, highlighting areas for targeted improvements. The most critical areas

requiring in-depth review are assignment burden, language fluency, grammatical accuracy, and classroom activity adequacy. This analysis suggests a strategic focus on enhancing these key areas to improve overall curriculum effectiveness.

CONCLUSION

In conclusion, it is important to study the students' perceived effectiveness of the CEFR-aligned courses and identify which part of the curriculum to amend to suit the needs of the learners. Future studies could incorporate qualitative methods, such as interviews and focus groups, to gain insights into students' and instructors' experiences and perceptions of the curriculum. Long-term studies can also be conducted to evaluate the sustained impact of CERF-aligned curriculum on students' language proficiency and career success.

ACKNOWLEDGEMENTS

The authors would like to thank Pusat Pengajian Citra, UKM, for the encouragement in completing this study. Sincerest gratitude is extended to all the respondents who participated in this study.

REFERENCES

- Ameryoun, A., Jambarsang, S., Akhoundi, H., & Askari, R. (2023). Evaluating the educational program of bachelor of science in healthcare management using cipp model: a case study at yazd university of medical sciences. *Research and Development in Medical Education*, 12, 24. <https://doi.org/10.34172/rdme.2023.33151>
- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of cipp model for quality evaluation at school level: a case study. *Journal of Education and Educational Development*, 5(1), 189. <https://doi.org/10.22555/joeed.v5i1.1553>
- Jusar, I. R., Ambiyar, A., & Aziz, I. (2023). Evaluation program approach in education. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(1), 83. <https://doi.org/10.33578/pjr.v7i1.9095>
- Kim, S. (2022). Innovating workplace learning: training methodology analysis based on content, instructional design, programmed learning, and recommendation framework. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.870574>
- Sabbir, F. b. (2019). Perceived view of teachers towards pentaksiran tingkatan tiga (pt3) (form three assessment) english language: a case study. *Asian Journal of University Education*, 15(3), 34. <https://doi.org/10.24191/ajue.v15i3.7819>
- Sagin, A., Balmer, D., Rose, S., Musheno, R., Olenik, J., Dingfield, L., ... & Bennett, N. (2023). Evaluation of a palliative care longitudinal curriculum for medical students using the context-

- input-process-product model. *American Journal of Hospice and Palliative Medicine*®, 41(2), 158-166. <https://doi.org/10.1177/10499091231165504>
- Silviariza, W. Y., Sumarmi, S., Utaya, S., Bachri, S., & Handoyo, B. (2023). Development of evaluation instruments to measure the quality of spatial problem-based learning (spbl): cipp framework. *International Journal of Instruction*, 16(2), 413-436. <https://doi.org/10.29333/iji.2023.16223a>
- Wedyanthi, L. M. D., Pradnyana, P. B., & Adiwijaya, P. A. (2024). The implementation of cipp as evaluation model on teaching assistance in sd bali bilingual school as the practice of kurikulum merdeka. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 16(1), 37-44. <https://doi.org/10.17509/eh.v16i1.59591>
- Ying, Y. H., Siang, W. E. W., & Mohamad, M. (2021). The challenges of learning english skills and the integration of social media and video conferencing tools to help esl learners coping with the challenges during covid-19 pandemic: a literature review. *Creative Education*, 12(07), 1503-1516. <https://doi.org/10.4236/ce.2021.127115>

Keberkesanan Strategi Kognitif bagi Meningkatkan Motivasi dan Minat Pelajar Antarabangsa China Dalam Penggunaan Bahasa Melayu Melalui Teknik Drama

[1] *Nor Azilawati Binti Mat Isa, [2] Nor Fatin Adlina Mohd Salleh

[1][2] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*aziela@ukm.edu.my, fatinadlina@ukm.edu.my

ABSTRAK

Pengubahsuaian strategi dan teknik dalam sesi PdPc dapat dilakukan untuk menjadikan sesi pengajaran lebih menarik dan bermakna. Kajian ini ingin melihat keberkesanan penggunaan strategi kongnitif melalui teknik drama pendek bagi meningkatkan keupayaan dan penguasaan kosa kata, aspek pengetahuan makna dan penggunaannya. Kajian lepas menunjukkan bahawa sebilangan besar pelajar asing kurang berminat dan lambat menguasai kemahiran bahasa Melayu memandangkan mereka tiada sebarang pengetahuan mengenai kosa kata atau penguasaan kosa kata yang sangat terbatas. Oleh itu, kajian ini bertujuan untuk menggabungalinkan empat kemahiran asas bahasa iaitu bertutur, membaca menulis dan mendengar. Kajian ini melibatkan 50 orang responden yang terdiri daripada sebahagian pelajar antarabangsa China yang mendaftar kursus LMCW2193 Bahasa Melayu Komunikasi 2 di UKM pada Semester 1 Sesi Akademik 2023-2024 di bawah seliaan pengkaji. Latihan bacaan berdialog menggunakan skrip yang mengandungi terjemahan tiga bahasa iaitu, bahasa Melayu, bahasa Inggeris dan bahasa ibunda pelajar akan mendedahkan pelajar kepada kosa kata dan frasa yang baharu serta pemahaman dari sudut budaya. Pelajar dilatih untuk membaca malah bertutur dengan menggunakan intonasi dan sebutan yang betul. Manakala aktiviti gerak lakon akan meningkatkan tahap keyakinan diri mereka untuk tampil, bertolak ansur seterusnya mencorakkan pembinaan personaliti diri yang mantap. Hasil dapatan kajian mendapati bahawa strategi kognitif melalui pengaplikasian teknik drama pendek mampu menyuntik keseronokan dalam kalangan pelajar berdasarkan usaha dan kesungguhan serta persiapan yang ditunjukkan.

Kata kunci: *Strategi kognitif; Drama pendek; Makna; Minat; Motivasi*

PENGENALAN

Pengurusan dan persediaan yang terancang dari segi strategi pembelajaran dalam kalangan pelajar antarabangsa yang mempelajari bahasa Melayu sebagai bahasa asing perlu sistematik agar tahap penguasaan berbahasa dapat dipertingkatkan. Pencapaian yang kurang memuaskan dalam kalangan pelajar antarabangsa khususnya pelajar dari China menggambarkan pelajar masih belum menguasai kemahiran-kemahiran asas dan kurang berminat dalam mempelajari bahasa Melayu. Dalam kajian

yang dilakukan oleh Muhammad Hussin, Noriah M. Ishak dan Ab. Razak Ahmad (2000) jelas menunjukkan bahawa pelajar yang lemah dalam pencapaian bahasa Melayu adalah kerana pelajar tidak mengamalkan strategi pembelajaran yang berkesan.

Strategi pembelajaran merupakan strategi belajar, amalan belajar dan kemahiran belajar dalam domain psikologi kognitif yang berkaitan dengan proses pemerolehan, penyimpanan, mengingat kembali dan penggunaan maklumat bagi membantu dalam proses pembelajaran. Drama dalam konteks pendidikan tidak mementingkan hasil atau persembahan tetapi proses dan peranan yang dimainkan oleh pelajar dalam aktiviti pembelajaran bahasa. Pengaplikasian teknik drama dilihat mampu untuk membangkitkan minat dan motivasi pelajar untuk mempelajari serta menguasai bahasa Melayu sebagai bahasa asing. Dalam hal ini, pelajar China adalah tidak terkecuali. Melalui kajian yang telah dilakukan oleh pembelajaran bahasa Melayu biasanya lebih berpusatkan kepada guru. Mereka mendapati teknik drama dapat membantu pelajar membentuk pengetahuan berdasarkan perkara yang didedahkan oleh guru dari sudut perspektif yang baharu.

METODOLOGI PENYELIDIKAN

Kajian ini melibatkan 50 orang responden yang terdiri daripada sebahagian pelajar antarabangsa China yang mendaftar kursus LMCW2193 Bahasa Melayu Komunikasi 2 di UKM pada Semester 1 Sesi Akademik 2024-2025 di bawah seliaan pengkaji. Pendekatan kajian yang digunakan adalah pendekatan kualitatif analisis tematik. Teknik pengumpulan data adalah secara pemerhatian dan temu bual.

Prosedur Kajian

Pelajar telah didedahkan dengan empat kemahiran bahasa sejak awal semester iaitu kemahiran bertutur, membaca menulis dan mendengar. Terdapat tiga bentuk penilaian yang telah ditetapkan untuk kursus Bahasa Melayu Komunikasi 2 LMCW2193 iaitu yang ditetapkan untuk semua pelajar prasiswazah antarabangsa di Universiti Kebangsaan Malaysia dengan pecahan peratusan seperti berikut:

- a. Penulisan 30%
- b. Pembentangan individu 30%
- c. Pembentangan perbualan berdasarkan situasi 40%

Penilaian kursus ke-3 iaitu pembentangan perbualan berdasarkan situasi yang memperuntukkan markah sebanyak 40% daripada jumlah keseluruhan mengkehendaki pelajar untuk membuat simulasi perbualan atau melakonkan drama pendek berdasarkan situasi yang telah pelajar pilih daripada senarai situasi berdasarkan realiti sebenar yang telah disediakan oleh guru. Pelajar diberikan kebebasan untuk memilih tajuk situasi perbualan berdasarkan minat dan motivasi serta keupayaan yang pelajar miliki.

Selain itu, pelajar turut diberi kebebasan untuk memilih pasangan supaya proses penyediaan dialog dan rakaman drama dapat dijalankan dengan lebih lancar tanpa perlu berhadapan dengan masalah komunikasi antara pasangan lakonan. Berdasarkan situasi yang telah dipilih pelajar perlu

menyediakan dialog pada minggu ke-12 dan membuat pembentangan dengan memaparkan video rakaman drama pada minggu ke-14. Pada minggu ke-13 sebelum pelajar menjalankan rakaman drama, guru akan menyemak dialog dan melatih pelajar membaca dialog berdasarkan sebutan dan intonasi yang bersesuaian. Antara kriteria penilaian adalah penulisan dialog menjuruskan kepada pemilihan perkataan dan stuktur ayat. Selain itu, kefasihan sebutan, intonasi dan kelancaran serta kreativiti persembahan drama yang ditampilkan turut akan dinilai.

DAPATAN DAN PERBINCANGAN

Berdasarkan analisis tematik ke atas maklum balas yang telah diberikan oleh pelajar jelas menunjukkan bahawa:

a. Minat pelajar untuk mempelajari kursus Bahasa Melayu

Kebiasaannya pelajar China lebih memberikan perhatian dan tumpuan mereka kepada mata pelajaran wajib di fakulti. Selain itu, mereka juga pasif semasa berada di dalam bilik kuliah sama ada secara dalam talian mahupun bersemuka. Namun, pelajar menyatakan mereka lebih berminat untuk belajar dan menguasai bahasa Melayu berdasarkan maklum balas pelajar yang diperoleh selepas sesi pembentangan drama.

b. Keupayaan murid untuk berfikir secara aktif dan kreatif

Latihan strategi kognitif melalui penyediaan skrip dalam 3 bahasa iaitu, bahasa Melayu, bahasa Inggeris dan bahasa Mandarin membolehkan pelajar mengingat lebih banyak makna perkataan baharu yang dipelajari. Strategi kognitif mampu membuka minda pelajar untuk berfikir bagi menghasilkan idea yang pelbagai untuk menyelesaikan masalah dan membuat keputusan. Para pelajar terarah untuk berbincang bagi menghasilkan pelbagai idea untuk membuat perkaitan sehingga melahirkan idea-idea yang baharu.

c. Motivasi diri pelajar untuk menghadiri kelas

Pengkaji mendapati bahawa kehadiran pelajar adalah penuh pada minggu pengaplikasian teknik drama bermula daripada peringkat pemilihan situasi dan penetapan pasangan lakonan. Begitu juga semasa sesi latihan bacaan dialog/skrip dilakukan. Terdapat banyak kumpulan yang tampil menawarkan diri untuk berlatih sambil dipantau oleh guru berbanding sebelumnya iaitu pelajar hanya akan membentangi apabila nama mereka disebut atau dipanggil. Malah tersebut pelajar yang membuka kamera semasa sesi latihan berbanding menutup kamera dalam pertemuan kelas sebelumnya. Sesi latihan tersebut dirakam agar para pelajar dapat menontonnya secara berulang kali bagi membina keyakinan diri sebelum sesi rakaman sebenar dilakukan.

KESIMPULAN

Secara keseluruhannya penggunaan strategi kognitif melalui teknik drama mampu meningkatkan pencapaian penguasaan bahasa dalam kalangan pelajar antarabangsa. Pelajar-pelajar yang awalnya

kurang berkeyakinan, mengalami perubahan paradigma, menunjukkan minat dan bermotivati untuk mempelajari dan menguasai bahasa Melayu melalui pengaplikasian teknik drama. Ini dapat dilihat melalui usaha mereka untuk menghafal skrip, memahami makna perkataan secara kontekstual dan menggunakan pengetahuan berkaitan kosa kata dalam pelbagai situasi yang berbeza.

RUJUKAN

- Awang Sariyan (2011). *Pendidikan Bahasa Melayu dalam Pembentukan Jati Diri Bangsa: Pengajaran Bahasa Untuk Penghayatan Bahasa Kepada Pelajar Asing*. Persatuan Pendidikan Bahasa Melayu Malaysia, Jabatan Pendidikan Negeri Terengganu dan Dewan Bahasa dan Pustaka Wilayah Timur pada 14-16 Mac 2011.
- Awang Sariyan (2014). *Strategi Pengajaran Bahasa Kepada Pelajar Asing: Faktor Pengajar*. Dimuat turun dari <http://klikweb.dbp.my/wordpress/?p=2489>. Kuala Lumpur. Dewan Bahasa dan Pustaka.
- Baharudin, Mazlina (2014). Pemerolehan dan Penguasaan Berbahasa Melayu dalam Kalangan Pelajar Asing di Universiti Sains Malaysia dalam *Procedia: Social and Behavioral Sciences*, 134 15 Mei 2014, ms 20-275.
- Juwairiah Osman et al (2018). *Strategi Pengajaran dan Pembelajaran Bahasa Melayu dalam Kalangan Pelajar Antarabangsa di Universiti Malaysia Pahang*. *Journal of Malay Language, Education and Literature* ms 61-79.
- Kao Shin Mei & O Neil Cecily (1998). *Learning a Second Language Through Process Drama*. 2-23. United States of America: Ablex.
- Khuzaiton Zakaria and Thana Abdullah (2014). *Mengajar Bahasa Melayu kepada Penutur Asing dan Cabarannya: pengalaman di Universiti Malaysia Kelantan, Malaysia*. *Profesional Development in Education (PDE 2014) Teaching and Learning in the 21st Century: Aspirations and Challenges*. 11-12 June 2014.
- Muhammad Husin, Noriah M Ishak dan Ab Razak Ahmad (2000). *Strategi Pembelajaran Pelajar Melayu*. Seminar Prosiding Pendidikan Kebangsaan pada 14-15 November 2000 di Hotel Equatorial Bangi.
- Mohammad Nasir. Z. Z Hamzah, Z A. Z (2014). *Sikap dan Motivasi Pelajar Terhadap Pembelajaran Bahasa Melayu*. *Procedia Social and Behavioral Sciences*, 134. 408-415 <https://doi.org/10.1016/j.sbspro.2014.04.263>
- Stinson Madonna (2005). *Drama and Oral Communication*. *National Institute of Education: Singapore*. Singteach from <http://www.singteach.nie.edu.sg/content/view/52/137>.

Zamri Mahamod dan Mohd Amin Embi (2000). *Pengenalpastian Gaya dan Pembelajaran Sebagai Satu Cara Mengatasi Kepelbagaian Pelajar di Dalam Kelas*. Seminar Prosiding Pendidikan Kebangsaan pada 14-15 November 2000 di hotel Equatorial Bangi.

Elemen Budaya Dalam Topik Pengajaran Kursus LMCM1093 Bahasa Melayu untuk Pelajar Nusantara

[1] *Daing Zairi Ma'arof, [2] Noorhazila Mohd Hamid, [3] Azlan Ahmad

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*dzm@ukm.edu.my, hazilahamid@ukm.edu.my, az_ahmad@ukm.edu.my

ABSTRAK

Dalam pembelajaran bahasa, kefahaman bukan sahaja berdasarkan kepada aspek tatabahasa semata-mata tetapi juga melibatkan aspek bahasa yang lain termasuklah budaya. Pengenalan budaya sesuatu bangsa atau negara dalam pengajaran dan pembelajaran sebenarnya berperanan penting dalam memberikan pendedahan kepada pelajar tentang corak pembentukan budaya melalui sesuatu bahasa. Walaupun bahasa Melayu berasal daripada rumpun yang sama bagi beberapa negara, namun pengamalannya adalah berbeza bagi setiap negara khususnya komuniti masyarakat yang mengamalkannya. Oleh sebab itu, kajian ini bertujuan untuk mengenal pasti elemen budaya yang terdapat dalam topik pengajaran dan pembelajaran kursus Bahasa Melayu Untuk Pelajar Nusantara yang dinamakan sebagai kursus LMCM1093. Kursus ini dijadikan kajian kerana pelajar yang mengikuti kursus ini merupakan pelajar yang berasal dari kepulauan Nusantara seperti Indonesia, Brunei, Singapura dan Selatan Thailand yang merupakan penutur natif bahasa Melayu. Kajian ini dianalisis berdasarkan instrumen iaitu melihat kepada silibus pengajaran dan pembelajaran kursus. Silibus ini pula berdasarkan topik pengajaran mingguan kursus yang telah disediakan oleh ketua kursus. Hasil kajian ini mendapati bahawa terdapat beberapa aspek dan elemen budaya yang diserapkan secara langsung dan tidak langsung sebagai komponen kursus dan seterusnya didedahkan kepada pelajar seperti bentuk sapaan dalam masyarakat Malaysia, unsur tabu bahasa, aspek kebudayaan yang terdapat dan diamalkan di Malaysia. Kajian ini menyarankan agar lebih banyak elemen budaya yang diterapkan supaya pelajar dapat mempelajari bahasa dengan lebih mendalam melalui bahasa sesuatu bangsa dan pengajar pula bertindak sebagai duta kecil yang mempromosikan negara secara tidak langsung.

Kata Kunci: *Budaya, Pengajaran dan Pembelajaran, Bahasa Melayu untuk Pelajar Nusantara, Bahasa Melayu*

PENGENALAN

Bahasa Melayu yang dikatakan berasal daripada rumpun yang sama iaitu Austronesia diguna pakai oleh kebanyakan negara di Kepulauan Melayu ataupun Istilah Bahasa Austronesia dan Melayu Polinesia digunakan untuk merujuk kepada bahasa-bahasa yang terdapat di kawasan Nusantara (Mohd Khaidir Abdul Wahab, 2022). Dalam pada masa sama, bahasa Melayu juga dikenali sebagai bahasa yang kaya dengan warisan. Menurut Abdullah Hassan (2006), bahasa ialah cerminan sesebuah budaya dan bercirikan identiti sesuatu kelompok masyarakat.

Walaupun bahasa Melayu diguna pakai oleh negara-negara dalam Kepulauan Melayu, namun ciri budaya yang dipamerkan dalam penggunaan bahasa oleh sesebuah masyarakat dalam sesebuah negara adalah berbeza. Oleh sebab itu, suntikan pengajaran tentang budaya dalam pengajaran bahasa Melayu amatlah signifikan dalam membantu kefahaman pelajar tentang sesuatu budaya sesebuah negara. Kenyataan ini turut dipersetujui oleh Kramsch (1993) yang mengatakan bahawa bahasa dan budaya tidak boleh terpisah dan masing-masing memiliki perkaitan antara satu sama lain.

Berdasarkan kajian-kajian terdahulu, integrasi elemen budaya yang diterapkan dalam pengajaran bahasa mampu menyuntik motivasi dan minat pelajar. Perkara ini adalah rentetan daripada saranan kerajaan khususnya Kementerian Pelajaran Malaysia (2012) yang menggalakkan peranan guru dalam mengajar elemen budaya melalui penggunaan alat bantu mengajar supaya pendidikan pelbagai budaya dapat disampaikan dengan berkesan (Ahmad Ali, 2011; Najeemah, 2005; Syed Ismail & Ahmad Subki, 2010). Ishak Haron (2010) mendapati bahawa kandungan unsur-unsur budaya yang relevan yang dijadikan bahan pengajaran lebih menarik minat pelajar termasuklah pendedahan berkenaan corak dan cara hidup serta pemikiran masyarakat Melayu. Menurut Brown (2000) pula, pengajaran bahasa yang berkesan ialah gabungan elemen budaya dengan bahasa secara holistik dalam pengajaran.

METODOLOGI KAJIAN

Dalam menjalankan sesuatu penelitian, pengumpulan data menjadi langkah penting dalam memperoleh informasi yang diperlukan (Ardiansyah et. al., 2023). Menurut Creswell 2014, secara amnya, dalam sesebuah penyelidikan, penelitian kualitatif bertujuan memahami fenomena secara mendalam melalui interpretasi dan analisis deskriptif, manakala penelitian kuantitatif pula bertujuan mengukur dan menganalisis data secara statistik. Oleh itu, dalam kajian ini, metodologi yang digunakan ialah pendekatan kualitatif. Pendekatan ini akan merungkai gambaran berkenaan elemen budaya yang diterjemah dalam silibus pengajaran Kursus LMCM1093 Bahasa Melayu Untuk Pelajar Nusantara di Universiti Kebangsaan Malaysia. Antara aspek yang dilihat dalam mendapatkan dapatan kajian ini ialah reka bentuk kajian, sampel kajian, instrumen pengumpulan data, prosedur dan analisis data.

Dalam penelitian kualitatif, terdapat pelbagai teknik pengumpulan data yang umum digunakan. Salah satunya ialah wawancara yang melibatkan interaksi langsung antara peneliti dan partisipan untuk memperoleh pemahaman yang mendalam tentang pengalaman, persepsi dan pandangan mereka berkait topik penelitian (Merriam, 2009). Kajian ini mengguna pakai reka bentuk kajian deskriptif dalam menghuraikan elemen-elemen budaya yang diterapkan dalam silibus pengajaran. Sampel kajian pula merupakan pelajar-pelajar yang mengambil kursus LMCM1093 yang terdiri daripada

pelajar-pelajar yang berasal dari Kepulauan Nusantara seperti Indonesia, Brunei, Singapura dan Selatan Thailand. Pemilihan sampel dibuat untuk mendapatkan maklum balas daripada pelajar yang mengikuti kursus ini. Oleh sebab itu, kaedah persampelan dibuat untuk memastikan sampel yang dipilih (individu) adalah relevan dengan kehendak kajian. Di samping itu, instrumen yang digunakan dalam pengumpulan data adalah dengan menggunakan kaedah temu bual dan analisis kandungan.

Oleh itu, prosedur dalam pengumpulan data dilakukan dengan menjalankan temu bual terhadap pelajar-pelajar terpilih dan silibus pengajaran pula dianalisis untuk mengenal pasti topik-topik yang relevan dan berkaitan dengan elemen-elemen budaya.

DAPATAN KAJIAN

Berdasarkan analisis yang dilakukan, pengkaji telah mengenal pasti beberapa elemen budaya dalam masyarakat Malaysia telah dijadikan topik dan silibus pengajaran kursus LMCM1093. Antaranya ialah sistem sapaan dalam masyarakat Malaysia, rujukan hormat, adat dan budaya masyarakat Malaysia serta tabu bahasa.

Sistem Sapaan Masyarakat Malaysia

Berdasarkan analisis yang dilakukan, topik pengajaran ini sangat menarik minat pelajar kerana wujud perbezaan dalam sistem sapaan apabila dibandingkan dengan negara asal pelajar. Konsep sistem sapaan yang ditekankan juga meliputi pelbagai situasi kebahasaan sama ada rasmi dan tidak rasmi, formal dan tidak formal. Contohnya penggunaan kata sapaan seperti ‘abang’ di Malaysia disapa kepada semua lelaki yang tidak dikenali kecuali kanak-kanak dan orang-orang tua. Begitu juga dengan sapaan dalam keluarga khususnya adik-beradik seperti long, angah, uda, busu dan sebagainya. Tambahan lagi, sistem sapaan kepada kaum lain juga turut ditekankan dalam topik pengajaran. Oleh itu, elemen-elemen budaya masyarakat Malaysia khususnya dalam sistem sapaan secara tidak langsung mampu menambah pengetahuan pelajar tentang corak budaya masyarakat Malaysia.

Rujukan Hormat

Keunikan yang wujud di Malaysia khususnya melibatkan bentuk rujukan hormat kepada seseorang individu sama ada berstatus atau tidak menjadikan kursus ini semakin menarik. Dalam kursus LMCM1093 ini, pelajar akan didedahkan dengan bentuk rujukan hormat yang diguna pakai oleh masyarakat Malaysia. Lazimnya, Malaysia merupakan negara yang kaya dengan pengiktirafan kepada seseorang sehinggakan membawa gelaran-gelaran kepada si penerima. Contohnya rujukan hormat seperti Datuk, Dato’, Tun, Tan Sri dan sebagainya diberikan kepada tokoh yang berkeelayakan dan sapaan mereka juga tidak boleh sekadar nama sahaja.

Adat dan Budaya

Kepelbagaian bangsa yang ada di Malaysia juga memperlihatkan kepelbagaian budaya. Dalam kursus LMCM1093, aspek adat yang ditekankan adalah seperti adat berkunjung, adat bersalaman dan adat dalam perkahwinan. Kebanyakan pelajar berasa teruja dengan adat yang dipegang oleh masyarakat

Malaysia khususnya orang Melayu. Di Malaysia, orang Melayu sangat berpegang dengan adat, lebih-lebih lagi yang berkaitan dengan hal-ehwal agama. Contohnya adat ketika bersalam. Di Malaysia, lelaki dan perempuan Islam yang bukan mahram diharamkan untuk bersalaman tanpa apa-apa tujuan walaupun untuk tujuan menghormati. Begitu juga adat dalam perkahwinan, masyarakat Melayu Malaysia akan melalui beberapa fasa sebelum diijab kabul dan seterusnya diraikan dalam majlis resepsi. Manakala, aspek budaya yang ditekankan lebih menyentuh kepada busana tradisional bagi semua kaum utama di Malaysia selain perayaan-perayaan utama sesuatu kaum.

Tabu Bahasa

Pengkaji percaya setiap masyarakat memiliki tabu mereka sendiri. Walau bagaimanapun, unsur tabu bahasa yang diajar kepada pelajar yang mengikuti kursus LMCM1093 lebih kepada bentuk-bentuk kata yang dilarang untuk diujarkan kepada bentuk-bentuk kata yang memiliki ciri eufemisme. Hal ini demikian kerana terdapat perkataan yang sopan diujarkan di negara asal pelajar, tetapi tidak sopan untuk diujarkan dalam masyarakat Malaysia. Contoh perkataan bahasa Indonesia ‘butuh’ yang bermaksud perlu merupakan bentuk kata yang dikategorikan sebagai mencarut dan kata makian dalam bahasa Melayu Malaysia. Pendedahan bentuk tabu bahasa adalah penting kerana memberikan pengetahuan kepada pelajar tentang peraturan dalam berbahasa di negara lain. Hal ini bertujuan untuk mengelakkan timbul salah faham apabila dua penutur dari dua negara berbeza berkomunikasi antara satu sama lain.

KESIMPULAN

Kesimpulan daripada kajian ini menunjukkan bahawa elemen budaya merupakan asas kefahaman komunikasi. Integrasi elemen budaya yang ditekankan dalam pengajaran bahasa Melayu khususnya kepada pelajar Nusantara amat signifikan dalam meningkatkan kefahaman, menambah minat dan menyerlahkan kemahiran komunikasi mereka. Elemen budaya dalam topik pengajaran seperti sistem kata sapaan, rujukan hormat, adat dan budaya serta tabu bahasa yang wujud dalam sesebuah negara dapat membantu pelajar untuk meningkatkan kefahaman mereka berkenaan nilai dan norma budaya masyarakat di Malaysia. Oleh itu, topik atau silibus pengajaran bahasa Melayu yang inklusif dan holistik boleh dikembangkan kepada pelajar luar Nusantara atau dikenali sebagai pelajar antarabangsa.

PENGHARGAAN

Penulisan ini merupakan sebahagian daripada kajian penyelidikan dalam Geran Galakan Pengurusan dan Profesional (GGPP) dengan kod CITRA-2020-004.

RUJUKAN

- Abdullah Hassan. (2006). *Linguistik Am*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Ahmad Ali Seman. (2011). *Keberkesanan Modul Pengajaran dan Pembelajaran Sejarah Berteraskan Perspektif Kepelbagaian Budaya Terhadap Pembentukan Integrasi Nasional*. Tesis Dr. Fal, Fakulti Pendidikan, Universiti Kebangsaan Malaysia
- Ardiansyah et.al. 2023. Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal Pendidikan Islam*, 1-9
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York Longman.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Ishak Haron. (2010). Integrasi Budaya dalam Pengajaran Bahasa. *Jurnal Pendidikan Bahasa Melayu*, 2(1), 45-58.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.
- Mohd Khaidir Abdul Wahab. 2022. Pengelompokan Bahasa Melayu dengan Bahasa Banjar dalam Salasilah Hipotetikal Bahasa: Kajian Perbandingan Leksikostatistik. *Jurnal Melayu* Vol 21 (1). 1 – 20
- Najeemah Mohd Yusof. (2005). Multicultural Education Practice Among Teachers in National Secondary schools: A case study in Kedah. *Jurnal Pendidik dan Pendidikan*, 20, 97-111.
- Syed Ismail Syed Mustapha & Ahmad Subki Maskom. (2010). *Budaya dan pembelajaran*. Puchong, Malaysia: Penerbitan Multimedia.

PENTAKSIRAN DAN PENGUJIAN BAHASA

LANGUAGE TESTING AND EVALUATION

Theoretical Linguistics in English Academic Writing

Kenichi Namai

Waseda University

ken11a@waseda.jp

ABSTRACT

In the current trend of Communicative Language Teaching (CLT), English academic writing poses a serious problem to Japanese university students. Modern English education in Japan focuses on verbal communicative activities without much concern about students' errors, inviting many students to produce pidgin-like English sentences. This attitude toward English education seems to be accelerating because more and more Japanese researchers are trying to promote English education based on the idea of English as a Lingua Franca (ELF), which does not seem to have anything meaningful to offer in developing students' writing skills. In that sense, the current plight of English academic writing in Japanese universities may not be very surprising. Against this backdrop, the present study demonstrates the following two points: (1) CLT in the spirit of ELF does not help students acquire decent writing skills; (2) specific theoretical instructions on the structure of English are effective (and indispensable) in helping students acquire productive skills of English that enable them to write structurally more coherent paragraphs instead of chaotic sentence fragments, many of which are often impossible to decipher. As for the methodology, the study employs a qualitative analysis of English compositions by ordinary Japanese university students, followed by an experimental English course that gives specific instructions on basic ideas from theoretical linguistics. Implications of this study are many, but teacher training may be singled out. That is, more focus should be placed on trainees' linguistic competence, which becomes the basis of their communicative competence, for most Japanese teachers are nonactive speakers of English. After all, teachers can only teach what they know.

Keywords: *Academic writing; CLT; ELF, English education in Japan; Theoretical linguistics*

INTRODUCTION

The current trend of English education in Japan is Communicative Language Teaching (CLT), and this was first conceived of in 1977 by the Ministry of Education, which had judged Japan's traditional English education based on grammar-translation method to be ineffective and in 1987 proceeded to introduce a program by the name of the JET Program, which sends native speakers of English to secondary schools as assistant language teachers (ALTs). In fact, Japanese people in general have

been known to be rather weak at speaking English, and those Japanese who want to develop practical English skills often attend commercial English conversation schools, which started to appear in big cities like Tokyo mostly during the economic boom of the 1970s and 1980s. However, even after the adoption of CLT (with the help of ALTs) in schools, students' English skills do not seem to have improved very much. According to TOEFL iBT Test and Score Date Summary 2022 (ETS, 2023), Japan's average score of the speaking section was 17 (out of 30), the third lowest among the 30 participating Asian countries, followed only by Kazakhstan (15), and Viet Nam (14). (Incidentally, these two countries' total scores were 75 and 77 (out of 120), respectively, whereas that of Japan was 73, followed only by Laos and Tajikistan with 70.)

However, what has been dealt the severest blow by CLT seems to be students' writing skills. According to the the Ministry of Education's survey of 2017 (MEXT, 2017), 80.4 percent of high school seniors' writing skills were at CEFR's A1 level. The percentage of those who achieved A2 level was 19.3, so the total of 99.7 percent of Japanese high school students graduated with the writing skills characterized as "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" (CEFR A1) and "I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something" (CEFR A2). No wonder Japanese students struggle with English composition in university.

Nevertheless, an increasing number of Japanese researchers are promoting English as a Lingua Franca in the field of English education in Japan. Seidlhofer (2018, pp. 3-4) reports that "in Japan ELF research and thinking about implications for education policy and pedagogy have been particularly strong over recent years (see D'Angelo, 2018). This is evidenced, for instance, in the founding of the JACET [Japan Association of College English Teachers] ELF SIG and *JACET ELF SIG Journal*, the Waseda ELF Research Group and *Waseda Working Papers in ELF*, the CELFIL (Content and ELF Integrated Learning) project (Hino, 2015), the English as a lingua franca program at Tamagawa University (Oda, 2017), Japanese data in the Asian Corpus of English (ACE), edited volumes on ELF with international publishers (e.g. Murata, 2016), international research projects and individual PhD projects at numerous Japanese universities, and an impressive number of contributions from Japan in recent issues of the *Journal of English as a Lingua Franca*."

However, speaking of ASEAN lingua franca, Kirkpatrick (2007, p. 163) points out that "it would be impossible to describe [it] as a single systematic system that could be codified and then used as a model for the ASEAN English language classroom." Whatever kind of ELF education the aforementioned Japanese researchers have in mind, the same applies to the English language classroom in Japan as well. After all, "ELF is not monolithic or a single variety" (Cogo, 2012, p.98) and that "the traditional terms 'community [of speakers]' and 'variety' do not capture the fluidity, variability, and creativity that are inherent in ELF" (Cogo, 2012, p. 99). Therefore, it is inconceivable to teach ELF, especially in a linguistically homogeneous country like Japan, because such a "natural language" (Cogo, 2012, p. 103) with no native speakers is too disorderly to be encapsulated in a textbook to begin with. Perhaps for this reason, Cogo writes that "ELF is not 'encouraged'" (2012, p. 99).

And yet, the aforementioned Japanese researchers are trying hard to replace Japan's traditional English education based on "Standard English (SE)" with that based on ELF. For example, Murata, Konakahara, and Ishikawa (2022, p. 38) claim that "[t]he problem is deep-seated as the local governments appear to truly believe hiring [native English speakers] and exposing their pupils and students to 'native English' are good practices and advantageous for them, not being aware of the nature of the current reality of the use of ELF in the wider world and in their pupils and students' future." Ishikawa (2018, p. 13) says that "teaching practitioners may want to place greater emphasis on promoting learning through use and reflection than teaching and testing prescriptive norms." Hence, "it is imperative that changes [...] occur more quickly at educational level and context to better prepare pupils and students to be able to face their current and future realities" (Murata et al., 2022, p. 46).

This state of affairs urged me to conduct a study of Japanese university students' writing skills. This qualitative study revealed that the problems students have cannot seem to be remedied by the adoption of ELF, whose main assumption is that "communicative effectiveness clearly does not depend on conforming to correctness or the norms of usage of native speakers" (Seidlhofer, 2018, p. 12). However, students' compositions are often communicatively ineffective (i.e. unintelligible) precisely because they fail to follow such norms. Also, the study demonstrated the necessity of grammar instructions, which are possible only if teachers have a basic knowledge of theoretical linguistics, such as information structure and point of view, in addition to various rules from phonology and syntax.

METHODOLOGY

A 14-week English course was offered at a Japanese university for 14 monolingual first-year students, all of whom had studied English for at least eight years. As a pretest, the students wrote a TOEFL-like essay, which was then examined for intelligibility. Then, specific instructions were given throughout the course regarding essay organization and important grammatical rules. A special focus was placed on the idea of point of view, since the students were not familiar with it; they wrote paragraphs in which point of view shifted from sentence to sentence, making their essays difficult to follow.

Basically, we take the point of view of the subject of a sentence if that subject is animate. If it is inanimate, then the sentence is viewed as a neutral statement. This succinctly explains the difference between (1) and (2); notice that (1) is often regarded as rude, whereas (2) neutral.

(1) Why did you come to Tokyo?

(2) What brings to Tokyo?

What is also relevant here is the difference between active and passive sentences. Students (and even some teachers!) often think that these two sentence types are totally interchangeable. Although this understanding may be justified in terms of truth condition, in reality, (3) and (4) do not have the same meaning (Saraceni 2008: p. 166).

(3) The police shot the demonstrators.

(4) The demonstrators were shot by the police.

Other theoretical linguistic notions taught include transitivity, intentionality, rules regarding participial construction. Then, the students wrote another essay, which was examined for improvement.

RESULTS AND DISCUSSION

As for the pretest, the students' essays were full of technical problems that hindered intelligibility. Here are three example sentences, which do not seem passable even in terms of ELF standards (if there are such things).

(5) Making a decision by people who belongs to its project is important.

(6) What there is not people who think or make decision together is serious thing.

(7) If people who is consulted against one, this led to fights.

We know that in conversation, we can always ask for clarification, but this is impossible when reading. We also know that "[t]he majority of those who learn a language other than their first native tongue (or tongues, if they are effectively multilingual from childhood) tend only to reach a moderate level of competence" (Sowden, 2012, p. 93) even though they are conventionally exposed to the standard variety of that language with the help of well-organized textbooks. It thus seems obvious that exposing students to ELF in place of SE can never redress the problems in (5) - (7), to say the least.

Regarding point of view, nine students wrote paragraphs like (8) in their pretest essays.

(8) It is important for people to help each other. We don't have to decide anything alone. To help each other defend to make mistakes. We can check an important point. When you get a wrong decision, they would make to change right decision.

Notice that with many different subjects, it is difficult to determine from whose viewpoint this paragraph is written.

After receiving specific instructions on the theoretical linguistic notions mentioned above, 13 students wrote a second essay. Although there was still much to be desired, at least none of these essays contained the problem characterized by (8). One can only wonder how problems like this may be handled in ELF-based English classes.

CONCLUSION

It is often said that Japanese students don't develop practical English skills because they tend to remain quiet in fear of making mistakes publicly and that this is all due to school education that requires conformity to SE norms (e.g. Murata 2019). However, this study revealed that their weak skills actually stem from lack of basic grammatical knowledge, which was revealed in the essays that

14 students wrote. Since writing doesn't induce anxiety of publicly losing face, ELF, which characteristically accepts anything that students produce in the name of "fluidity, variability, and creativity" (Cogo, 2012, p. 99), seems to offer nothing helpful in improving students' writing skills.

Learning a foreign language necessarily involves the understanding of, inter alia, rules for constructing sentences with different meanings. In school settings, this requires specific instructions of those rules, which lay the groundwork for any successful classroom activity. Although the scale of the present study was rather small, it at least demonstrated the importance of such instructions, which actually helped students write more coherent paragraphs. And yet, the trend of English education in Japan is still that of CLT. Therefore, it must be guaranteed that teacher training programs contain a component for basic theoretical linguistic notions without fail. This is so because trainees need to develop linguistic competence as future English teachers. Without it, the range of communicative activities they can conduct with their students would be very much limited.

REFERENCES

- Cogo, A. (2012). English as a lingua franca: concepts, use, and implications. *ELT Journal* 66(1), 97-105.
- D'Angelo, J. (2018). The status of ELF in Japan. In J. Jenkins, W. Baker, & M. Dewey (Eds.) *The Routledge handbook of English as a lingua franca*, (pp.165-175). Abingdon: Routledge.
- ETS. (2023). *TOEFL iBT test and score data summary 2022*. Retrieved from <https://www.ets.org/pdfs/toefl/toefl-ibt-test-score-data-summary-2022.pdf>
- Hino, N. (2015). Toward the development of CELFIL (Content and ELF integrated learning) for EMI classes in higher education in Japan. *Waseda Working Papers in ELF* 4, 187-198.
- Ishikawa, T. (2018). From English native-speakerism to multilingualism: a conceptual note. *JACET ELF SIG Journal* 2, 9-17.
- Kirkpatrick, A. (2007). *World Englishes: implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- MEXT (Ministry of Education, Culture, Sports, Science and Technology). (2017). Summary: the results of the 2017 survey of high school seniors' English skills. Retrieved from https://www.mext.go.jp/a_menu/kokusai/gaikokugo/_icsFiles/afieldfile/2018/04/06/1403470_03_1.pdf
- Murata, K. (Ed.). (2016). *Exploring ELF in Japanese academic and business contexts: conceptualization, research and pedagogic implications*. Abingdon: Routledge.
- Murata, K. (2019). The realities of the use of English in the globalised world and the teaching of English: a discrepancy? *JACET Journal* 63, 7-26.

- Murata, K., Konakahara, M. & Ishikawa, T. (2022). Acceleration of diversity in business contexts vs prevalence of NES monolingual value in school contexts: results from a BP questionnaire. *JACET ELF SIG Journal 6*, 29-52.
- Oda, M. (2017). CELF reflection: a journey to the establishment of a university ELF program. *JACET ELF SIG Journal 1*, 3-17.
- Saraceni, M. (2008). Meaningful form: transitivity and intentionality. *ELT Journal 62*(2), 164-172.
- Seidlhofer, B. (2018). English as a lingua franca: why is it so controversial? *JACET Selected Papers 5*, 2-24.
- Sowden, C. (2012). ELF on a mushroom: the overnight growth in English as a lingua franca. *ELT Journal Volume 66*(1), 89-96.

Ingatan Kosa Kata Bahasa Melayu melalui Ujian Kosa Kata Pantas: Perbandingan antara Pelajar Prasiswazah dan Pelajar Pascasiswazah Asing UKM

Amirul Mukminin Mohamad

Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

microll@ukm.edu.my

ABSTRAK

Dalam pembelajaran Bahasa Melayu untuk pelajar asing, penguasaan kosa kata adalah antara perkara penting yang perlu diberi perhatian. Penguasaan kosa kata yang baik dalam kalangan pelajar asing akan menyumbang kepada penguasaan bahasa dan komunikasi. Namun, situasi pembelajaran Bahasa Melayu pada masa kini menyaksikan kelemahan pelajar dalam mengingat kosa kata penting yang telah dipelajari. Hal ini seterusnya memberi impak kepada prestasi mereka dalam penguasaan bahasa Melayu. Umumnya, kajian ini bertujuan untuk melihat tahap penguasaan kosa kata dalam kalangan pelajar, melalui perbandingan min antara pelajar prasiswazah dan pascasiswazah. Dalam konteks ini, pelajar prasiswazah dan pascasiswazah yang berbeza tahap umur dan pengajian didedahkan kepada kursus bahasa Melayu tahap asas yang sama. Untuk tujuan kajian ini, instrumen ujian yang dinamakan Ujian Kosa Kata Pantas dijalankan kepada setiap kumpulan pelajar untuk melihat jumlah kosa kata yang mampu diingat oleh pelajar kedua-dua kumpulan dalam jumlah masa yang ditetapkan. Data kajian seterusnya dianalisis menggunakan Ujian T Bebas melalui kaedah perbandingan, dengan hasil ujian normaliti ($p=0.525$). Penggolongan data kajian memfokuskan kepada dua golongan kata iaitu kata nama dan kata kerja untuk melihat prestasi ingatan pelajar terhadap kosa kata daripada dua golongan kata tersebut. Dapatan kajian menunjukkan min kosa kata oleh pelajar prasiswazah (min=32.46) kurang berbanding pelajar pascasiswazah (min=49.73). Golongan kata nama ialah golongan kata yang mencatatkan nilai tertinggi dalam ingatan kosa kata untuk kedua-dua kumpulan. Dapatan ini sekaligus menunjukkan tahap ingatan serta penguasaan kosa kata oleh pelajar pascasiswazah dalam konteks kajian ini adalah melebihi pelajar prasiswazah.

Keywords: *Pendidikan Bahasa; Kognitif; Kosa kata; Bahasa Melayu; Ujian*

PENGENALAN

Pembelajaran kursus bahasa Melayu dalam kalangan pelajar antarabangsa di institusi pengajian tinggi tempatan menekankan empat kemahiran utama iaitu kemahiran mendengar, kemahiran bertutur, kemahiran menulis dan kemahiran membaca. Namun, sebagai tambahan, pembelajaran bahasa juga ada tiga lagi komponen yang tidak boleh diketepikan, iaitu kosa kata, sebutan dan tatabahasa

(Schmitt, 2008). Dalam hal ini, kosa kata merupakan salah satu daripada perkara asas untuk penguasaan bahasa yang dipelajari, sama ada bahasa kedua atau bahasa ketiga. Tanpa penguasaan kosa kata, pelajar atau penutur asing tidak dapat memahami individu lain atau menzahirkan pemikiran dan perasaan. Dalam proses menguasai bahasa baharu, pembelajaran bahasa memerlukan kepada penguasaan, sekurang-kurangnya, 3,000 kelompok perkataan untuk berkomunikasi dan memahami 95% bahasa yang dituturkan oleh penutur natif (Nakata & Webb, 2016).

Dalam proses menguasai bahasa dan memiliki kemahiran komunikasi yang baik, kosa kata merupakan antara aspek yang penting dan perlu dititikberatkan. Secara asasnya, kosa kata ialah perkataan yang mengandungi maksud dan difahami oleh penutur bahasa tersebut (Basal et. al., 2016). Pengetahuan kosa kata yang luas membolehkan seseorang itu untuk memiliki kemahiran dan penguasaan bahasa itu dalam banyak peringkat, cabang dan aspek, sementara pengetahuan kosa kata yang sempit menyebabkan seseorang itu gagal memperoleh banyak input dan manfaat daripada bahasa yang dipelajari (Susanto & Suhardianto, 2018).

Dalam aspek pembelajaran bahasa asing, pembelajaran kosa kata merupakan antara ciri primier yang perlu diberi perhatian. Dalam hal ini, pembelajaran kosa kata ini adalah satu proses berterusan untuk mengenal perkataan baru dan memahami penggunaannya (Memis, 2018) manakala teknik pembelajaran bahasa pula merupakan satu wasilah untuk pelajar menguasai kosa kata. Perkara ini disebabkan cara pembelajaran kosa kata oleh pelajar yang mempelajari bahasa asing tidak sama seperti pelajar penutur jati, yang memperolehnya melalui pendedahan dan pengalaman sekeliling secara semulajadi. Dalam usaha mempelajari sesuatu bahasa itu dengan lebih efektif, penggunaan teknik pembelajaran kosa kata yang digabungkan antara pembelajaran secara formal, di samping pembelajaran sendiri dan pendedahan dalam konteks sebenar merupakan kaedah yang lebih berkesan dan memberi impak (Teng, 2023). Dalam hal ini, banyak kajian yang telah membuktikan akan wujudnya hubungan yang signifikan antara penguasaan kosa kata dan penguasaan bahasa (Susanto & Suhardianto, 2018). Walau bagaimanapun, situasi berbeza yang ditunjukkan oleh para pelajar antarabangsa dalam hal berkaitan pengetahuan kosa kata dalam proses pembelajaran bahasa Melayu menjadi antara tunjang kepada permasalahan utama, seterusnya membawa kepada kajian yang bakal dijalankan.

Kurangnya pengetahuan dalam penguasaan kosa kata merupakan halangan dan kekangan terbesar yang perlu ditangani oleh penutur bahasa kedua/asing (Ahmad & Rina, 2023) di mana faktor utama kepada kesukaran ini ialah mengetahui dan mengingati makna perkataan tersebut, walaupun mereka mampu menyebut perkataan tersebut dengan betul (Hajrullai, 2019). Dalam hal ini, pengetahuan kosa kata yang dimiliki oleh pelajar bahasa kedua/asing adalah lemah disebabkan kegagalan untuk membina penguasaan makna dan sebutan perkataan tersebut (Schmitt, 2008). Dalam hal ini, untuk pelajar bahasa kedua/asing, pembinaan pengetahuan kosa kata merupakan satu proses yang lebih sukar dan memerlukan latihan serta komitmen yang tinggi. Penguasaan dan pengetahuan kosa kata dalam bahasa Melayu oleh pelajar antarabangsa yang mempelajari bahasa Melayu merupakan salah satu daripada kemahiran bahasa yang penting. Namun begitu, kebanyakan pelajar amat lemah dalam penguasaan bahasa Melayu, terutama sekali melibatkan penguasaan kosa kata. Kelemahan ini menyebabkan pelajar berhadapan dengan masalah penguasaan bahasa Melayu yang dipelajari, memandangkan wujudnya hubungan yang signifikan antara pengetahuan kosa kata dan penguasaan bahasa yang dipelajari. Situasi ini menyebabkan pelajar berhadapan dengan masalah untuk

menggunakan ilmu bahasa yang dipelajari itu di luar kelas serta mengamalkan bahasa Melayu di dunia yang sebenar.

METODOLOGI

Kajian kuantitatif ini dijalankan melalui kaedah kuasi eksperimen. Kajian ini bermatlamat untuk melihat perbezaan bilangan kosa kata bahasa Melayu antara kelompok pelajar prasiswazah dan pelajar pascasiswazah antarabangsa. Selain melihat perbezaan keseluruhan kosa kata, kajian ini turut melihat perbandingan antara dua kelompok pelajar antarabangsa tersebut pada dua aspek penggolongan kata iaitu kata nama (KN) dan kata kerja (KK).

1) Populasi / Sampel

Pemilihan responden kajian ini dibuat melalui pensampelan bertujuan. Kaedah pemilihan responden ini melibatkan pertimbangan untuk memilih responden berdasarkan pengetahuan dan tujuan khusus pengkaji. Dalam pada itu, responden perlu berada dalam keadaan yang bersedia. Responden dalam kajian ini terdiri daripada pelajar prasiswazah dan pascasiswazah antarabangsa yang mengikuti kursus bahasa Melayu untuk pelajar asing di UKM. Justifikasi pemilihan responden kajian ini adalah berdasarkan:

- a) Kajian ini berada di bawah bidang pengajaran bahasa Melayu kepada pelajar asing di UKM. Jadi, hanya pelajar antarabangsa yang menjalani pembelajaran kursus tersebut di UKM sahaja yang layak untuk terlibat dalam kajian.
- b) Kajian ini menekankan kepada pengetahuan dan penguasaan tentang aspek kosa kata. Dalam hal ini, hanya pelajar yang telah memiliki pengetahuan dan penguasaan bahasa Melayu serta kosa kata asas sahaja yang boleh terlibat dalam kajian.

Daripada sejumlah 245 orang pelajar prasiswazah dan pascasiswazah (103 pelajar prasiswazah dan 142 pelajar pascasiswazah) yang berdaftar dan mengikuti kursus pada semester pengajian semasa, seramai 64 (32+32) orang responden kajian telah dipilih dalam kajian ini. 64 orang responden kajian ini merupakan pelajar-pelajar daripada dua set kelas pengajaran kursus Bahasa Melayu sebagai bahasa asing (set prasiswazah dan set sarjana) dengan 32 pelajar untuk setiap set. Set kelas pascasiswazah ialah kelas yang terdiri daripada pelajar Sarjana dan Doktor Falsafah daripada pelbagai negara, dengan majoritinya daripada China. Set kelas prasiswazah pula merupakan barisan pelajar yang kesemuanya dari China. Kedua-dua set kelas ini mengikuti kursus Bahasa Melayu dengan topik pengajaran, kaedah pengajaran, penilaian serta bahan pengajaran yang sama.

2) Instrumen Kajian

Instrumen pengujian di kelas yang dinamakan 'Ujian Kosa Kata Pantas' digunakan dalam kajian ini. Dalam prosedur ujian ini, pelajar perlu menulis semua kosa kata bahasa Melayu yang mereka ketahui dan ingat dalam tempoh masa yang diberikan. Bahan ujian yang disediakan ialah sehelai kertas ujian yang berisi maklumat iaitu nama ujian, nama pelajar/responden, nombor pendaftaran pelajar serta ruang untuk menulis perkataan.

3) Kaedah Kajian dan Kutipan Data

Perkara pertama dalam kaedah kajian ialah mewujudkan dua kumpulan pelajar berdasarkan tahap pengajian. Sesi ujian dijalankan berdasarkan jadual sedia ada pada sesi pembelajaran set yang terlibat. Pada hari ujian, para pelajar diberikan taklimat tentang tujuan kajian dan perjalanan ujian. Kertas ujian diberikan kepada setiap pelajar dan mereka diberi masa 5 minit sahaja untuk megingati dan mencatat semua perkataan yang mereka ingati, tanpa menyatakan golongan kata tertentu. Sebaik tempoh tamat, semua kertas ujian dikutip.

DAPATAN DAN PERBINCANGAN

Dapatan kajian adalah seperti berikut:

Perbandingan Jumlah Kata secara Keseluruhan antara Kumpulan

Ho1 – Tiada perbezaan yang signifikan antara min jumlah kosa kata pelajar prasiswazah dengan pelajar pascasiswazah

Ha1 – Terdapat perbezaan yang signifikan antara min jumlah kosa kata pelajar prasiswazah dengan pelajar pascasiswazah

Bagi dapatan jumlah kosa kata secara keseluruhan, pelajar prasiswazah memperoleh nilai min yang lebih rendah dengan 33.461 (Sisihan Piawai = 8.362) sementara pelajar pascasiswazah memperoleh nilai min lebih tinggi iaitu 49.728 (Sisihan Piawai = 14.450). Perbezaan nilai min sebanyak 17.27 melalui dua data yang telah dinyatakan membuktikan bahawa pelajar pascasiswazah mencatatkan jumlah kosa kata yang lebih banyak berbanding pelajar prasiswazah.

Analisis perbandingan jumlah kosa kata dua kumpulan kajian melalui Ujian T-Dua Sampel Bebas memperoleh nilai signifikan iaitu $p = 0.001$ dengan nilai $t = 3.793$. Memandangkan nilai yang dicatatkan adalah kurang daripada 0.05, kesimpulan yang boleh dilakukan daripada hasil Ujian T ini ialah adanya perbezaan yang signifikan antara nilai min jumlah kosa kata antara kelompok pelajar prasiswazah dan pelajar pascasiswazah, dengan $t(30)=3.793$, $p = 0.001$. Dapatan ini menolak Ho untuk menyatakan bahawa jumlah kosa kata pelajar pascasiswazah melebihi pelajar prasiswazah.

Perbandingan Jumlah Kata Nama antara Kumpulan

Ho2 – Tiada perbezaan yang signifikan antara min jumlah kata nama antara pelajar prasiswazah dan pascasiswazah

Ha2 – Terdapat perbezaan yang signifikan antara min jumlah kata nama antara pelajar prasiswazah dan pelajar pascasiswazah

Bagi dapatan jumlah kata nama, pelajar pascasiswazah memperoleh nilai min yang lebih besar dengan 30.000 (Sisihan Piawai = 10.263) sementara pelajar prasiswazah memperoleh nilai min lebih kecil iaitu 19.38 (Sisihan Piawai = 8.016). Perbezaan nilai min sebanyak 10.63 melalui dua data yang

telah dinyatakan membuktikan bahawa pelajar pascasiswazah mencatatkan jumlah kata nama yang lebih banyak berbanding pelajar prasiswazah.

Analisis perbandingan jumlah kosa kata dua kumpulan kajian melalui Ujian T-Dua Sampel Bebas memperoleh nilai signifikan iaitu $p = 0.003$ dengan nilai $t = 3.264$. Memandangkan nilai yang dicatatkan adalah kurang daripada 0.05, kesimpulan yang boleh dilakukan daripada hasil Ujian T ini ialah adanya perbezaan yang signifikan antara nilai min jumlah kosa kata antara kelompok pelajar prasiswazah dan pelajar pascasiswazah, dengan $t(30)=3.264$, $p = 0.003$. Dapatan ini menolak H_0 untuk menyatakan bahawa jumlah kata nama pelajar pascasiswazah melebihi pelajar prasiswazah.

Perbandingan Jumlah Kata Kerja antara Kumpulan

H_{03} – Tiada perbezaan yang signifikan antara min jumlah kata kerja antara pelajar prasiswazah dan pascasiswazah

H_{a3} – Terdapat perbezaan yang signifikan antara min jumlah kata kerja antara pelajar prasiswazah dan pascasiswazah

Bagi dapatan jumlah kata kerja secara keseluruhan, pelajar prasiswazah memperoleh nilai min yang lebih rendah dengan 6.250 (Sisihan Piawai = 2.38) sementara pelajar pascasiswazah memperoleh nilai min lebih tinggi iaitu 8.000 (Sisihan Piawai = 4.382). Perbezaan nilai min sebanyak 1.75 melalui dua data yang telah dinyatakan membuktikan bahawa pelajar pascasiswazah mencatatkan jumlah kosa kata yang lebih banyak berbanding pelajar prasiswazah.

Analisis perbandingan jumlah kata kerja kumpulan kajian melalui Ujian T-Dua Sampel Bebas memperoleh nilai signifikan iaitu $p = 1.71$ dengan nilai $t = 1.404$. Memandangkan nilai yang dicatatkan adalah lebih daripada 0.05, kesimpulan yang boleh dilakukan daripada hasil Ujian T ini ialah tiada perbezaan yang signifikan antara nilai min jumlah kata kerja antara kelompok pelajar prasiswazah dan pelajar pascasiswazah, dengan $t(30)=1.404$, $p = 1.71$. Dapatan ini menerima H_0 untuk menyatakan bahawa jumlah kata kerja pelajar pascasiswazah dan pelajar prasiswazah adalah sama.

KESIMPULAN

Dapat dirumuskan bahawa kosa kata merupakan satu elemen yang amat diperlukan oleh seorang pelajar untuk menguasai sesuatu bahasa yang dipelajari, selain daripada empat kemahiran bahasa. Oleh yang demikian, pelajar perlu dilengkapi dengan pengetahuan kosa kata yang secukupnya, dan ujian inventori perlu dilakukan untuk mengukur sebanyak mana pelajar telah memperoleh kosa kata dalam bahasa sasaran.

RUJUKAN

Ahmad Jahrani & Rina Listia. (2023). The Impact of Exposure on Second Language Acquisition. *Journal of Language Teaching and Learning, Linguistics and Literature (IDEAS)* 11, 416-424.

- Basal, A., Yilmaz, S., Tanriverdi, A., & Sari, L. (2016). Effectiveness of mobile applications in vocabulary teaching. *Contemporary Educational Technology*, 7(1), 47-59.
- Hajrullai, H. (2019). Influencing factors on further development of bilingual education in Macedonia. *Contemporary Educational Researches Journal*, 9(2), 12–20.
- Memis, M. R. (2018). The relationship between vocabulary learning strategies and vocabulary of learners of Turkish as foreign or second language. *Educational Policy Analysis and Strategic Research*, 13(4), 164-185.
- Nakata, T., & Webb, S. (2016). Does studying vocabulary in smaller sets increase learning. *Studies in Second Language Acquisition*, 38(3), 523-552
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research* 12,3 (2008); pp. 329–363
- Susanto, A., & Suhardianto. (2018). Vocabulary knowledge in relation to students' reading comprehension: a review. *Inovish Journal*, 3(1), 11-29.
- Teng, F. (2023). Exploring self-regulated vocabulary learning strategies, proficiency, working memory and vocabulary learning through word-focused exercises. *The Language Learning Journal*, 1-18.

Comparative Analysis of L2 Learners' Performance in The Listening English Proficiency Test (EPT): A Study of Malaysian & International Students

[1] *Asmeza Arjan, [2] Hafizah Ahamad, [3] Marlina Zubairi

[1] [2] [3] International Islamic University Malaysia

*asmeza@iium.edu.my, fiezaeld@iium.edu.my, marlina@iium.edu.my

ABSTRACT

The aim of the study was to investigate students' performance in the Listening English Proficiency Test (EPT). Specifically, this study sought to examine the differences in performance between Malaysian students and international students sitting for the test. A quantitative approach has been utilised to obtain data for the current study. There were two major groups sitting for the EPT Listening Test: Malaysian students and international students. The test scores of the students were analysed and served as the primary comparative factor in assessing performance differences between Malaysian and international students. Their test results were calculated and analysed using descriptive statistics (SPSS). Results then were tabulated using percentages. The finding shows that 91% of Malaysian students managed to score Bands 5.5 and above in the EPT Listening Test. Meanwhile the percentage recorded for the international students was 53.1%. It can be concluded that Malaysian students significantly outperformed the international students in the EPT Listening Test. These results indicate some pedagogical implications especially in the teaching and learning of listening comprehension in classrooms.

Keywords: *L2 listening; English Proficiency Test; Second language; Second language learners*

INTRODUCTION

To succeed in an academic context where the medium of instruction is English, L2 learners need to equip themselves with the necessary set of language proficiency. This is to facilitate effective learning, classroom engagement and academic performance of L2 students.

Research on L2 listening has shown a multitude of evidence of how complex the process of acquiring proficiency in listening is. Additionally, prior research has also identified various factors that may influence L2 listening among learners of different proficiency levels. Thus, having a generalized understanding of students' performances in listening tests would provide insights on the specific needs of the learners to be effective listeners.

In higher education institutions like the International Islamic University Malaysia (IIUM), students who enrol into the university come from many parts of the world alongside the Malaysian students. These students must demonstrate a certain level of English proficiency before enrolling in their respective faculties and this proficiency is determined by their scores in several proficiency exams such as IELTS, TOEFL or an in-house English proficiency test (Sufi & Ibrahim, 2021).

Findings from previous studies have highlighted the difficulties of the international and Malaysian students in improving their listening skill. Halali et al. (2022) found that most international students perceived listening to be more challenging than reading. Conversely, in the Malaysian context, most Malaysian students seem to be lagging in listening comprehension compared to other language skills. This disparity is linked to the limited exposure to the English language in their daily lives (Ho, 2016).

Therefore, it is crucial to investigate the listening performance of Malaysian and international students in the EPT listening test. Identifying how these two groups of students perform in the EPT listening test can provide valuable insights into the appropriate learning strategies needed. In turn, educators can ensure that all students have equal opportunities to improve their language proficiency, thereby achieving academic success.

This study aims to address the following research questions:

Research Questions:

1. **How do Malaysian students perform in the Listening English Placement Test?**
2. **How do international students perform in the English Placement Test?**

To see the performance of the students in listening comprehension, the students' scores from the EPT Listening proficiency test were analysed. EPT is an in-house proficiency test designed as a tool to measure their minimal language requirement before entering their respective academic faculties. The test consists of 40 questions and the test scores are categorised according to EPT Bands.

RESULTS AND DISCUSSION

The study employed a quantitative approach to investigate the performance differences in the EPT Listening Test between Malaysian and international students at Centre for Languages and Pre-Academic Development (CELPAD) International Islamic University Malaysia (IIUM). The listening test yields different results and it is highly likely that this is due to the different levels of proficiency among the students. The results of the two groups of students show different patterns of result distribution. The lowest band achieved by Malaysian students is Band 3(3.03%) while the lowest band achieved by international students is Band 1(6.17%). Even though international students also scored higher bands, they are significantly smaller in percentage as compared to Malaysian students with 33.34% and 62.6% (Bands 6.5 to Band 9).

Table 1. Students' Performance of the EPT according to Bands

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 5.5	Band 6	Band 6.5	Band 7	Band 7.5	Band 8	Band 9	Total
International	5	7	9	10	7	7	9	11	9	4	3	0	81
%	6.17	8.64	11.11	12.34	8.64	8.64	11.11	13.58	11.11	4.94	3.72	0	100
Malaysian	0	0	9	6	12	40	44	47	39	46	51	3	297
%	0	0	3.03	2.02	4.04	13.47	14.82	15.83	13.13	15.48	17.17	1.01	100

The low performance in the listening test among these students could be due to many factors. Studies on international students from various backgrounds have shown that they have not gained adequate academic English knowledge because English is an EFL to many of them (Liu & Kinginger, 2021). Similarly, Jaya et al. (2021) found that the performance of listening comprehension showed similar results on students' poor performance in listening. It was found that 70% of undergraduate students were found to perform poorly in a listening test (TOEIC), indicating their difficulties in answering listening comprehension.

As for the Malaysian students, they perform significantly better than the international students. This is likely due to English being regarded by many as a second language following the national language, Bahasa Melayu (Karnine et al., 2022). As such, English is taught rather extensively in many learning institutions, providing the students with sufficient input. This result is in line with a study by (Ahmad & Abidin, 2020) which investigated Malaysian undergraduate students' listening performances in a university in Negeri Sembilan. It was found that the majority of respondents have met and exceeded the expectation level to function in an academic setting.

CONCLUSION

The results show differences in listening performances between the international and Malaysian students. The varying degree of listening proficiency poses several challenges for the language department. It is imperative that the department implement strategies and develop teaching and learning resources to cater to these diverse listening proficiencies to achieve effective language education for all students regardless of their background.

ACKNOWLEDGEMENTS

This study was funded by the Centre for Languages and Pre-University Academic Development (CELPAD), International Islamic University Malaysia.

REFERENCES

- Ahmad, I. & Abidin, M. J. Z. (2020). Developing an Alternative Listening Comprehension Test to Benchmark Malaysia Undergraduates' Listening Performances. *International Journal of Instruction*. 13(2). 677-690. <https://doi.org/10.29333/iji.2020.13246a>
- Halali, A. A. S., Ismail, L., Samad, A. A., Razali, A. B., & Nordeen, N. (2022). Understanding EFL International Students' Academic Listening Strategies: A Literature. *International Journal of Learning, Teaching and Educational Research*. 21. 152-172. <https://doi.org/10.26803/ijlter.21.11.9>
- Jaya, H. P., Petrus, I., & Kurniawan, D. (2021). Listening Comprehension performance and Problems: A Survey on Undergraduate Students majoring in English. *Indonesian Research Journal in Education*. 5 (2). e-ISSN: 2580-5711
- Ho, S. H. (2016). The Effects of Listening Comprehension on ESL Learners' English Language Proficiency. *Malaysian Journal of ELT Research*. 12 (2). 15-30. Retrieved from <https://meltajournals.com/index.php/majer/issue/view/114>
- Karnine, S. M. B. V. K. S.V., Preece, A.S.D., Ahmad, I.B.S., & Muhammad, S.S.B. (2022) A Study on Difficulties Encountered and Perception by English as Second Language (ESL Learners in Malaysian University Examination Test (MUET) *Proceedings 2022*, 82(1). 53. <https://doi.org/10.3390/proceedings202208205>
- Liu, S. & Kinginger, C., (2021). The sociocultural ontogenesis of international students' use of pragmatic strategies in ELF academic communication: Two contrasting case studies *Journal of Pragmatics*. 186. 364-381. <https://doi.org/10.1016/j.pragma.2021.10.022>
- Sufi, M. K. A., & Ibrahim. E. H. E. (2021). Mapping IIUM Students' English Language Writing Proficiency to CEFR. *Pertanika Journal of Social Science & Humanities*. 29(S3). 85-101. <https://doi.org/10.47836/pjssh.29.S3.05>

**ISU TERKINI DALAM PENGAJARAN DAN
PEMBELAJARAN BAHASA**

***CURRENT ISSUES IN LANGUAGE TEACHING AND
LEARNING***

The Integration of AI Writing Tools in Academic Writing: Perspectives from Students and Instructors

[1] * Shahidatul Maslina Mat So'od, [2] Lena Ramamurthy
[3] Syakirah Shafien

[1] Centre for Research in Language and Linguistics, Universiti Kebangsaan Malaysia
[2] [3] Faculty of Language Studies and Human Development Universiti Malaysia Kelantan.

* p92312.siswa@ukm.edu.my, lena@umk.edu.my, syakirah.s@umk.edu.my

ABSTRACT

The growing interest in integrating AI writing tools into academic writing has highlighted a notable gap in comprehending their specific implications and effectiveness on students' writing performance and the teaching-learning process. While prior research has explored educators' and students' perspectives, there is still a need for thorough investigation into the diverse impacts of AI writing tools, particularly concerning their influence on academic integrity and student learning outcomes. This study seeks to fill this gap by providing the viewpoints of students and instructors regarding the adoption of AI writing tools, drawing upon data from a sample of 180 undergraduate students and five instructors at UMK. The study uses mixed methods, analysing quantitative data from student surveys with descriptive statistics and qualitative data from instructors' semi-structured interviews with thematic analysis. Preliminary results indicate a positive perception towards the frequent use of AI writing tools among students, attributing several benefits. While usage frequency varies, they perceive these tools as somewhat reliable and note positive impacts on their writing tasks. Instructors recognise the widespread use of AI writing tools among students, posing a significant threat to academic integrity. Instructors also address these issues through class discussions, reminders, and plagiarism checkers. They emphasise guiding students to responsibly use AI tools while fostering independent thinking and authentic engagement with the subject matter. Overall, these results underscore the need for deeper exploration into integrating AI tools into academic writing teaching, especially regarding the issue of plagiarism resulting from students' reliance on AI-generated content.

Keywords: *AI writing tools; Academic writing; Students and Instructors*

INTRODUCTION

Integrating AI into education, particularly in academic reading and writing courses can be considered as revolutionising learning environments. AI tools assist students with grammar correction, structural coherence, and content generation (Hosseini et al., 2023; Thorp, 2023; Strobl et al., 2019) as it offers

immediate feedback that enhances learning efficiency and accessibility. To add, advances in machine learning and computational linguistics have made these tools more sophisticated and user-friendly. However, the widespread use of AI by students raises concerns. A primary issue is academic integrity (Eke, 2023), as AI-generated content can lead to increased plagiarism. Another example is that over-reliance on AI tools may diminish students' writing and critical thinking skills, making them dependent on technology for composing and editing. Stokel-Walker (2022) even describes that some of the students' responses in writing as "so lucid, well-researched, and decently referenced." Thus, when students rely heavily on these tools, they risk missing out on important skills like independent research, critical analysis, and original idea generation. This reliance can result in a superficial understanding of the subject matter, as students may prioritise the convenience of AI-generated content over deeply engaging with the material. Furthermore, the use of AI tools can sometimes lead to students submitting work that does not accurately reflect their own abilities, jeopardising the validity of academic assessments and undermining trust between students and educators. This problem sparks the research, as researchers seek to learn from students' perspectives on why they use AI writing tools so extensively to complete their essays and what benefits, if any, they derive. Moreover, understanding students' motivations and experiences with AI tools can provide insight into how these technologies are transforming academic writing practices. Hence, this study aims to thoroughly investigate these dynamics and to provide a balanced perspective on the benefits and challenges of incorporating AI writing tools in educational settings, ultimately contributing to the development of more effective and ethical use of technology in academic writing instruction.

RESEARCH METHODOLOGY

This study employs mixed methods to investigate the impact of AI writing tools on students' academic writing at Universiti Malaysia Kelantan (UMK). The quantitative data comes from a survey of 180 undergraduates, which assessed their use and perceptions of AI tools using structured Likert-scale questions. Descriptive statistics examine responses regarding tool reliability, usage frequency, and effects on writing tasks. Additionally, semi-structured interviews with five UMK instructors provide qualitative insights into the benefits and challenges of integrating AI tools. The interviews focus on strategies for maintaining academic integrity and promoting responsible tool use. Thematic analysis reveals key patterns and themes in instructors' perspectives. Overall, this mixed-methods approach provides a comprehensive understanding of the implications of AI tools by combining statistical insights and nuanced qualitative data to inform educational practices effectively.

RESULTS

The results and discussion section are broken up into two sections: the first part focuses on the findings from the student survey, and the second part discusses insights from the semi-structured interviews conducted with five instructors.

Part 1: Students' Survey

The survey included 11 questions (in five sections) designed to gather information on students' use and perceptions of AI writing tools in academic writing. The survey results are summarised below:

Demographic Profiles

The survey gathered responses from 180 undergraduate students from various faculties at Universiti Malaysia Kelantan. Respondents were evenly distributed across multiple fields of study, ensuring a diverse range of perspectives.

Usage of AI Writing Tools

All respondents reported using AI writing tools such as ChatGPT and Grammarly to help them with their academic writing. Among these users, 45% (81 participants) used AI tools regularly (multiple times per week), another 45% (81 participants) used them almost daily, and 10% (18 participants) used them only occasionally. This high usage rate reflects students' increasing reliance on AI writing tools for academic purposes.

Perceptions of AI Writing Tools

Students use AI writing tools primarily to improve grammar and spelling (80%), write more fluently (65%), generate ideas or content (55%), and save time (50%). Regarding accuracy and reliability, 58.3% find these tools somewhat accurate and reliable, 40% believe they are extremely accurate and reliable, and only 1.7% view them as somewhat or very inaccurate and unreliable.

Academic Integrity and Plagiarism

Awareness of potential ethical issues associated with using AI writing tools, such as plagiarism, was high, with 100% of respondents (180) expressing concern. However, 30% (54 respondents) admitted to encountering challenges or concerns about plagiarism when using AI-generated content.

Influence of AI Writing Tools on Students' Academic Writing Skills

83.3% of respondents noted positive impacts from AI tools, including better organisation of thoughts, improved writing coherence, and deeper engagement with complex ideas. Conversely, 15% (27 participants) reported no impact, while 1.7% expressed concerns about reliance. Overall, AI tools are seen as transformative in enhancing analytical and synthetic capabilities in writing and information processing.

Part 2: Semi-Structured Interviews with Instructors

The instructors provided varied perspectives on the current prevalence of students using AI writing tools in their academic assignments, highlighting both the benefits and challenges associated with their use.

Students' Use of AI Writing Tools in Academic Assignments

Several instructors are concerned that AI writing tools, while useful, may undermine genuine learning by encouraging a reliance on them for content creation. This reliance can lead to students skipping essential skills such as research, critical analysis, and independent idea development, favouring speed over deep understanding and intellectual growth. Ethical concerns also arise because AI-generated content raises serious concerns about academic integrity, potentially misrepresenting students' abilities and jeopardising the validity of academic assessments. Despite these challenges, some instructors recognise the educational benefits of AI tools when used responsibly. However, instructors must provide specific guidance to ensure that students use AI tools ethically and develop critical thinking skills effectively.

Challenges in Teaching Academic Reading and Writing When Students Rely on AI Writing Tools

Instructors are concerned that students are increasingly using AI writing tools, which will have an impact on academic reading and writing instruction. They point out that these tools frequently produce outputs that lack authenticity and original thought, impeding the development of critical thinking, which is critical for academic success. Furthermore, grading becomes difficult because AI-generated content may not accurately reflect students' comprehension or effort levels. These tools also impede students' growth in analytical thinking and language proficiency. In addition, instructors are also concerned about plagiarism risks when students use AI tools without ethical guidelines, potentially jeopardising academic integrity. The ease of creating content with AI may lead students to submit work that is not their own, eroding trust between students, educators, and institutions.

Instructors' Observation on AI Writing Tools' Impact on Students' Academic Writing Quality

Several instructors stated that the use of AI writing tools produces outputs that lack originality and appear overly polished, sometimes outperforming students' actual writing abilities. In the meantime, some instructors also noted increased productivity and accuracy, but they also cautioned that over-reliance on AI tools can result in formulaic and predictable writing, reducing critical thinking and creativity. Lastly, some of them also raised concerns that students who rely heavily on AI tools will struggle with basic writing strategies such as paraphrasing, synthesising information, and constructing coherent arguments, reducing the depth and quality of their academic work.

Approaches Taken by Instructors to Address the Concerns

Instructors employ a variety of strategies to manage AI writing tools in academia. They promote original thinking through discussions and supervise brainstorming sessions. Additionally, regular reminders, AI plagiarism checkers, clear guidelines, and detailed rubrics all emphasise ethical behaviour, and academic integrity are also shared. Some instructors also share practical tips and encourage peer reviews to promote critical thinking and responsible AI tool use.

DISCUSSION

The survey reveals a growing interest in AI writing tools in academia, emphasising both their benefits and challenges. While students appreciate the tools for instant writing improvement and error correction, which increase efficiency, the widespread plagiarism issues with AI-generated content raise serious concerns about academic integrity, which are shared by instructors. They emphasise responsible student guidance to prevent misconduct using methods such as classroom discussions and plagiarism detection tools. Despite ethical concerns, instructors acknowledge AI's potential to improve critical thinking and writing skills, thereby increasing educational access.

CONCLUSION

This study explores the integration of AI writing tools in academic writing, revealing increased student use for enhancing writing quality and efficiency. However, concerns over academic integrity persist due to instances of plagiarism with AI-generated content. Future research should focus on developing AI tools that promote creativity while minimising plagiarism risks, and examine long-

term impacts on student writing and critical thinking skills. To conclude, adapting to AI's evolving role in education requires ongoing dialogue and innovative strategies for responsible technological integration to advance educational practices effectively.

REFERENCES

- Hosseini, M., Rasmussen, L. M., & Resnik, D. B. (2023). Using AI to write scholarly publications
Accountability in Research, 1–9. <https://doi.org/10.1080/08989621.2023.2168535>
- Eke, D. O. (2023). ChatGPT and the rise of generative AI: Threat to academic integrity? *Journal of Responsible Technology*, 13, 100060.
- Stokel-Walker, C. (2022). AI bot ChatGPT writes smart essays-should academics worry? *Nature*.
- Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A., & Rapp, C. (2019). Digital support for academic writing: A review of technologies and pedagogies. *Computers & Education*, 131, 33–48. <https://doi.org/10.1016/j.compedu.2018.12.005>
- Thorp, H. H. (2023). ChatGPT is fun, but not an author. *Science: Advanced Materials and Devices*, 379(6630), 313–313. <https://doi.org/10.1126/science.adg7879>

Cabaran dalam Pengajaran dan Pembelajaran Kursus Bahasa Melayu Komunikasi 2 kepada Tenaga Pengajar dan Pelajar IPTA dan IPTS

[1]*Zuraini Mohaidin, [2] Sofia Ayup, [3] Nor Fatin Adlina Mohd Salleh

[1] [2] [3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*ammani@ukm.edu.my, sofia@ukm.edu.my, fatinadlina@ukm.edu.my

ABSTRAK

Dalam memartabatkan bahasa Melayu, Kementerian Pengajian Tinggi (KPT) menghendaki pembelajaran bahasa Melayu kepada pelajar antarabangsa. Kursus ini merupakan kursus yang perlu diikuti oleh pelajar antarabangsa dan perlu lulus. Oleh itu, penawaran kursus Bahasa Melayu Komunikasi 2 adalah selari dengan kehendak KPT dan penawarannya juga adalah kepada prasiswazah antarabangsa. Penawaran kursus terhadap kelompok pelajar yang berbeza tahap pengetahuan dan tahap kandungan kursus yang terlalu asas bagi pelajar nusantara dan Malaysia telah menjadi halangan besar kepada keberkesanan proses pengajaran dan pembelajaran. Hal ini telah menyebabkan pelajar bersikap terlalu ambil mudah terhadap proses pengajaran dan pembelajaran kursus. Percampuran tiga kelompok pelajar iaitu pelajar Malaysia yang tidak mengikuti Sijil Peperiksaan Malaysia (SPM), pelajar antarabangsa dan pelajar nusantara juga telah mengganggu proses pengajaran dan pembelajaran kursus ini. Oleh itu, kajian ini dilaksanakan untuk mengenal pasti cabaran yang wujud dalam sesi pengajaran dan pembelajaran Bahasa Melayu Komunikasi 2 kerana penawaran ini meliputi dua kelompok pelajar yang berbeza tahap pengetahuan bahasa Melayu. Reka bentuk kajian ini ialah kajian kualitatif iaitu kaedah temu bual dan pemerhatian. Informan terdiri daripada tenaga pengajar dan pelajar daripada IPTA dan IPTS. Hasil kajian mendapati cabaran yang wujud dalam sesi pengajaran dan pembelajaran kursus ini boleh dilihat melalui sikap pelajar yang tidak serius terhadap kursus ini, kaedah pengajaran, kandungan kursus yang tidak bersifat menyeluruh dan tidak sesuai kepada golongan sasaran, aspek motivasi pelajar dan penawaran kursus. Kajian ini menyarankan agar kajian mendalam dilakukan khususnya melibatkan aspek penawaran pada masa akan datang.

Kata Kunci; *Cabaran; Pengajaran; Bahasa Melayu; Pengajar; Pelajar*

PENGENALAN

Bahasa menunjukkan sifat homogenisasi dalam masyarakat majmuk khususnya dalam keragaman agama, budaya dan etnik. Pluraliti yang terzahir sejak Alam Melayu telah menggambarkan bahawa Bahasa Melayu sebagai bahasa kebangsaan di bumi berdaulat ini. Namun, era globalisasi kini memperlihatkan keunggulan persaingan yang diukur daripada manfaat yang dapat diperoleh oleh seseorang yang mempelajari bahasa baharu. Tidak dinafikan bahawa perkembangan bidang pendidikan turut cenderung ke arah pembelajaran multibahasa.

Justeru, langkah pragmatik dan konkrit dalam memperkuat proses pengajaran bahasa, seorang pengajar harus terlebih dahulu mengidentifikasi setiap isu dan masalah yang sering muncul, baik yang berkaitan dengan bahasa yang diajarkan, situasi pembelajaran, masalah yang terkait dengan siswa, mahupun dengan pengajar itu sendiri (Ab. Rahim, 2004; Naimah, 2004). Menurut (Kementerian Pengajian Tinggi, 2021), jumlah pelajar antarabangsa dalam sesebuah universiti dilihat meningkat dari tahun ke tahun. Keinginan dan sifat inkuiri pelajar antarabangsa untuk merasai sendiri pengalaman baharu dalam persekitaran dan suasana berbeza terutamanya dalam aspek perubahan budaya. Namun keinginan ini terhalang oleh wujudnya halangan bahasa dan komunikasi. Secara tidak langsung halangan ini akan memberi kesan kepada pendidikan, hubungan sosial, penyesuaian diri serta kemampuan beradaptasi.

Oleh hal yang sedemikian, Kementerian Pengajian Tinggi (KPT) mewujudkan kursus Bahasa Melayu Komunikasi 2 bertujuan memudahkan komunikasi antara pelajar dengan masyarakat secara formal mahupun tidak formal. Hal ini sekaligus memberi peluang kepada para pelajar antarabangsa mengetahui dan menggunakan Bahasa Melayu dengan lebih baik disamping turut mengenal budaya, peradaban dan cara hidup rakyat di Malaysia. Meskipun begitu, cabaran mewujudkan suasana pengajaran dan pembelajaran dalam mengimplimentasikan Bahasa Melayu Komunikasi 2 tidak harus dipandang enteng bahkan perlu diberi fokus dan langkah sederap yang sistematik wajar diambil agar kecekapan berbahasa Melayu dalam kalangan pelajar yang mengambil kursus ini dapat dipertingkatkan.

METODOLOGI

Kajian ini menggunakan kaedah temu bual dan pemerhatian dan reka bentuk kajian ialah kualitatif. Informan kajian terdiri daripada tenaga pengajar dan pelajar daripada Institut Pengajian Tinggi Awam dan Institut Pengajian Tinggi Swasta. Bilangan informan yang terlibat dalam kajian ini ialah enam orang tenaga pengajar IPTA dan IPTS manakala satu kumpulan pelajar yang terdiri daripada 30 orang. Kaedah persampelan yang digunakan pula ialah persampelan rawak iaitu kajian ini hanya mengfokuskan kepada tenaga pengajar dan pelajar di IPTA dan IPTS sahaja. Kaedah pemerhatian pula dilaksanakan dengan cara pengkaji menyertai kuliah-kuliah kursus ini secara dalam talian dan bersemuka lalu memerhatikan reaksi dan tindak balas pelajar berkenaan proses pengajaran dan pembelajaran kursus ini. Pengkaji membuat rakaman dan membuat catatan untuk analisis data. Set atau kuliah yang dipilih adalah berdasarkan set atau kuliah oleh 6 orang tenaga pengajar yang menjadi informan kajian.

DAPATAN DAN PERBINCANGAN

Pengajaran bahasa Melayu kepada para pelajar antarabangsa merupakan usaha murni untuk memartabatkan bahasa Melayu agar terus gemilang di persada dunia. Hal ini akan meningkatkan jumlah penutur bahasa Melayu pada peringkat dunia seterusnya memupuk minat penutur asing untuk belajar bahasa Melayu

Namun begitu, pelbagai cabaran yang perlu ditangani sama ada daripada pihak tenaga pengajar mahupun dalam kalangan para pelajar itu sendiri. Cabaran utama yang perlu dihadapi oleh tenaga pengajar ialah kewujudan kumpulan pelajar yang berbeza latar belakang seperti pelajar antarabangsa yang terdiri dari negara China, Iraq, Pakistan, Bangladesh, Arab Saudi, Oman, dan Palestin. Terdapat juga kumpulan pelajar nusantara seperti dari Indonesia dan Brunei. Manakala ada juga kumpulan para pelajar Malaysia yang tidak memiliki Sijil Pelajaran Malaysia.

Selain itu, halangan bahasa juga merupakan cabaran bagi tenaga pengajar. Hal ini kerana terdapat para pelajar yang tidak boleh menguasai bahasa Inggeris dengan baik dan tidak dapat untuk memahami bahasa tersebut. Hal ini kerana pelajar hanya boleh memahami bahasa ibunda mereka sahaja.

Pengendalian kelas bahasa Melayu dalam tempoh masa yang singkat iaitu hanya satu semester selama 14 minggu tidak mencukupi untuk para pelajar antarabangsa belajar semua tajuk yang telah ditetapkan. Hal ini menyebabkan para pelajar tidak dapat memberi perhatian pada sesuatu tajuk memandangkan masa yang sangat singkat untuk mereka berlatih berkomunikasi dalam Bahasa Melayu dan juga untuk mereka boleh menulis karangan dalam Bahasa Melayu.

Seterusnya cabaran bagi para pelajar dapat dikaitkan dengan faktor persekitaran. Para pelajar antarabangsa cuba untuk berbahasa Melayu di luar kelas tetapi masyarakat sekitar lebih mudah menggunakan bahasa Inggeris daripada memberi peluang kepada pelajar antarabangsa cuba untuk berbahasa Melayu. Segelintir masyarakat beranggapan apabila berkomunikasi dengan orang luar bukan penutur tempatan lebih mudah berbahasa Inggeris daripada berbahasa Melayu.

Seterusnya minat dan motivasi pelajar terhadap kursus bahasa Melayu ini juga wujud pelbagai persepsi dalam kalangan para pelajar itu sendiri. Terdapat segelintir pelajar yang memang minat untuk mengetahui dan mempelajari bahasa baharu khususnya Bahasa Melayu ini. Namun ada juga yang hanya mahu memenuhi keperluan kursus universiti iaitu sebagai syarat bergraduat dengan hanya lulus sahaja. Lantaran itu para pelajar mengambil sikap acuh tak acuh untuk mempelajari Bahasa Melayu.

Akhirnya berkaitan dengan sifat Bahasa Melayu itu sendiri yang unik kerana bahasa Melayu terdiri daripada pelbagai dialek, laras dan ragam bahasa. Bahasa Melayu juga kaya dengan maksud tersirat dan juga kata banyak makna. Situasi juga berbeza mengikut penggunaan bahasa Melayu formal atau bahasa tidak formal. Lantaran itu, para pelajar beranggapan bahasa Melayu itu sukar. Namun, ada juga beranggapan Bahasa Melayu itu agak mudah khususnya para pelajar dari Timur Tengah kerana dalam bahasa Melayu mempunyai banyak kata pinjaman daripada bahasa Arab.

KESIMPULAN

Kesimpulannya, hasil kajian mendapati bahawa cabaran-cabaran yang dialami oleh tenaga pengajar dan pelajar antarabangsa dalam mengikuti kursus ini benar-benar mempengaruhi proses pengajaran dan pembelajaran. Hal ini telah menyebabkan keputusan pelajar sedikit sebanyak terjejas dan objektif utama pelaksanaan pengajaran dan pembelajaran kursus terganggu. Hal ini perlu diselesaikan supaya apabila para pelajar belajar bahasa Melayu, ia menjadi satu proses dan pengalaman yang menyeronokkan, bukan secara paksa dan membebankan. Tenaga pengajar juga akan cuba menangani kekangan yang timbul semasa proses pengajaran dan pembelajaran.

RUJUKAN

- Awang Sariyan (2011). Pendidikan Bahasa Melayu dalam Pembentukan Jati Diri Bangsa: Pengajaran Bahasa Untuk Penghayatan Bahasa kepada pelajar asing. Persatuan Pendidikan Bahasa Melayu Malaysia, Jabatan Pendidikan Negeri Terengganu dan Dewan Bahasa dan Pustaka Wilayah Timur pada 14-16 Mac 2011.
- Awang Sariyan (2014). Strategi Pengajaran Bahasa Kepada Pelajar Asing: Faktor Pengajar. Dimuat turun dari <http://klikweb.dbp.my/wordpress/?p=2489>. Kuala Lumpur. Dewan Bahasa dan Pustaka.
- Fai'zah Abd. Manan et.al. (2009). Penyelidikan Strategi Pembelajaran Bahasa Melayusebagai bahasa asing dalam kalangan pelajar luar negara. Prosiding Seminar Pendidikan Serantau ke-4 2009. Bangi. Fakulti Pendidikan, Universiti Kebangsaan Malaysia.
- Kementerian Pengajian Tinggi Malaysia (2011). Pelan Tindakan Memartabatkan Bahasa Melayu sebagai Bahasa Ilmu. Putrajaya. Bahagian Perancangan dan Penyelidikan.
- Khuzaiton Zakaria & Thana Abdullah (2014). Mengajar Bahasa Melayu Kepada Penutur Asing dan Cabarannya: Pengalaman di Universiti Malaysia Kelantan, Malaysia. Prosiding Seminar Professional Development in Education 2014. Park Hotel: Bandung, Indonesia.
- Kementerian Pengajian Tinggi. (2021). Statistik Pendidikan Tinggi 2021: Bahagian Standard Swasta, JPT & Bahagian Pendidikan Swasta, Kementerian Pendidikan Malaysia.
- Naimah Abdullah. (2004). Peranan Penyelidikan dalam usaha menyelesaikan isu-isu dan permasalahan pengajaran dan pembelajaran bahasa. Prosiding Program Seminar Kebangsaan Pengajaran Bahasa. Universiti Malaysia Sabah, Kota Kinabalu, 8-9 Oktober, 2004.
- Osman, J., Mohamad, J. B., Ahmad, A. N., & Razali, J. R. R. (2018). Strategi pengajaran dan pembelajaran bahasa Melayu dalam kalangan pelajar antarabangsa di Universiti Malaysia Pahang. *Pendeta*, 9, 61–79. <https://doi.org/10.37134/pendeta.vol9.6.2018>.

- Siti Saniah. (2017). Komunikasi Interpersonal Guru Bahasa di Jerman. *Journal of Language Studies*, 17(2)
- Yong, C. C., Subramaniam, V., & Chan, T. H. (2013). Peranan faktor ekstralinguistik dalam pengajaran bahasa Melayu untuk penutur asing. Peranan Faktor Ekstralinguistik Dalam Pengajaran Bahasa Melayu Untuk Penutur Asing. <http://psasir.upm.edu.my/27995/>

Oral Presentation Anxiety in The English for Academic Writing Classroom: A Thematic Analysis

[1] *Kulwant Kaur a/p Kartar Singh, [2] Baljit Kaur a/p Santakh Singh

[1][2] International Islamic University Malaysia

*kulwant@iium.edu.my, baljit@iium.edu.my

ABSTRACT

Most undergraduates are expected to go through oral presentations and public speaking at their universities. Oral presentations are conducted as a method of assessment in most university courses which emphasise students' performance. Based on previous research, there is a significant number of students who struggle during oral presentations. Hence, this qualitative study aimed to identify the causes of speaking anxiety among undergraduates at the International Islamic University Malaysia (IIUM) and to explore strategies to mitigate this issue. Five students who enrolled in the English for Academic Writing (EAW) course at IIUM's Gombak Campus were selected for this study. A qualitative research method was employed, which included face-to-face interviews and thematic analysis was used to gather data and identify recurring themes. Through these interviews, the study highlighted specific fears that students relate to oral presentations and strategies to minimise their anxieties. The findings paved the way to reduce negative effects on students' higher education experiences. This study is significant as the issue of public speaking fear among students needs to be addressed, and students need adequate support to overcome these challenges. The insights derived from this study provided valuable guidance for alleviating speaking anxiety, ultimately improving students' academic and professional communication skills to meet the demands of their universities and future careers.

Keywords: *Public speaking; Speaking anxiety; Presentations*

INTRODUCTION

English is accepted as a global language to communicate with people around the world. English speaking skill is one of the essential skills that students need to master. However, some students experience speaking anxiety during oral communication and presentations. These emotions hinder their language acquisition and ability to perform well. According to Wan Mustapha et al. (2010), despite English being the medium of instruction at the tertiary level, many students still struggle to communicate in English. Speaking anxiety is considered a negative factor in learning a second

language, as it can affect university students' participation and interaction in English classes (Zhiping & Paramasivam, 2013). These second language learners often feel anxious when presenting in class due to shyness and fear of embarrassment in front of their peers, leading to a lack of confidence and ease in using the target language.

Speaking is considered as a lifelong skill that can benefit learners in planning their future careers and lives (Kurniawanti, 2017). However, many graduates continue to feel anxious about communicating in English (Sim et al., 2020). This anxiety stems from speaking English as a second language. Second language learners in higher education often experience speaking anxiety, which negatively impacts their performance both in formal classroom settings and beyond (Ahmed et al., 2017). Fear and anxiety are connected to real communication and oral presentations and can be triggered merely by thinking about having to communicate and present. A recent study by Porhola et al. (2019) gathered research evidence, including findings from their own prior studies and others. They claimed that some students encounter significant levels of social anxiety in university learning environments.

This study focuses on speaking anxiety among English for Academic Writing (EAW) students as even though numerous studies have examined speaking anxiety, there is a lack of research that specifically focused on speaking anxiety among this group of students. Besides, public speaking and oral assessments are frequently used in higher education to evaluate a student's ability to develop and present an engaging, informed, and persuasive argument (Nash et al., 2016). So, it is imperative that measures are taken to find out about the problems students face when they conduct presentations

LEED 1301, an EAW course is offered at the Centre of Languages and Pre-University Development (CELPAD) at the International Islamic University Malaysia (IIUM). This course is mandatory for IIUM students to equip them with necessary skills to use English effectively in an academic context where English is the medium of instruction. As part of the course, students are required to produce a mini research paper and present it orally at the end of the semester. Students are also expected to improve their lexical density, develop higher-level grammatical constructions, expand vocabulary, engage in extensive reading activities as well as incorporate research skills through the course. Thus, this study aims to identify the types of problems faced by EAW students in IIUM during oral presentations in the classroom and explore ways to overcome the problems faced. Two research questions were formulated for this study:

- 1. What are the problems faced by students during oral presentations in the EAW classroom?**
- 2. What strategies are employed by EAW students to overcome their speaking anxiety?**

Five EAW students comprising of two male and three female students from three different EAW sections contributed to the collection of the data in this study. Purposive sampling was employed to recruit participants with the most relevant knowledge about the research topic. Face to face interview sessions were conducted within one week to gain feedback from each participant. The participants responded to open-ended questions during the interview sessions. To analyse their responses to open-ended questions about their fears and strategies, a qualitative analysis was conducted based on Braun & Clarke's (2006) thematic analysis method. The six stages of the analysis included familiarising

with the data; generating initial codes; searching for themes; reviewing themes; defining and naming themes; and producing the report.

RESULTS AND DISCUSSION

After a thematic analysis of the interviews and discussion between the researchers, four main themes were identified: The themes were fear of making mistakes, apprehension of evaluation, physiological symptoms and personal characteristics.

Fear of making mistakes

This theme emerged prominently in response to the primary question regarding students' main issues and fears in public speaking and oral presentations. It reflects an internal anxiety about the subject matter, intertwined with external concerns about audience reactions. Some of the feedback from the students included prevalent fears like *making mistakes, forgetting important parts of the presentation, demonstrating ignorance or unpreparedness, making any kind of error and conveying information incorrectly*. Unsureness about the topic of presentation is highly chained to the fear of receiving negative perceptions from the audience, stemming from a perceived lack of expertise. When students make errors in grammar and fail to deliver perfect presentations, they encounter stress and anxiety. What need to be stressed here is that students should pay attention to the content and preparation of the presentation and not on producing a perfect presentation. The participants said that to be more realistic, they need to *change their own high expectations during oral presentations*. These strategies are crucial in mitigating these fears. This type of mindset will help students to focus on competence rather than perfection during oral presentations, thus decreasing their anxiety level.

Apprehension of Evaluation

The participants stressed that they are apprehensive when they are scrutinized and assessed by their lecturers. They feel uncomfortable during their presentations and dread unfavourable opinions and critiques from listeners. This fear includes *anxiety over negative judgments, criticism, concerns about perceived inadequacy or incompetence and fear of being indiscriminately assessed or evaluated by their assessor*. The fear of being judged in public speaking contexts emphasizes the psychological pressure to achieve perceived performance and competence to a certain standard. It can exhibit maximum level of stress and self-consciousness during presentations. In this case, some students believe that they should *boost their self-confidence, accept audience comments as constructive, and focus on delivering valuable content rather than seeking external validation*. Teachers play a role here by providing support and make students feel comfortable while presenting. However, the participants agreed that even though their instructors are understanding and supportive, they still have the fear during oral presentations.

Physiological Symptoms

Some students experience bodily reactions in public speaking situations. These reactions are also called physiological symptoms. Heightened anxiety or nervousness can occur among students during presentations which leads to a range of physical symptoms such as *increasing of heart rate, sweating, trembling or shaking, stomach discomfort and shortness of breath*. The feeling of uneasiness or anxiety during presentations causes these physical symptoms which is an indication of body stress

response. Some techniques employed by students to manage these symptoms are like *deep breathing, progressive muscle relaxation, and mindfulness practices to induce calmness and reduce physical stress*. Positive coping strategies and strong determination among students can lessen the impact of these symptoms on students during oral presentations.

Personal Characteristics

Students have different personal qualities and attributes, and these characteristics can influence their attitude, communication and challenges they face in oral presentations. To develop effective communication strategies and public speaking ability among students, it is essential that their personality traits are identified and studied. The students reported that some of them are *introvert, and they lack self-confidence*. Meanwhile, others said they are very *self-conscious*, and this affects their presentations. Thus, the students shared that they need to *build their strengths and confidence to be more optimistic and successful in their presentations* which can be done by watching you tube videos and carrying out practices.

CONCLUSION

In short, it is important to study the causes of students' anxiety during oral presentations and identify effective strategies to overcome this problem among undergraduates in all universities. Grieve et al. (2021) stated that collaborative measures should be taken by all universities and academic support units to help students with speaking anxiety. For future research, teachers' views also can be taken into consideration in studying the problem of speaking anxiety among students. Classroom observations could also be carried out to identify ways to reduce anxiety among students during presentations. Additionally, the samples could be expanded to include both categories of students who have and do not have public speaking fear. Meanwhile, including international students would provide a more exhaustive understanding of this issue and promote inclusivity in research efforts.

ACKNOWLEDGEMENT

Sincere gratitude and appreciation to CELPAD, IIUM for the inspiration, encouragement, motivation in completing this research and for the sponsorship. Special thanks also to all participants who took part in this research.

REFERENCES

- Ahmed, N., Hussain, Z.P. & Saeed, F.K. (2017). Exploring the causes of English Language speaking anxiety among postgraduate students of University of Baluchistan, Pakistan, *International Journal of English Linguistics*, 7(2), 99-105.
- Braun, R., & Clarke V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology* 3(2), 77–101. Doi: [HTTPS://doi.org/10.1191/1478088706qp063oa](https://doi.org/10.1191/1478088706qp063oa)

- Grieve, R., Woodley, J., Hunt, S. E. & McKay, A. (2021) Student fears of oral presentations and public speaking in higher education: a qualitative survey. 1281-1293. <https://doi.org/10.1080/0309877X.2021.1948509>
- Kurniawanti, S. B. (2017). *A Study of Speaking Class Anxiety of the Second Semester Students in English Education Department at UIN Alauddin Makassar* (Bachelor's Thesis). Universiti Islam Negeri Alauddin Makassar, Indonesia. <http://repositori.uin-alauddin.ac.id/5974/1/Sitti%20Kurniawati.%20B.pdf>
- Nash, G., Crimmins, G., & Oprescu, F. (2016). If first-year students are afraid of public speaking assessments, what can teachers do to alleviate such anxiety? *Assessment & Evaluation in Higher Education*, 41 (4): 586–600. <https://doi.org/10.1080/02602938.2015.1032212>
- Porhola, M., Almonkari, M., & Kunttu, K. (2019). Bullying and social anxiety experiences in university learning situations. *Social Psychology of Education*, 22 (3): 723–742. <https://doi.org/10.1007/s11218-019-09496-4>
- Sim, S. P. L., Yeo, J. Y., & Lau, K. Y. L. (2020). English student speaking anxiety among students from two public universities in Sarawak. *International Journal of Service Management and Sustainability*, 5(1), 107-122.
- Wan Mustapha, W. Z., Ismail, N., Ratan Singh, D. S., & Elias, S. (2010). ESL students' communication apprehension and their choice of communicative activities. *AJT LHE*, 2 (1), 22-29. ISSN: 1985-5826.
- Zhiping, D. & Paramasivam, S., (2013). Anxiety of speaking English in class among international students in a Malaysian university. *International Journal of Education and Research*, 1(1).

English Language Teaching in Public Universities and Graduate Employability

Wahiza Wahid

Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

wawa@ukm.edu.my

ABSTRACT

Malaysian universities are recognized as the cornerstone of the nation's supply of quality and talented human resources. A crucial role of the universities is to equip their undergraduate students with necessary English language (EL) skills for general, social, academic and occupational purposes to prepare them for employment. Despite all their efforts, graduate employability has remained a perennial issue over the past few years with increasing numbers of graduates struggling to find jobs due to their lack of EL proficiency. This brings to the fore the need for universities to review the current EL university curricula and reflect on the delivery system at their respective universities. This presentation accentuates on (i) a review of university EL curricula as one of the national agenda; (ii) the implementation of English as a second language (ESL) or English as a Foreign Language (EFL) programmes for undergraduate students in public universities; (iii) the realities and challenges faced by language teachers/instructors and lecturers at public universities; and (iv) the production of graduates equipped with sufficient proficiency in English. This presentation draws on data from document review and benchmarking exercises. It delves into the courses offered by existing EL programmes at some public universities and the initiatives to improve students' language proficiency through the undergraduate degree programmes other than Teaching English as a Second Language (TESL) and English Language Studies (ELS).

Keywords: *English Language Teaching; English Language Proficiency; Higher Education; Language Curricula; Graduate Employability.*

INTRODUCTION

Malaysian universities are “the cornerstone of a country's supply of quality and talented human resources” (Graduate Employability Blueprint, 2012). They are regarded as generators of knowledge which provide significant contributions to the civil society. A crucial role of the universities is to equip their undergraduate students with viable skills for high-level jobs as well as English language (EL) skills for general, social, academic and occupational purposes to prepare them for employment.

Despite all their efforts, graduate employability has remained a perennial issue over the past few years with increasing numbers of graduates struggling to find jobs due to their lack of EL proficiency. This poses risks to the country's economic and social growth. The graduate statistics reveal a troubling trend: unemployment among graduates has increased substantially over the years. Specifically, the number of unemployed graduates rose from 86,534 in 2010 to 170,105 in 2018, as reported by the Department of Statistics Malaysia (DOSM). The situation became even more acute in 2020. The unemployment rate among graduates reached 4.4%, with 202,400 graduates unable to secure jobs, compared to 3.9% in 2019, when 165,200 graduates were unemployed (DOSM). This data underscores the growing challenge of aligning graduate skills with job market demands, emphasizing the need for effective strategies to address this issue.

A significant contributing factor to this problem is the inadequate level of English communicative ability among graduates. According to the Graduate Employability Blueprint 2012-2017 by the Ministry of Higher Education (MoHE), less than half of the graduates from public universities meet the English language proficiency required by potential employers. Notably, 54% of undergraduate students were reported to have a limited command of English. This deficiency is compounded by broader concerns regarding essential skills. Many graduates struggle to demonstrate fundamental abilities such as clear communication, particularly in English, effective collaboration, critical and decisive thinking, creative problem-solving, and professional and ethical conduct. Studies by Abdul Wahab (2022) and Chan Pui Pui (2023) highlight these gaps, underscoring a mismatch between the skills graduates possess and those demanded by the job market.

Despite substantial policy regulations aimed at improving education, it is still apparent that students are expected to memorise grammar rules rather than engaging in practical language use. This approach limits students' ability to develop effective communication skills in real-world contexts. Although numerous policy reform plans have been introduced to address these challenges, the practical implementation of these reforms remains questionable (Abdul Wahab, 2022). Universities need to ensure that their graduates exit with English language skills that align with the demands of the contemporary job market. Given that graduates will play a pivotal role in shaping the future of the nation, addressing graduate unemployment is an essential priority. By improving English language proficiency and aligning educational outcomes with market needs, universities can help equip graduates to better meet employment challenges and contribute positively to national development.

RESEARCH METHODOLOGY

This presentation draws on data from document review and benchmarking exercises. It delves into the courses offered by existing EL programmes at some public universities and the initiatives to improve students' language proficiency through the undergraduate degree programmes other than Teaching English as a Second Language (TESL) and English Language Studies (ELS).

RESULTS AND DISCUSSION

English Language (EL) Programmes in Public Universities

EL programmes in public universities are generally structured as formal, credited courses that are integral to the academic curriculum. These programmes are designed to meet specific learning objectives and adhere to content outlines set forth by the Ministry of Higher Education (MoHE) and the Malaysian Qualifications Agency (MQA). The structure of EL courses ensures that students acquire essential language skills while fulfilling academic requirements.

The development and implementation of EL curricula are largely governed by individual universities. Each institution has the autonomy to design its own EL programme, which means that curricula can vary significantly from one university to another. This autonomy allows universities to align their EL programmes with their specific vision, mission, and goals, ensuring that the courses support their broader academic and institutional objectives.

In developing EL programmes, universities must ensure that their courses are consistent with their institutional aims. This involves creating programmes that not only meet regulatory requirements but also contribute to the university's strategic goals. The challenge lies in balancing the need for consistency in language education with the flexibility required to cater to diverse institutional priorities.

It is interesting to note that EL programmes in public universities are often operated by specialized language centres or units, or as part of a faculty or language academy. The structure and governance of EL programmes can vary significantly between institutions. Each university maintains its own EL unit or centre, which typically operates with a degree of autonomy. This means that the quality and focus of EL courses can differ widely from one institution to another, reflecting the unique goals and resources of each university.

The autonomy granted to each EL unit or centre, while allowing for tailored programmes, can lead to inconsistencies in the quality of language instruction. Without a standardized framework or unified approach, there is a risk that the objectives of EL programmes may not fully align with the needs of students or the expectations of employers.

Challenges of English Language Programmes

EL programmes in public universities face several significant challenges that impact their effectiveness and the consistency of language instruction across institutions. One primary challenge is the lack of a standardized curriculum. EL courses vary widely in content and contact hours, with no uniform curriculum governing their design and delivery. Each university develops its own course offerings and structure, leading to substantial differences in the quality and scope of language education provided. While creating a common curriculum may be complex and difficult due to diverse institutional needs and contexts, establishing clear guidelines for EL programmes could help standardize expectations and improve overall coherence in language teaching.

Additionally, the contact hours allocated to EL courses differ significantly between universities. The required credit hours for EL courses can range from 2 to 8 credits, which translates to between 80

and 320 notional hours over the course of a 3 to 4-year degree programme. Research indicates that achieving higher levels of language proficiency typically requires between 600 and 800 contact hours (CEFR English Profile, 2011). Thus, the current credit hour allocations may be insufficient for students to develop advanced language skills.

To address these issues, universities need to focus on enhancing students' English language abilities through continuous engagement. This involves more than just classroom instruction; students require extensive practice and exposure to the language to achieve high levels of proficiency. Creating opportunities for such engagement necessitates increasing learning hours and incorporating diverse activities that extend beyond traditional classroom settings.

Current initiatives to improve English language proficiency in universities often involve a commitment to increasing the number of learning hours dedicated to English language education. However, not all universities are equally prepared to make this commitment. This discrepancy highlights the need for a more uniform approach to enhancing English proficiency across institutions.

In addition to expanding learning hours, universities must foster an "English-rich" environment. Such an environment immerses students in English both inside and outside the classroom, reinforcing their language skills in practical contexts. While language centres or units typically handle EL teaching and learning, creating an English-rich environment requires collaboration between these centres and other university entities. Successful implementation of this approach depends on institution-wide support and coordination.

Collaboration between language centres and other departments, such as student services, academic faculties, and extracurricular organizations, is crucial for creating an integrated language learning environment. This collective effort can include language workshops, English-speaking clubs, and collaborative projects that provide students with additional opportunities to practice and apply their English skills.

In short, meeting the 21st-century demands for English proficiency involves more than just increasing instructional hours. It requires a comprehensive strategy that includes fostering an English-rich environment through institutional support and collaboration. By adopting these measures, universities can better equip their students with the communication and soft skills necessary for success in a globalized world.

In today's competitive job market, the gap between academic training and industry requirements remains a significant challenge. One aspect of this challenge is the role of English language proficiency and soft skills in graduate employability. While universities have made strides in integrating soft skills into their curricula, there are inherent limitations and areas for improvement.

Universities cannot single-handedly tailor graduates for every specific industry need. Their role has largely been to provide a foundation in general soft skills and broad-based knowledge. However, the reality is that large class sizes—often numbering between 200 to 300 students—can hinder the effectiveness of this approach. In such settings, language instructors and lecturers face challenges in providing individualized attention and fostering the nuanced soft skills necessary for professional success.

Despite these constraints, universities have implemented various initiatives to bridge this gap. Approaches such as problem-based learning and exposure to real-life data and issues have been increasingly adopted. These methods aim to offer students practical experience and enhance their problem-solving abilities, though they can only partially address the broader needs of the job market.

To address these challenges, universities could benefit from establishing clearer guidelines and best practices for EL curriculum development. While maintaining institutional autonomy, such guidelines could help create a more cohesive framework for language instruction across universities, ensuring that students receive a high standard of education regardless of where they study.

In summary, meeting the demands for English proficiency involves more than just increasing instructional hours. It requires a comprehensive strategy that includes fostering an English-rich environment through institutional support and collaboration. By adopting these measures, universities can better equip their students with the communication and soft skills necessary for success in a globalized world. While the structure and content of EL programmes are tailored to meet the needs and goals of individual universities, there is a need for greater consistency and alignment within the broader educational framework. By developing guidelines and sharing best practices, universities can enhance the effectiveness of their EL programmes and better support their students in achieving language proficiency.

CONCLUSION

The demands of the 21st century have significantly elevated the expectations for undergraduate students' English proficiency. As global communication and international collaboration become increasingly central to professional success, students must develop robust communication and soft skills in English. These skills are essential not only for immediate employability but also for ongoing career development and lifelong learning.

REFERENCES

Akademi Pengajian Bahasa, Universiti Teknologi Mara (UiTM). <https://apb.uitm.edu.my/>

English Language Standards and Quality Council, Ministry of Education Malaysia. (2015). *English Language Education Reform in Malaysia: The Roadmap 2015-2025*. Ministry of Education Malaysia: Putrajaya.

English Language Teaching Centre, Ministry of Education Malaysia. (2015). *English Language Education Reform 2015-2025: Planning in Retrospect, Implementation, and Prospective Planning*. Ministry of Education Malaysia: Putrajaya.

English Profile: Introducing the CEFR For English. August 2011. <https://languageresearch.cambridge.org/images/pdf/theenglishprofilebooklet.pdf>

- Fakulti Pengajian Bahasa Utama, Universiti Sains Islam Malaysia. <https://fpbu.usim.edu.my/>
- Jabatan Pendidikan Tinggi, Kementerian Pendidikan Tinggi. (2016). *Garis Panduan Mata Pelajaran Umum (MPU) Edisi Kedua*. Kementerian Pendidikan Tinggi: Putrajaya.
- Jabatan Pendidikan Tinggi, Kementerian Pendidikan Tinggi. (2018). *Garis Panduan Pembangunan Program Akademik Universiti Awam*. Kementerian Pendidikan Tinggi: Putrajaya.
- Malaysian Qualifications Agency. *Compilation of Higher Education Quality Assurance Policy (2009-2020)* 3rd edition. MQA: Cyberjaya
- Ministry of Education Malaysia. (2015). *Malaysia Education Blueprint (Higher Education) 2015-2025*. Ministry of Education Malaysia: Putrajaya
- Ministry of Higher Education Malaysia. (2012). *The National Graduate Employability Blueprint 2012-2017*. Ministry of Higher Education Malaysia: Putrajaya.
- Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia. <https://www.ukm.my/citra/>
- School of Language, Literacies & Translation, Universiti Sains Malaysia. <https://ppblt.usm.my/>
- World Economic Forum. (2020). *Schools of The Future: Defining New Models of Education for The Fourth Industrial Revolution*.
https://www3.weforum.org/docs/WEF_Schools_of_the_Future_Report_2019.pdf

A Preliminary Study on Learners' Exposure to Informal English Activities

[1] * Sa'adiyah Kummin, [2] Devendran A/L Ramachandran, [3] Taufik Rashid

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*saadiyah@ukm.edu.my, devendran@ukm.edu.my, taufik@ukm.edu.my

ABSTRACT

This study aims to determine the level of exposure to English beyond the classroom among ESL learners. A total of 117 students from various faculties at Universiti Kebangsaan Malaysia (UKM) participated in this survey. The survey was designed to gather detailed insights into the learners' exposure to learning English outside of classroom hours, focusing on the four essential language skills: listening, speaking, reading, and writing. The survey collected demographic information and assessed learners' informal English activities. A series of questionnaires were used to collect data on the frequency, context, and intensity with which the learners used English. The results show that the learners gained exposure to all four language skills. Findings suggest consistent and varied exposure to informal English activities in different contexts is crucial for learners to reinforce and improve their language skills, resulting in enhanced language acquisition. By analysing responses to these questions, researchers can gain valuable insights into learners' exposure to these informal English activities and their impact on language proficiency.

Keywords: *Exposure; Informal; Skills; Acquisition; Proficiency*

INTRODUCTION

Language exposure is defined as the extent and manner in which individuals come into contact with a language. This can be achieved by listening, speaking, reading, or writing. It encompasses a variety of contexts and mediums, including formal education settings, informal interactions, digital media, and personal experiences. For ESL learners, exposure to the language can happen both inside and outside the classroom. The purpose of this research is to highlight the importance of informal language activities beyond the classroom. This type of exposure tends to be more informal and occurs during everyday interactions. These activities create rich, authentic contexts for language use, allowing learners to see how the language functions in real-life situations. They offer opportunities for spontaneous practice and help learners develop a more natural, fluent use of the language. Despite

the importance of language exposure in learning, we know little about its varied impacts. Most research focuses on classroom learning, ignoring the importance of informal exposure outside of formal education. Understanding how different types of exposure contribute to language proficiency is crucial for developing effective language learning strategies. By expanding the research beyond the classroom, we can better understand the language acquisition process and address the current gap in our understanding of language acquisition: the need for comprehensive studies that explore both traditional and digital forms of language exposure. The main objective is to determine the level of exposure to English via the Internet among the learners. The specific objectives are to determine the level of exposure to:

1. written English
2. content and materials in English
3. unscripted spoken English

Several studies have highlighted the importance of language exposure. A study by Azzolini et al. (2020) found the role of informal language activities in enhancing English proficiency. These activities provide real-world practice, reinforcing language skills and boosting confidence. De Wilde et al. (2020b) observed that learners improved significantly in language proficiency through gaming, social media, and speaking English, highlighting the role of digital media. Another study by Gass et al. (2015) showed that watching materials with captions or subtitles in the target language benefits learners by enhancing comprehension and retention. These studies highlight how crucial it is for learners to engage with the language outside of formal educational settings. These various forms of language exposure provide learners with more opportunities to practice their language skills, develop a deeper understanding of language structures, and internalize the language through meaningful input. Exposing learners to the language more frequently and diversely enhances their ability to absorb and retain it.

METHODOLOGY

The research team has developed a research questionnaire consisting of a mix of closed-ended and open-ended questions. A total of 117 learners participated in the survey. Based on the questionnaire, the team created an online survey. The pilot survey, which was designed to gather comprehensive data on learners' backgrounds and their engagement with the English language beyond the classroom. This pilot survey serves two primary purposes. First, it aims to understand the learners' demographic backgrounds. Second, the survey seeks to examine the learners' exposure to informal English language activities. Finally, we assessed learners' perceptions and attitudes towards their language exposure.

The first objective concerns the level of exposure to written English. Examples include the learners' online reading practices and their level of exposure to English materials, including eBooks, online articles, websites, and social media. The next step involves assessing the learners' exposure to English-language content and materials. These are learners' exposure to online content and media. The third exposure pertains to the level of exposure learners receive to unscripted spoken English

through online interactions on social media, with a particular focus on their social interactions with their friends.

RESULTS AND DISCUSSION

The research explored the learners' informal learning activities. Based on the responses, a descriptive analysis was conducted by calculating the frequencies and percentages of quantitative responses. Below are the findings of the survey based on the three objectives.

i) Exposure to Written English

According to the survey, a significant majority of learners (16.2%) reported reading English-language materials four or five times per month, while 14.5% read one a month, and only 34.3% read part of a journal or magazine. When asked about the types of English books they read, the majority of learners (53.6%) reported reading books on hobbies, followed by comics (42.7%) and adventure books (31.6%). The majority of learners also mentioned that they subscribe to paid magazines or periodicals, accounting for 51.3% of the total. This underscores the significance of subscription services for English-written materials for learners outside of the classroom.

ii) Exposure to Content and Materials in English.

Most of the learners (90.6%) indicated that exposure to English language content online via the Internet has helped them improve their English skills. Some of the specific online activities include watching English-language online tutorials or educational tutoring videos. Most of the learners (82.1%) report using the Internet to access English-language content daily. Only a small percentage, rarely or never, use the Internet for this purpose. 60.7% of learners responded that the YouTube tutorials have helped them improve their English skills. When asked about the types of tutorials learners watch, 52.1% responded that they watch documentaries, followed by educational video lectures, grammar lessons, and pronunciation videos.

(iii) Exposure to English via Digital Games on the Internet

Most learners (89.8%) spend 1-3 hours a day playing online digital games in English. The learners mentioned several types of games, such as PUBG, Mobile Legends, GTA 5, Call of Duty, and Counter Strike. 65% of students responded that they communicate with their opponents in English. This result indicates the popularity of gaming platforms among English language learners outside of the classroom.

iv) Exposure to Social Media via the Internet

According to the survey, most of the learners use social media platforms in English in their daily interactions. Social media and messaging platforms such as WhatsApp, Instagram, and TikTok were highlighted as being the most popular. 71.7% of learners spend 1-3 hours per day on social media platforms while 17.9% do not use social media at all. A staggering 82.9% of learners responded that they follow English-speaking accounts on the Internet, such as celebrities or influencers. English-language influencers and content creators are also popular, and learners have reported following influencers and celebrities on their respective social media accounts, such as English with Emma, English Enjoyed with Thomas, Emma Chamberlain, and Ariana Grande.

v) Exposure to English via Internet Tools

20.5% of learners always use language apps, tools, or software to help them improve their English. The learners highlighted several tools, including Speaker Coach, Hello Talk, and Duolingo. 76.9% of learners responded that they use internet tools to improve their language skills. Some of the online tools require a paid subscription. The students gave examples of tools or software that UKM should subscribe to, including Oral Practice software, Duolingo, Grammar Corrector, Grammarly Premium, Turnitin, and others. By subscribing to these internet tools, the university will be able to provide students with limited coverage to further enhance their English language skills.

(vi) Exposure to Unscripted Spoken English

This survey also highlighted the learners' engagement through unscripted English conversations. 47% of learners always participate in voice calls or video calls, while 18.8% of learners often engage in English conversations several times a week. Half of the learners listen to unscripted spoken English daily, with another 30% doing so several times a week. The most common contexts include podcasts, online videos like vlogs and live streams, and casual conversations with native speakers.

(vii) Learners' Perception

Most of the learners said that exposure to the English language outside of the classroom has helped them improve their English in all four skills. This result clearly indicates the learners' response to improved language skills from exposure to English through informal activities. In the survey, 95.7% of students said the internet improved all their language skills. 57.3% of learners responded that their writing skills have improved, while 58.9% reported an improvement in their speaking skills. The survey further reports that 97.4% of students responded that the CITRA LMCE courses have helped them improve their speaking skills. The majority of the students further reported that attending the CITRA courses significantly improved their speaking skills (64.1%).

CONCLUSION

In conclusion, this preliminary research aims to bridge the gap between traditional classroom learning and the realities of digital and informal language exposure. By analyzing language exposure patterns, the findings can guide educators, policymakers, and learners on best practices for enhancing language proficiency in various settings. It also underscores the significance of investigating and quantifying the various methods learners encounter English beyond the confines of the classroom. This approach seeks to provide a more comprehensive understanding of language acquisition and inform strategies that integrate both formal and informal learning opportunities. By expanding research into digital and informal settings, we can better understand and improve the language learning process. By focusing on these areas, future research can provide valuable insights into the role of informal language activities in language acquisition and help create more effective, fun and holistic language learning approaches.

REFERENCES

- Azzolini, D., Campregher, S., & Madia, J. E. (2020). Formal instruction vs informal exposure: What matters more for teenagers' acquisition of English as a second language? *Research Papers in Education*, 1-29.
- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020b). Learning English through out-of school exposure. Which levels of language proficiency are attained and which types of input are important? *Bilingualism: Language and Cognition*, 23(1), 171-185.
- Gass, S. M., & Mackey, A. (2015). Input, interaction, and output in second language acquisition. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (2nd ed., pp. 141-168). Routledge

PENDIDIKAN DAN LATIHAN GURU

TEACHER'S EDUCATION AND TRAINING

Cabaran Dan Amalan Terbaik Pascapandemik Covid-19 Dalam Pengajaran Dan Pembelajaran Bahasa Melayu Kepada Pelajar Antarabangsa

[1] *Sofia Binti Ayup, [2] Daing Zairi Ma'arof, [3] Nurul Atiqah Md Suhada

[1] [2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*sofia@ukm.edu.my, dzm@ukm.edu.my, atiqahsuhada@ukm.edu.my

ABSTRAK

Globalisasi pendidikan yang menunjukkan adanya peningkatan pendaftaran jumlah pelajar antarabangsa yang berminat untuk mempelajari bahasa Melayu telah merancakkan lagi persekitaran pembelajaran bahasa Melayu sebagai bahasa asing. Walau bagaimanapun pandemik yang berlaku telah menyebabkan proses pengajaran dan pembelajaran bahasa Melayu berubah. Akibat daripada perubahan ini terdapat cabaran yang dihadapi oleh pengajar dan pelajar dalam melaksanakan proses pengajaran dan pembelajaran bahasa Melayu. Kajian ini meneroka cabaran yang dihadapi dan amalan terbaik yang dipraktikkan dalam proses pengajaran dan pembelajaran bahasa Melayu kepada pelajar antarabangsa selepas tempoh pasca pandemik. Kajian ini adalah bertujuan untuk mengenal pasti cabaran dan amalan terbaik yang dipraktikkan apabila berlakunya pandemik khususnya dalam proses pengajaran dan pembelajaran selepas tempoh pasca pandemik. Reka bentuk kajian yang digunakan dalam mendapatkan hasil kajian ialah kualitatif dengan menggunakan kaedah pemerhatian dan refleksi daripada pelajar. Dapatan kajian mendapati, adanya cabaran selepas tempoh pascapandemik iaitu ketidaksamaan dalam akses kepada teknologi dalam kalangan pelajar antarabangsa, kehilangan pengalaman pemerhatian budaya dan penyesuaian kepada persekitaran pembelajaran hibrid. Walau bagaimanapun, hasil dapatan kajian juga menunjukkan adanya sisi positif khususnya melibatkan bentuk amalan terbaik yang boleh dipraktikkan seperti pembelajaran melalui pengalaman, penerokaan teknologi kecerdasan buatan (AI), penekanan pembelajaran sendiri dan penyesuaian pengajaran berterusan kepada persekitaran pembelajaran secara hibrid. Kedua-dua aspek kajian ini adalah penting untuk melihat keberkesanan pengajaran bahasa Melayu kepada pelajar antarabangsa apabila berlakunya pandemik. Oleh itu, kajian ini menyarankan lebih banyak aspek dikaji agar semua tenaga pengajar bahasa dapat menyesuaikan kaedah pengajaran yang lebih efektif dan dinamik walaupun landskap pendidikan berubah disebabkan oleh faktor yang mendesak.

Keywords: *Cabaran dan amalan terbaik; Pengajaran Bahasa Melayu; Pelajar antarabangsa; Amalan pengajaran; Pandemik*

PENGENALAN

Menurut UNESCO (2020), pandemik COVID-19 telah membawa perubahan besar dalam pelbagai aspek kehidupan, termasuklah dalam bidang pendidikan. Pengajaran dan pembelajaran bahasa Melayu kepada pelajar antarabangsa tidak terkecuali daripada menerima impak yang ketara. Dengan pelaksanaan sekatan pergerakan dan peralihan kepada pembelajaran dalam talian, pendidik dan pelajar terpaksa menyesuaikan diri dengan norma baharu yang memerlukan kreativiti dan fleksibiliti yang tinggi. Oleh itu, kajian ini akan mengupas secara mendalam cabaran-cabaran tersebut serta amalan-amalan terbaik yang telah diimplementasikan untuk memastikan proses pengajaran dan pembelajaran bahasa Melayu kepada pelajar antarabangsa dapat dijalankan dengan lebih berkesan dan efisien dalam era pasca pandemik.

METODOLOGI KAJIAN

Kajian ini juga akan menggunakan kaedah kualitatif dan melibatkan pemerhatian kepada pelajar antarabangsa yang belajar bahasa Melayu di UKM. Instrumen analisis yang digunakan ialah kaedah temu bual kepada pelajar untuk mendapatkan data dan data yang dikumpulkan merupakan refleksi pelajar antarabangsa itu sendiri.

DAPATAN DAN PERBINCANGAN

Berdasarkan dapatan kajian, pengkaji telah mengenal pasti beberapa cabaran dan amalan terbaik kesan daripada pandemik Covid -19 terhadap pengajaran dan pembelajaran bahasa Melayu kepada pelajar antarabangsa.

Cabaran

Rutin kehidupan biasa prapandemik dalam aspek ekonomi sebagai contohnya amat terjejas dan terpaksa mencari alternatif dengan beralih sepenuhnya kepada dalam talian (Wesam Abd mater et al., 2021). Ketidaksamaan dalam mengkases teknologi juga turut dihadapi oleh pelajar antarabangsa. seperti pelajar Iraq, Palestin dan sebagainya yang tidak memiliki capaian internet kerana situasi peperangan. Pelajar hilang motivasi untuk terus belajar dan guru akan berusaha mencari alternatif lain yang dirasakan sesuai untuk pembelajaran pelajar. Cabaran ini juga besar kepada guru-guru yang tidak menguasai teknologi sepenuhnya.

Dalam aspek pengajaran, tenaga pengajar perlu menggunakan strategi dan bahan pengajaran yang sesuai dan dirancang dengan baik (Junaini Kasdan et al., 2018). Sebelum pandemik, pelajar antarabangsa yang mempelajari Bahasa Malaysia berpeluang untuk mengalami budaya Malaysia secara langsung melalui interaksi sosial, aktiviti budaya, dan kunjungan ke tempat-tempat bersejarah. Tanpa pengalaman langsung, pelajar mungkin sukar memahami penggunaan bahasa dalam situasi sebenar dan kekurangan pengetahuan mengenai norma dan nilai sosial masyarakat Malaysia (Ahmad at al., 2016). Tambahan pula, cabaran penyesuaian budaya memainkan peranan penting yang dialami

oleh pelajar antarabangsa. Pengalaman budaya secara langsung dapat meningkatkan minat dan motivasi pelajar untuk mempelajari bahasa.

Pascapandemik telah menyebabkan banyak institusi pendidikan telah beralih kepada model pembelajaran hibrid yang menggabungkan kelas dalam talian dan bersemuka (Heather Staker & Michael B. Horn, 2012). Walaupun model ini menawarkan fleksibiliti, namun model ini juga membawa cabaran khusus kepada pelajar antarabangsa. Peralihan antara kelas dalam talian dan bersemuka boleh menyebabkan ketidakpastian dan gangguan dalam rutin pembelajaran pelajar (Mahalingam et al., 2021). Pembelajaran dalam talian mengurangkan peluang interaksi sosial yang semula jadi berlaku dalam kelas bersemuka. Pelajar antarabangsa mungkin merasa terasing dan sukar untuk membina hubungan dengan rakan sekelas dan pensyarah.

Amalan Terbaik

Pembelajaran melalui pengalaman sepertimana Kolb (1984) yang menggunakan istilah *concrete experience, reflective observation, abstract conceptualization* dan *active experiment* memberikan ruang kepada pelajar antarabangsa untuk menyertai pelbagai acara budaya dan bengkel dalam talian yang dianjurkan oleh komuniti Malaysia. Hal ini termasuk kelas memasak masakan tradisional, sesi penceritaan budaya dan persembahan seni secara maya. Pelajar boleh terlibat dalam projek-projek kolaboratif dengan pelajar dari Malaysia atau pelajar antarabangsa lain yang mempelajari bahasa Melayu (Malek et.al., 2023). Projek seperti penulisan bersama, video dokumentari atau pertukaran budaya maya membantu memperkayakan pengalaman pembelajaran.

Teknologi kecerdasan buatan (AI) telah membawa revolusi dalam bidang pendidikan, memberikan pelajar dan guru alat baru untuk meningkatkan proses pembelajaran (Hui Luan et al., 2020). AI dapat menganalisis corak pembelajaran setiap pelajar dan menyesuaikan kandungan pembelajaran untuk memenuhi keperluan individu. Ini memastikan pelajar antarabangsa dapat belajar Bahasa Malaysia pada kadar yang sesuai dengan kemampuan mereka. Platform pembelajaran yang dikuasakan oleh AI boleh menyediakan tutor maya yang sentiasa tersedia untuk membantu pelajar dengan soalan-soalan mereka, memberikan maklum balas segera dan memberikan latihan yang disesuaikan. AI dapat memberikan analisis terperinci mengenai kemajuan pelajar dan membantu pensyarah mengenal pasti kekuatan dan kelemahan setiap pelajar.

Pembelajaran sendiri merujuk kepada kemampuan pelajar untuk menguruskan masa, menetapkan matlamat, dan mengambil tanggungjawab atas proses pembelajaran mereka sendiri (Leach. LJ, 2000). Pandemik telah memaksa ramai pelajar untuk menjadi lebih berdikari dalam pembelajaran mereka. Pelajar antarabangsa belajar untuk mengatur masa mereka dengan lebih efektif dan mempunyai akses kepada pelbagai sumber pembelajaran dalam talian, seperti video pembelajaran, podcast, e-buku, dan forum diskusi. Ini memberi mereka peluang untuk mengeksplorasi topik-topik yang diminati secara lebih mendalam.

KESIMPULAN

Pandemik COVID-19 telah memperkenalkan cabaran yang signifikan dalam pengajaran dan pembelajaran bahasa Melayu kepada pelajar antarabangsa. Tambahan lagi, banyak peluang dan ruang dibuka untuk berinovasi dalam pendidikan. Dengan menerapkan amalan terbaik seperti penggunaan

teknologi pendidikan, pendekatan pembelajaran hibrid, latihan profesional, sokongan psikologi dan pembangunan bahan pengajaran adaptif, keberkesanan pengajaran bahasa Melayu dapat ditingkatkan.

PENGHARGAAN

Penulisan ini merupakan sebahagian daripada kajian penyelidikan dalam Geran Galakan Pengurusan dan Profesional (GGPP) dengan kod CITRA-2020-004.

RUJUKAN

- Ahmad, A. L., Ali, S., Salman, A., & Salleh, S. M. (2016). Adaptasi Antarabudaya Pelajar Nigeria di Malaysia (Intercultural Adaptation of Nigerian Students in Malaysia). *Jurnal Komunikasi, Malaysian Journal of Communication*, 32(2), 105–120. <https://doi.org/10.17576/jkmjc-2016-3202-06>
- Kolb, D, I (1984). *Experiential learning: Experience as the source of learning and development*.
- Hui Luan et al. (2020). Challenges and Future Directions of Big Data and Artificial Intelligence in Education. *Education Big data and AI*. <https://doi.org/10.3389/fpsyg.2020.580820>. Vol 11:1-11
- Kasdan, J., Yusoff, Y. M., Jalaluddin, N. H., & Mohamad, H. (2018). Pembangunan Kit video pembelajaran Bahasa Melayu penutur asing berteraskan budaya. *Pendeta*, 9, 144–157. <https://doi.org/10.37134/pendeta.vol9.11.2018>
- Leach. LJ. (2000) *Self-Direct Learning: Theory & Practise*. Thesis Doctor of Philosophy. University of Technology, Sydney: 200
- Mahalingam, N., & Jamaludin, K. (2021). Impak dan cabaran pelaksanaan pengajaran dan pembelajaran atas talian semasa perintah kawalan pergerakan. *Jurnal Dunia Pendidikan*. <https://doi.org/10.55057/jdpd.2021.3.4.9>
- Malek, S. N. A., Ahmad, A. L., & Mahmud, W. a. W. (2023). Adaptasi Pelajar Antarabangsa di Malaysia: Meneroka Isu Kejutan Budaya di Universiti Swasta. *Malaysian Journal of Social Sciences and Humanities*, 8(7), e002394. <https://doi.org/10.47405/mjssh.v8i7.2394>
- UNESCO. (2020). *Education: From disruption to recovery*. Retrieved from <https://en.unesco.org/covid19/educationresponse>
- Staker, H., & Horn, M. B. (2012). *Classifying K-12 blended learning*. Infosight Institute. Retrieved from <https://www.christenseninstitute.org/publications/classifying-k-12-blended-learning/>
- Wesam Abd Mater et al. (2021). The Impact of COVID-19 Pandemic on Small and Medium Enterprises in Jordan. *Journal of Accounting, Finance & Management Strategy*. Vol. 16, No. 1, Jun. 2021, pp129-150

**TEKNOLOGI DALAM PENGAJARAN DAN
PEMBELAJARAN BAHASA**

***TECHNOLOGY IN LANGUAGE TEACHING AND
LEARNING***

Examining the Influence of Non-English Majors' Self-Based Goal Orientation and Metacognitive Awareness in Predicting Their Risk-Taking Behavior and Motivation in Blended English Courses: A Structural Equation Modeling

[1]*Li Xin, [2]Nur Ainil Sulaiman

[1][2] Universiti Kebangsaan Malaysia

*p119469@siswa.ukm.edu.my, nurainil@ukm.edu.my

ABSTRACT

In the contemporary global landscape, English proficiency is increasingly vital for non-English majors in China. However, traditional teaching practices often prioritize rote memorization, hindering the development of authentic communication skills, especially within the context of blended learning environments. This study delves into the complex interplay of Self-Based Goal Orientation (SBGO), Metacognitive Awareness (MA), Risk-Taking Behavior (RTB), and Motivation (M) in influencing learners' willingness to communicate (WTC), a crucial factor in successful language acquisition. Utilizing Structural Equation Modeling (SEM), this research aims to uncover how these factors contribute to and interact within the WTC model. This study seeks to provide insights into fostering a more effective language learning environment that encourages genuine communication among learners.

Keywords: *Self-Based Goal Orientation (SBGO), Metacognitive Awareness (MA), Risk-Taking Behavior (RTB), Motivation (M)*

INTRODUCTION

In today's interconnected world, English proficiency is a highly valued asset, opening doors to opportunities in education, employment, and global engagement. This is particularly true in China, where the government has made significant efforts to enhance English language skills among its citizens, recognizing its crucial role in economic development and international cooperation. To achieve this goal, blended learning has emerged as a promising approach to English language education (Lai, 2023; Liu, 2019), offering greater flexibility and accessibility for learners. Fostering self-regulated learning techniques and excellent communication skills is essential for student success in blended language learning situations (Ramalingam et al., 2023).

However, the transition to blended learning environments poses unique challenges for non-English majors, particularly in terms of developing the necessary communication skills (Mahawan & Langprayoon, 2020). Metacognitive awareness and goal setting play crucial roles in communication

(Bursalı & Oz, 2018). By setting specific, achievable goals for language learning, students become more aware of their strengths and weaknesses. In SBGO, language learners focus on personal improvement and achievement in the process of acquiring a new language (Cheng, 2023); it plays a crucial role in language acquisition (Abdulhay et. al, 2020; Anyanwu et. al, 2022; Li et. al, 2021). MA involves students' ability to plan, monitor, and evaluate their own learning processes (Khurram, 2023). This self-regulation enhances effective learning strategies, aiding teachers in understanding students' language abilities (Jariyah & Ummah, 2022)

Research has consistently highlighted the importance of self-regulated learning strategies, such as metacognitive awareness and goal setting, in fostering successful language acquisition (Bursalı & Oz, 2018; Saksa & Leijena, 2015). Moreover, affective factors such as risk-taking behavior and motivation significantly influence learners' engagement, performance, and overall language development (Alrabai & Moskovsky, 2016; Choi et al., 2020; Dehbozorgi, 2012; Zhao, 2015). RTB refers to learners' willingness to engage in language practice despite the potential for making mistakes (Harting, 1986). This behavior significantly influences learners' feelings and actions during performance tasks (Tinker Sachs, 2009). High levels of motivation are linked to greater academic engagement, higher-order thinking skills, and better language learning outcomes.

In exploring the literature on SBGO, MA, RTB, and M, no study has been found that examines their associations in blended English courses for non-English majors in China. Addressing this gap, this study aims to explore the interplay among these constructs in an EFL (English as a Foreign Language) context.

RESEARCH QUESTIONS

The present study aims to investigate the interactions between SBGO, MA, RTB, and M among non-English majors enrolled in blended English courses. A structural model to illustrate the potential associations between these constructs is built (see Fig. 1).

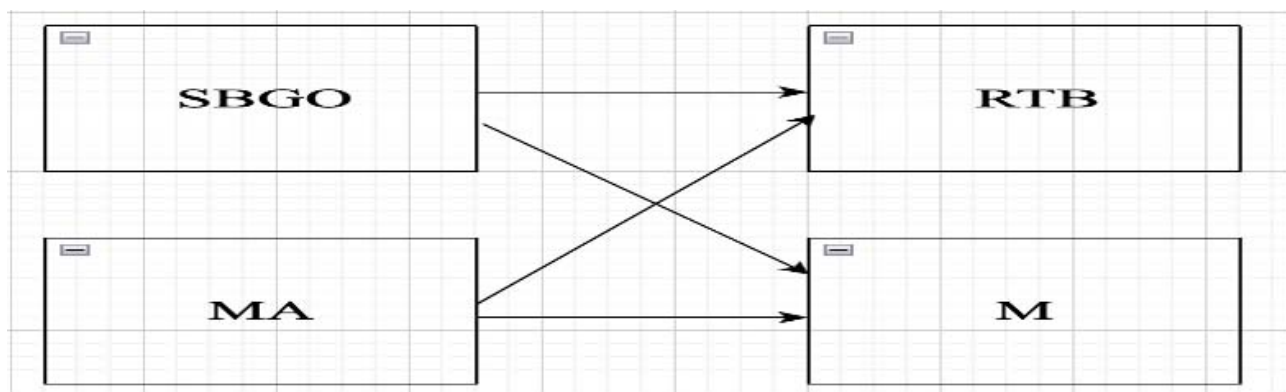


Fig. 1 Theoretical Structural Equation Model

This model will be empirically tested. The following research questions are posed:

RQ1: To what extent does non-English majors' SBGO predict their RTB?

RQ2: To what extent does non-English majors' SBGO predict their M?

RQ3: To what extent does non-English majors' MA predict their RTB?

RQ4: To what extent does non-English majors' MA predict their M?

METHODOLOGY

The participants of this study will be 452 university students, enrolled in various branches of English at the BA level in six public universities in China. They will be chosen using a combination of convenience sampling and cluster sampling procedures. The six universities will be divided into two clusters based on their geographic location (eastern and western regions). Two clusters will be randomly selected to ensure representation from diverse regions. Data analysis procedures will be applied as follows: First, the Kolmogorov-Smirnov test will be used to check the data distribution. If the data screening shows that the data is normally distributed, then parametric methods will be reliable for analyzing the data. Considering the potential normality of the data, confirmatory factor analysis (CFA) and SEM using linear structural relations (LISREL) 8.80 will be administered. CFA will be used to validate the latent variables and SEM will be intended to take a confirmatory hypothesis-testing approach for the proposed structural theory.

RESULTS AND DISCUSSION

The study hypothesizes that SBGO positively predicts RTB and enhances motivation, as students with well-defined goals engage more in class and use the target language in real-life, fostering long-term motivation. MA is also expected to positively influence RTB and motivation by enabling students to assess abilities, take informed risks, and self-regulate effectively. The study's findings could inform teaching strategies, curriculum development, and optimization of blended learning environments. Potential limitations include the lack of empirical data and generalizability, which future research could address by expanding contexts and using longitudinal and qualitative methods.

CONCLUSION

The study anticipates that SBGO and MA positively influence RTB and M, suggesting that personalized goals and cognitive awareness are crucial for enhancing language learning engagement, particularly in the context of promoting willingness to communicate (WTC) in blended learning environments. These findings provide valuable insights for informing learner-centered teaching

strategies and curriculum development, emphasizing goal-setting, metacognitive training, and fostering a supportive environment that encourages risk-taking and authentic communication.

ACKNOWLEDGEMENT

We appreciate UKM for providing resources and facilities. Special thanks to Dr. Ainil for her dedicated guidance.

REFERENCES

- Abdulhay, H., Ahmadian, M., Yazdani, H., & Amerian, M. (2020). Examining the Relationship between EFL University Students' Goal Orientations and Self-Regulation in Writing. *The Journal of AsiaTEFL*, 17(2), 395–413. <https://doi.org/10.18823/asiatefl.2020.17.2.6.395>
- Alrabai, F., & Moskovsky, C. (2016). The Relationship between Learners Affective Variables and *Second Language Achievement*. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2814796>
- Anyanwu, A., Elizabeth, E., & Ekene, E. (2022). Achievement Goal Orientation, and Self-Regulated Learning Strategy as Correlates of Students' Academic Achievement in English Language in Anambra State, Nigeria. *International Journal of Multidisciplinary Research and Analysis*, 05, 3150–3160. <https://doi.org/10.47191/ijmra/v5-i11-23>
- Bursalı, N., & Oz, H. (2018). The Role of Goal Setting in Metacognitive Awareness as a Self-regulatory Behavior in Foreign Language Learning. *International Online Journal of Education and Teaching*, 5, 662–671.
- Cheng, X. (2023). Looking through goal theories in language learning: A review on goal setting and achievement goal theory. *Frontiers in Psychology*, 13, 1035223. <https://doi.org/10.3389/fpsyg.2022.1035223>
- Choi, J., Kang, D., Choi, H., & Yim, D. (2020). How do affective variables (motivation, linguistic confidence, ego-resilience) predict language-based problem-solving skills in second language learners? *Clinical Archives of Communication Disorders*, 5(2), 66–76. <https://doi.org/10.21849/cacd.2020.00213>
- Dehbozorgi, E. (2012). Effects of Attitude towards Language Learning and Risk-taking on EFL Student's Proficiency. *International Journal of English Linguistics*, 2(2), p41. <https://doi.org/10.5539/ijel.v2n2p41>
- Harting, J. (1986). Risk Taking Behavior of Fifth Grade Children. Master's Theses. <https://doi.org/10.58809/YFAE2918>

- Jariyah, I. A., & Ummah, K. (2022). Kesadaran Metakognitif Mahasiswa pada Perkuliahan Sistem pada Hewan dengan Penugasan Berbasis Portofolio dan Jurnal Belajar. *Bioscientist : Jurnal Ilmiah Biologi*, 10(2), 1209–1217. <https://doi.org/10.33394/bioscientist.v10i2.6719>
- Khurram, B. A. (2023). The Impact of Metacognitive Instruction on ESL University Level Students' Awareness and Use of the Reading Strategies. *SAGE Open*, 13(2), 21582440231179695. <https://doi.org/10.1177/21582440231179695>
- Lai S. (2023). Study of the Blended Teaching Mode for College English Guided by the Learning-Centered Theory. *Advances in Education*, 13(03), 1411–1416. <https://doi.org/10.12677/AE.2023.133224>
- Li, H., Majumdar, R., Chen, M.-R. A., & Ogata, H. (2021). Goal-oriented active learning (GOAL) system to promote reading engagement, self-directed learning behavior, and motivation in extensive reading. *Computers & Education*, 171, 104239. <https://doi.org/10.1016/j.compedu.2021.104239>
- Liu R. (2019). An Exploration of Blended Learning Model of College English Listening and Speaking. *Creative Education Studies*, 07(03), 292–298. <https://doi.org/10.12677/CES.2019.73051>
- Mahawan, K., & Langprayoon, P. (2020). The Effect of Blended Learning with Collaborative Learning upon English Communication Skills of English Teaching Program Students. 2020 5th International STEM Education Conference (iSTEM-Ed), 55–58. <https://doi.org/10.1109/iSTEM-Ed50324.2020.9332775>
- Ramalingam, S., Md Yunus, M., & Md Yunus, M. (2023). ESL Learners' Qualitative Perspective on Learner-to-Instructor Interaction in Blended Environment. *Arab World English Journal*, 9, 234–248. <https://doi.org/10.24093/awej/call9.16>
- Saksa, K., & Leijena, Ä. (2015). Supporting cognitive and metacognitive learning strategies in technologically enhanced language learning. <https://www.semanticscholar.org/paper/Supporting-cognitive-and-metacognitive-learning-in-Saksa-Leijena/12269946b6ba8d51665405dcefe05bbf8391f83a>
- Tinker Sachs, G. (2009). Taking Risks in Task-based Teaching and Learning. Middle and Secondary Education Faculty Publications. https://scholarworks.gsu.edu/mse_facpub/160
- Zhao, L. (2015). The Influence of Learners' Motivation and Attitudes on Second Language Teaching. *Theory and Practice in Language Studies*, 5(11), 2333. <https://doi.org/10.17507/tpls.0511.18>

An Innovative Study on EFL Vocabulary Teaching for Non-English Major Students in China Based on Multimodal Theory

Zhou Xuanxuan

Faculty of Education, Universiti Kebangsaan Malaysia

p122141@siswa.ukm.edu

ABSTRACT

In the era of global diversification and technological advancement, the continuous evolution of information technology has posed new challenges and opportunities for teaching English as a Foreign Language (EFL). Multimodal theory-based teaching has garnered considerable attention, becoming a focal point in current academic research. However, addressing the challenges in EFL vocabulary acquisition among non-English major students demands the implementation of more effective pedagogical approaches. To address these issues, this study designed an innovative action research practice of vocabulary teaching under the multimodal theory at WZBC College for one semester in a class with 20 non-English major students. The aim was to examine how multimodal theory can enhance EFL vocabulary, covering pre-class vocabulary analysis, in-class vocabulary instruction, and post-class homework. The findings indicate that multidimensional vocabulary teaching stimulates student interest, diversified teaching content transforms passive learning into active engagement, flexible teaching methods alleviate student anxiety, and varied homework enhances student task enthusiasm. This study demonstrates the effectiveness of multimodal theory in addressing challenges in EFL vocabulary instruction, offering valuable insights for educational reform and guiding future research in related fields.

Keywords: *Multimodal theory; EFL vocabulary teaching; Teaching innovation; Educational technology; Non-English majors*

INTRODUCTION

In recent years, the need for interactive and advanced teaching methods has gained the momentum. The Guidelines for Implementing First-Class Undergraduate Course Construction (Higher Education in China, 2019) emphasize the importance of incorporating the latest academic and technological advancements into the curriculum.

Multimodal theory, which emerged in the late 20th century, focuses on the use of multiple modes of communication—such as language, images, sound, and gestures—to create meaning. Key figures in the development of this theory include Jewitt, Bezemer, and O'Halloran (2016), who have

significantly contributed to its application in educational contexts. Multimodal teaching, based on this theory, aligns with forward-looking educational goals by utilizing various resources to enhance communication and learning. Simultaneously, since the early 2000s, technology-driven language education has become a primary method in higher education (Hu Jiasheng & Chen Jianlin, 2013). Advances in multimedia technology have enabled researchers to explore how educators can use multimodal approaches for effective classroom communication. Interactive platforms, digital storytelling, and virtual reality are examples of technologies that have been integrated into language teaching. Despite these advancements, research applying multimodal theory to reform English vocabulary instruction remains limited in China.

Students face challenges in vocabulary learning, such as quickly forgetting new words, struggling with retention and test performance, and being hindered by inadequate educational resources, outdated teaching methods, and varying levels of teacher proficiency (Elmahdi & Hezam, 2020). In China, non-English major students face specific challenges such as limited exposure to English outside the classroom, high levels of language anxiety, and insufficient opportunities for practical language use (Su & Chu, 2024). These issues highlight the need for innovative pedagogical approaches that can make vocabulary learning more engaging and effective.

Multimodal teaching involves using various resources to facilitate effective communication and learning. For example, using videos, infographics, and interactive activities can make vocabulary learning more dynamic and engaging. Studies have shown that multimodal approaches can improve comprehension and retention of vocabulary by appealing to different sensory modalities (Huang Lihe, 2014). Additionally, these methods can help reduce student anxiety and promote active learning by providing diverse and stimulating learning experiences (Zeng Qingmin, 2011). Multimodal teaching enhances students' motivation, productive skills, reading skills, and learning autonomy by catering to the diverse needs and abilities of both teachers and students (Suwastini, Marantika, Adnyani, Mandala, & Artini, 2021).

Chinese non-English major students often face unique challenges in learning English vocabulary, including the influence of their native language structure, cultural differences in learning styles, and the pressure of high-stakes testing. The traditional emphasis on grammar and translation methods in Chinese education further complicates vocabulary acquisition. Addressing these challenges requires innovative approaches that can bridge the gap between traditional methods and modern educational practices. This study aims to fill the gap by designing English vocabulary courses based on multimodal theory and providing practical insights for vocabulary instruction. By incorporating diverse sensory modalities, such as language, images, and actions, multimodal teaching can enhance comprehension and retention of vocabulary, offering valuable insights for improving EFL vocabulary instruction for non-English major students.

This study aims to identify the primary challenges encountered in EFL vocabulary instruction for non-English major students. Additionally, it seeks to evaluate the effectiveness of multimodal vocabulary teaching in addressing these challenges by incorporating diverse sensory modalities, such as language, images, and actions, to enhance comprehension and retention of vocabulary. The study intends to provide valuable insights into improving EFL vocabulary instruction for non-English major students.

The research questions are as follows:

1. What are the primary challenges in EFL vocabulary instruction for non-English major students?
2. To what extent does multimodal vocabulary teaching address these challenges?

RESEARCH METHODOLOGY

This study employs an explanatory sequential design. Initially, it conducted a quantitative semi-structured questionnaire involving 100 non-English major students from 5 classes to investigate primary issues surrounding EFL vocabulary instruction and identified key challenges, including monotonous vocabulary learning, patterned teaching processes, passive learning, insufficient language knowledge, student anxiety, and limited homework variety. This study designed an innovative action research practice of vocabulary teaching under the multimodal theory at WZBC College for one semester in a class with 20 non-English major students. The aim was to examine how multimodal theory can enhance EFL vocabulary, covering pre-class vocabulary analysis, in-class vocabulary instruction, and post-class homework. Various data were collected throughout the process to evaluate the effectiveness of the intervention. Subsequently, an interview was conducted with 7 students to gain deeper insights.

RESULTS AND DISCUSSION

Based on the integration of the above quantitative and qualitative research, this research indicates that multimodal vocabulary teaching effectively enhances the learning outcomes of non-English major students and can solve the challenges in current study from the following aspects:

i) Multidimensional Vocabulary Lists to Spark Student Interest

Multimodal vocabulary lists have the potential to ignite student interest from various angles, enhancing the efficiency of word recognition in vocabulary, speaking, and writing. After two rounds of vocabulary instruction, the author introduced both traditional vocabulary lists and vocabulary lists reformed under the multimodal approach. Following these two rounds of teaching, a questionnaire survey was conducted, and the results indicated that 85% students favored the multimodal vocabulary lists more. Such vocabulary lists enable students to grasp knowledge structure and key points at a macro level while paying attention to details like word types and meanings at a micro level. Additionally, vivid and colorful images can stimulate students' desire for knowledge, reducing the perceived pressure of task-oriented learning. Moreover, students can directly click on the audio speaker icon to play the pronunciation, eliminating the need for switching between tasks. This allows students to learn words in context, listen to them, and read them, thereby reinforcing challenging aspects and expanding their knowledge through implicit intensive vocabulary and repetitive practice. In summary, multidimensional vocabulary list learning not only effectively sparks students' interest in learning but also significantly enhances their word recognition efficiency.

ii) Diverse Teaching Content for Active Learning

Multimodal teaching content offers various ways to present knowledge, encouraging active engagement from students and making the learning of vocabulary, speaking, and writing more efficient. After two rounds of practical vocabulary instruction, the author conducted random interviews with 7 students to gather their feedback. The results indicated that students favored multimodal teaching content over traditional content. Students found multimodal content to be more diverse, interactive, engaging, and conducive to "learning without even realizing it." They reported that it kept their attention in class and made them eager to learn. Moreover, they found the content to be well-organized and easy to remember, leading to a stronger grasp of the material.

iii) Flexible Teaching Methods to Reduce Anxiety

Multimodal teaching methods cater to students of varying proficiency levels in vocabulary, reducing anxiety among learners. To be more specific, students in such classrooms can utilize different modes effectively, improving learning efficiency and decreasing anxiety. For students with weaker foundations, clear images, vibrant colors, various font sizes, audio-visual materials, in-class and out-of-class interactions, and peer interactions help them differentiate language knowledge, enhance focus, and increase interest, ultimately boosting their learning efficiency. Meanwhile, students with stronger foundations can engage in focused vocabulary during class and personalize their task reviews and homework submissions through integrated multimodal platforms like MOOC and Ketangpai. In summary, this learning approach accommodates all students, significantly reducing anxiety and building confidence in vocabulary learning.

Multimodal assignment formats help students consolidate skills and expand knowledge, making assignments more engaging and practical. For example, 60% of students believe competition-style assignments can help them earn certificates and support such formats. Utilizing the English Dubbing Contest, the author assigned Post-class Assignments requiring audio and video recordings. After two rounds of selection, 75% of students received rankings and awards. Interviews with seven prize-winning finalists revealed that the competition highlighted the importance of daily vocabulary practice, improved skills, and increased enthusiasm for learning. Non-face-to-face assignments, like audio recordings or written tasks, benefit students with weaker self-learning abilities or introverted personalities, encouraging interaction with teachers and boosting motivation through feedback and praise.

CONCLUSION

This research delves into the intersection of multimodality and educational disciplines, capitalizing on the evolving landscape of global diversification and technological advancements. The study addresses prevalent issues in the current English vocabulary teaching process, including monotonous vocabulary learning, patterned teaching processes, passive learning, insufficient language knowledge, student anxiety, and limited homework variety. Through practical applications grounded in multimodal theory, the research proposes a comprehensive approach to reforming the teaching process in pre-class, in-class, and post-class stages. The outcomes indicate that multidimensional vocabulary stimulates student interest, diversified teaching content transforms passive learning into

active engagement, flexible teaching methods alleviate student anxiety, and varied homework enhances student task enthusiasm. The successful implementation of these strategies highlights the efficacy of multimodal theory in resolving existing challenges in English vocabulary instruction. This research contributes valuable insights and experiences to educational reform efforts, providing a foundation for future endeavors in similar domains.

REFERENCES

- Elmahdi, O., & Hezam, A. M. (2020). Challenges for methods of teaching English vocabulary to non-native students. *Advances in Social Sciences Research Journal*, 7(5).
- Jewitt, C., Bezemer, J., & O'Halloran, K. (2016). *Introducing multimodality*. Routledge.
- Hu, J., & Chen, J. (2013). An Outline of Foreign Language Educational Technology. *Foreign Language Electronic Teaching*, (02).
- Ministry of Education. (2020). Implementation Opinions on the Construction of First-Class Undergraduate Courses. http://www.gov.cn/gongbao/content/2020/content_5480494.htm.
- Su, Y., & Chu, X. (2024). Study on the Causes and Effects of Foreign Language Learning Anxiety among Chinese College Students. *Transactions on Social Science, Education and Humanities Research*.
- Suwastini, N.K., Marantika, P.D., Adnyani, N.L., Mandala, M.A., & Artini, N.N. (2021). Multimodal Teaching in EFL Context: A Literature Review. *Edu-Ling: Journal of English Education and Linguistics*.
- Zeng, Q. (2011). A Study on the Effectiveness of Multimodal Audio-Visual Speaking Teaching Mode on vocabulary and Speaking Skills Development. *Journal of PLA Foreign Languages Institute*, (6).

Students' Perceptions of the Use of AI Tools in English Academic Writing Course

[1]*Siti Zubaidah Anuar, [2] Rosnani Kassim, [3] Liza Abdullah

[1][2][3] International Islamic University Malaysia

*szubaidah@iium.edu.my, marsya@iium.edu.my, liza_abdullah@iium.edu.my

ABSTRACT

The development of Artificial intelligence (AI) has led to significant advancement in various fields, including education. With the assistance of AI, language learners in this era have the luxury of producing their tasks via AI, for instance, ChatGPT, Grammarly, and Quillbot. These AI tools have presented numerous opportunities and challenges in the field of education. Their remarkable ability to generate diverse forms of text, answer questions and provide translation within minutes has made AI tools an influential tool in language learning. AI has quickly become a convenient tool employed by language learners in generating their written works. However, the extent to which AI tools can facilitate students in completing writing tasks remains largely unexplored. Therefore, this study aims to investigate students' perceptions of using AI tools in an academic writing course, focusing on their perceived benefits and challenges. A survey was administered to 183 undergraduate students undergoing an Academic Writing Course at a public university in Malaysia to gather quantitative data on their experiences and attitudes towards using AI tools. The survey included questions on the perceived benefits and challenges of utilising AI tools in completing their writing assignments. The findings of this study may lead to better guidance for educators on effectively incorporating AI into academic writing instruction, ensuring that AI tools are used to enhance rather than hinder the learning process.

Keywords: *Academic writing, Artificial intelligence, Perception, Language learning*

INTRODUCTION

The emergence of artificial intelligence (AI) tools has significantly transformed the landscape of academic writing and is becoming more and more common in today's world (Chukwuere, 2024; Jen & Salam, 2024; Bouzar et al., 2024; Al-Zubaidi et al., 2024). Students can now utilise these tools to check their grammar, paraphrase as well as generate contents for their writing assignments. AI-assisted academic writing has not only been utilised by undergraduate students (Mahapatra, 2024), but also by doctoral students (Nguyen et al., 2024). Their easy accessibility and user friendliness make it very tempting to students especially when faced with multiple writing assignments coupled with looming deadlines. Supporters of the integration of AI into the academic writing scene contend

that students should not abstain themselves from using AI tools in their writing assignments due to the numerous advantages. One such advantage is that it was found to significantly improve students' self-efficacy (Bouzar et al., 2024). In addition to that, AI has been identified as an effective tool with ChatGPT as the main tool of choice for writing (Jen & Salam, 2024). Furthermore, AI tools enable students to learn English more efficiently, thereby reducing time they need to spend on studying (Wang, 2024; Al-Zubaidi et al., 2024). By having the option of utilising AI tools such as ChatGPT, students become more confident and optimistic in attempting and completing their writing assignments. Writing tasks become less burdensome and more manageable for students who used AI tools compared to those who did not. Ginting et al. (2023) concurred by reporting that students found writing to be easier and they felt more comfortable in writing with the help of AI tools such as Quillbot and Grammarly. The students who participated in their study agreed that they could now write without fear of making grammatical errors, and that finding sophisticated vocabulary and making paraphrases require less effort compared to writing without the assistance of AI tools.

In addition, a study by Sumakul et.al (2021) also concluded that students had positive perceptions towards using an AI tool, Plot Generator in their writing. In the qualitative study conducted via semi-structured interviews with 8 EFL students in Indonesia, the findings revealed that all of them enjoyed writing using AI and found that Plot Generator did assist them during the writing process namely in 3 different categories: theoretical concepts, writing process and language.

Based on the current scenario, it can be concluded that students are becoming more comfortable and somewhat dependent on AI for writing. This raises concern over the challenges English language instructors face in assuming their roles to teach academic writing as students may pay less attention to writing lessons intended to enhance their writing skills. Instead of going through the learning process to be good writers, students could just do their writing assessments with the help of AI and will obtain high marks, while works produced are not based on their true ability (Chukwuere, 2024; Hadizadeh, 2024). Consequently, there may be a need to shift the focus of assessments from essay writing to alternative forms of writing. Therefore, this study aims to investigate how students perceive AI as their 'companion' in carrying out their writing assignments. For this purpose, the study employed these following 2 research questions:

1. What are the benefits of AI to students in completing their writing assignments?
2. What obstacles do students encounter when using AI to complete their writing assignments?

METHODOLOGY

This study employs a quantitative research design to investigate students' perceptions of the use of AI tools in writing. The primary data collection tool is a structured questionnaire adapted from Ginting et al. (2023) which consists of 3 sections; demographic, potential pros and cons in using AI tools based on students' experiences. The quantitative approach is chosen to facilitate the collection of objective data which could be statistically analysed to identify trends and patterns in students' perceptions.

The target population for this study comprises students who have undergone one semester of English Academic Writing course in a public university in Malaysia, and who are presumed to have used AI

tools in their writing tasks. A sample of 183 students is deemed sufficient for the data collection purposes. The sampling method used is stratified random sampling to ensure representation across different faculties and years of study. Descriptive statistics were used to analyse the data and the data are presented and discussed according to several themes.

FINDINGS AND DISCUSSION

A total of 183 students from 7 faculties participated in this study: Engineering, Information Technology and Computer, Education, Human Sciences, Laws, Economics and Business Administration and Architecture). The majority (about 70%) of the students are in their first or second year, with the remaining students in their third or fourth year. Approximately 63% of the students are females, with the rest being males. Below are the data which corresponds with the research questions:

RQ 1: Advantages AI tools offer to students in completing their writing assignments.

Usefulness, usability, and accessibility

Descriptive statistics reveal that approximately 92% of the respondents find AI tools to be highly useful and easily accessible at any time and place. About 89% of the students found that the features contained in AI are very easy to understand. Furthermore, around 81% of the students believed that these AI features were highly suitable for their needs when writing their assignments. This is in line with the study conducted by Ginting et al. (2023) that the students feel aided in completing their written assignments using the AI tools such as Quillbot and Grammarly.

Improvements of writing skills

AI is considered beneficial in helping students enhance their writing skills, with around 68% agreeing with this statement. Additionally, approximately 75% agreed that AI contributed to a better mastery of vocabulary and proper grammar. Most notably, about 61% of the students reported being more active in completing their writing assignments due to the use of AI. Similar to the findings reported in studies conducted by Hayanto and Ali (2019) and Sumakul et al., (2021), it cannot be denied that AI tools benefit students not only in terms of vocabulary and grammar but also improve students' writing skills.

Motivation

Approximately 68% of the students felt comfortable completing their writing assignments with the help of AI. Additionally, around 69% viewed AI as an interesting tool that helped them complete their assignments more quickly. Another advantage noted in the study is that 79% of the students found that using AI motivated them to improve the quality of their writing, not only for their English for Academic Writing class but also for other courses. Indeed, the use of Apps and AI tools in classrooms have always attracted and increased students' motivation to learn. As reported by Haryanto and Ali (2019), the students in his study also displayed eagerness and high enthusiasm when introduced to AI tools in class. Using AI tools is a new experience for many students and it enables students to write easier and faster. Thus, there is no denying that students will find AI tools as a motivating factor in doing their writing assignments.

2. RQ 2: What obstacles do students encounter when using AI to complete their writing assignments?

Privacy risks

Responding to the question whether they are worried AI would intrude on their privacy, 51%, which is slightly more than half of the students, believed that their privacy may be breached while 30% stayed undecided. When it comes to cyber security, more than half of the students, 69.8%, viewed that the use of AI can pose a real threat in the sense that they are vulnerable to hacking and password thefts. Ginting et al. (2023) also acknowledged that the cyber security issue remains a concern among students. He mentioned that even though only about 40% of his participants said that they were worried about cyber security, it is something that should not be ignored.

Loss of efficacy

With the ease that comes with AI utilisation in academic writing, there is also the possibility of students losing their efficacy over time. It was found that more than half of the students, 62%, admitted that AI made them too reliant on the tool that may hinder their writing skills and inhibit their personal growth. This is indeed an interesting revelation compared to the findings presented by Bouzar et al. (2024) in their study that showed the use of AI tools had improved students' efficacy significantly. Nevertheless, the difference in perception is not surprising because the way AI tools empower students can be perceived in a subjective way. Some students may perceive the amount of assistance they got from AI tools positively or negatively. Students who prefer to rely on AI tools in doing their writing assignments may feel that AI has improved their self-efficacy and performance but for students who prefer to have more independence in completing their writing assignments, they may find the use of AI as stifling. Another interesting finding is that, with regards to the question whether AI disturbed their concentration in writing assignments, only 17.5% of the students agreed while quite a number of students, 38.4%, surprisingly remained undecided. There are still a good number of students who think that their concentration is affected despite the small percentage and the percentage of those undecided is quite big which can be a cause for concern.

Lacks creativity and flexibility

The data also pointed out that AI tools can be problematic since they follow existing data and patterns. They leave very little room for students to produce unique and innovative ideas. This is evident when a whopping 74% of students agreed with the statement. Besides, majority of the students, 81%, felt that AI tools are not flexible enough that they cannot understand certain contexts which may lead to misinterpretation. This is supported by Mhalanga (2023) based on his study on the use of ChatGPT in research writing where he noted that a weakness of ChatGPT is that it lacks human expertise and contextual understanding.

CONCLUSION

This study illuminates the perceived benefits and challenges of utilising AI tools among students in writing assignments at university. It was found that AI benefits students in terms of usefulness, usability, and accessibility, improvements of writing skills and increased motivation. Meanwhile, it was discovered that among the challenges of using AI tools are loss of efficacy and cyber security risks faced by students as well as lack of creativity and flexibility on the part of the AI tools. There

are several pedagogical implications from this study. First, the use of AI in academic writing is here to stay due to its apparent strengths and benefits. Therefore, language instructors should make themselves well versed in using these tools themselves so that they too can use AI as a scaffold to help students to become better writers. Second, because AI is evolving very rapidly, it will always be a fascinating tool for students. As such, writing instructors should exploit it to attract and motivate students so that they become interested in writing and not regard writing assignments as a chore. Finally, even though cyber security has been a long-standing issue in online learning and transactions, it should not make us shy away from using AI tools as nowadays there are many ways to protect students' privacy online.

This study has managed to examine a small aspect of the use of AI tools in academic writing, particularly students' perceptions using a quantitative approach. Deeper exploration should be carried out qualitatively among students, instructors and researchers so that we can discover various perspectives and points of view with regards to the integration of AI tools in academic writing.

REFERENCES

- Al-Zubaidi, K., Jaafari, M., & Touzani, F. Z. (2024). Impact of ChatGPT on academic writing at Moroccan universities. *Arab World English Journal (AWEJ) Special Issue on ChatGPT*, April 2024, 4-25. DOI: <https://dx.doi.org/10.24093/awej/ChatGPT.1>
- Bouzar, A., EL Idrissi, K., & Ghourdou, T. (2024). ChatGPT and academic writing self-efficacy: Unveiling correlations and technological dependency among postgraduate students. *Arab World English Journal (AWEJ) Special Issue on ChatGPT*, April 2024, 225-236. DOI: <https://dx.doi.org/10.24093/awej/ChatGPT.15>
- Chukwuere, J. E. (2024). Today's academic research: The role of ChatGPT writing. *Journal of Information Systems and Informatics*, 6(1), 30-46. DOI: 10.51519/journalisi. v6i1.639 <http://journal-isi.org/index.php/isi>.
- Ginting, P., Batubara, H. M. & Hasnah, Y. (2023). Artificial Intelligence powered writing tools as adaptable aids for academic writing: Insight from EFL college learners in writing final project. *International Journal of Multidisciplinary Research and Analysis*, 6 (10), 4640-4650. ISSN (print): 2643-9840, ISSN (online): 2643-9875. DOI: 10.47191/ijmra/v6-i10-15
- Jen, S. L. & Salam, A. R. (2024). Using Artificial Intelligence for essay writing. *Arab World English Journal (AWEJ) Special Issue on ChatGPT*, April 2024, 90-99. DOI: <https://dx.doi.org/10.24093/awej/ChatGPT.5>
- Hadizadeh, A. (2024). ChatGPT, the end of L2 academic writing or a blessing in disguise? *Journal of English Language Pedagogy, Literature, and Culture*, 9(2). DOI: 10.35974/acuity. v9i2.3128. <https://jurnal.unai.edu/index.php/acuity>
- Haryanto, E., & Ali, R. M. (2019). Students' attitudes towards the use of Artificial Intelligence SIRI in EFL learning at one public university. In *International Seminar and Annual Meeting BKS-*

PTN Wilayah Barat (Vol. 1, No. 1), 190-195.
<https://conference.unsri.ac.id/index.php/semirata/article/>

- Mahapatra, S. (2024). Impact of ChatGPT on ESL students' academic writing skills: A mixed methods intervention study. *Smart Learning Environments*, 11(9), 1-18.
<https://doi.org/10.1186/s40561-024-00295-9>
- Mhalanga, D. (2023). Open AI in education, the responsible and ethical use of ChatGPT towards lifelong learning. *SSRN Electronic Journal*, 2023. DOI: 10.2139/ssrn.4354422
- Nguyen, A., Hong, Y., Dang, B. & Huang, X. (2024). Human-AI collaboration patterns in AI-assisted academic writing. *Studies in Higher Education*, 1-20.
DOI: 10.1080/03075079.2024.2323593
- Sumakul D. T. Y. G, Hamied, F. A. & Sukyadi, D. (2021). Students' perceptions of the use of AI in a writing class. *Advances in Social Science, Education and Humanities Research*, 624, 52-57.
- Wang, Y. (2024). Reviewing the usage of ChatGPT on L2 students' English academic writing learning. *Journal of Education, Humanities and Social Sciences*, 30, 173-178.

Implimentasi ChatGPT Sebagai Rakan Penggerak Pemikir Kritis Dalam Kemahiran Berbahasa

[1] Fatin Hazwani Siran, [2]*Norma Aida Abdullah

[1][2] Universiti Kebangsaan Malaysia

fatinhazwani@ukm.edu.my, *norma@ukm.edu.my

ABSTRAK

Salah satu cabaran dalam pengajaran dan pembelajaran adalah membentuk pemikiran kritis dalam kalangan generasi pelapis seiring dengan matlamat pendidikan pengajian tinggi negara. Bersesuaian dengan era Artificial Intelligence (AI) pada masa kini, ChatGPT dilihat sebagai salah satu platform alat pengajaran yang dapat merangsang daya pemikiran kritis dalam kemahiran berbahasa dalam kalangan pelajar pelbagai peringkat. ChatGPT ialah chatbot berkuasa kecerdasan buatan (AI) yang direka untuk menjawab pelbagai soalan dan topik, daripada pertanyaan mudah kepada perbincangan yang rumit. Melalui justifikasi pengajaran dan pembelajaran, pengajar berperanan sebagai “mediator” diantara platform Prompt ChatGPT dengan pelajar. Peranan ini dijalankan melalui tiga pendekatan pembelajaran (three learning approaches) iaitu Pendekatan Kaedah Soal Jawab (Question & Answer Learning Approach), Kaedah Pembelajaran Koperatif (Cooperative Learning Approach) dan kaedah Pendekatan Automasi (Autonomous Learning Approach). ChatGPT berfungsi sebagai rakan diskusi yang menanyakan soalan provokatif dan memberikan pandangan berbeza, mendorong pelajar untuk mengembangkan kemahiran berhujah dan berkomunikasi secara efektif. Hasil pendekatan-pendekatan tersebut bersama dengan Prompt ChatGPT yang bertindak sebagai rakan pendamping kepada pelajar, pelajar mampu mengimplimentasi daya pemikiran yang kritis (critical thinking) melalui saranan-saranan pemikiran yang lebih luas (improving of ideas), dapat memberi justifikasi tentang ‘habits of thinking’ serta meningkatkan kemahiran komunikasi yang lebih efektif. Melalui interaksi berterusan dengan ChatGPT, pelajar dapat mempelajari perkataan, frasa baru dan penggunaan bahasa yang betul dalam konteks yang pelbagai. Pelajar juga mampu mempertingkatkan tahap aplikasi, interpretasi dan argumentasi maklumat dan maklumbalas persekitaran. Secara keseluruhan implementasi ini telah mencapai tiga kunci konsep pengajaran terkini iaitu heutagogi, peeragogi dan cybergogi.

Keywords: *ChatGPT; Pemikiran Kritis, Kemahiran Berbahasa*

PENGENALAN

Dalam era revolusi digital masa kini, perkembangan teknologi maklumat dan komunikasi telah membawa perubahan yang besar dalam pelbagai aspek kehidupan, termasuk dalam bidang pendidikan. Salah satu inovasi terkini dalam teknologi pendidikan ialah penggunaan kecerdasan

buatan (AI) seperti ChatGPT. ChatGPT, yang dibangunkan oleh OpenAI, merupakan model bahasa yang mampu menghasilkan teks yang menyerupai penulisan manusia berdasarkan input yang diberikan (Azura Halid, 2023). Keupayaan ini menjadikan ChatGPT sebagai alat yang berpotensi besar untuk digunakan dalam pembelajaran dan pengajaran, khususnya dalam meningkatkan kemahiran berbahasa pelajar.

Walau bagaimanapun, perubahan ini membawa cabaran yang besar kepada Pendidikan di Malaysia apabila kini berdepan dengan cabaran untuk memenuhi keperluan abad ke-21, di mana kemahiran berfikir kritis, komunikasi yang efektif, dan kebolehan untuk mengadaptasi perubahan teknologi menjadi agenda penting pendidikan negara. Oleh itu, penglibatan mengintegrasikan teknologi AI seperti ChatGPT dalam proses pembelajaran membantu meningkatkan penerokaan idea, menggalakkan perdebatan hujah dan memantapkan penggunaan perbendaharaan bahasa yang ideal dalam konteks pengembangan ilmu dan pemikiran. ChatGPT berfungsi sebagai alat pembelajaran yang interaktif, di mana pelajar dapat berinteraksi dengan model ini untuk mendapatkan maklumat, menyelesaikan masalah, dan mengasah kemahiran berbahasa mereka. Dalam konteks ini, pengajar atau pensyarah memainkan peranan sebagai fasilitator yang membantu pelajar menggunakan ChatGPT dengan cara yang paling efektif (Nafiseh & Ivan, 2023). Pensyarah perlu mewujudkan suasana pembelajaran yang bijak menerusi pendekatan-pendekatan yang bersesuaian. Peranan pensyarah amat besar apabila menggunakan ChatGPT sebagai alat pembelajaran. Ini kerana bimbingan dan bantuan memanipulasi ChatGPT serta konsultasi terhadap pelajar perlu diberi perhatian sepanjang sesi pembelajaran disampaikan. (Transfer knowledge). Pendekatan ini bukan sahaja menyokong konsep pembelajaran sendiri (heutagogi), tetapi juga menggalakkan pembelajaran secara kolaboratif (peeragogi) dan pembelajaran digital (cybergogi).

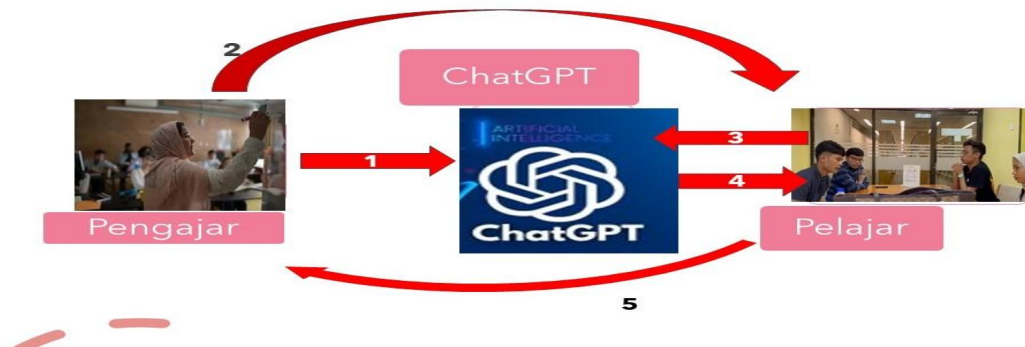
Justeru, kajian ini bertujuan untuk mengadaptasi keberkesanan penggunaan ChatGPT dalam meningkatkan kemahiran berbahasa di kalangan pelajar universiti tahun pertama. Fokus kajian ini adalah untuk memahami bagaimana ChatGPT dapat membantu dalam mempelajari perkataan dan frasa baru, penggunaan bahasa yang betul, serta meningkatkan kemahiran komunikasi secara bertulis dan lisan. Selain itu, kajian ini juga akan melihat bagaimana ChatGPT boleh merangsang pemikiran kritis dan menggalakkan interaksi aktif di kalangan pelajar.

Dengan menggabungkan kaedah pemerhatian, temu bual, dan analisis dokumen, kajian ini akan memberikan gambaran menyeluruh tentang impak penggunaan ChatGPT dalam pembelajaran bahasa. Dapatan kajian ini diharapkan dapat memberi panduan kepada pengajar dan pembuat dasar dalam mengintegrasikan teknologi AI dalam kurikulum pendidikan untuk mencapai hasil pembelajaran yang lebih baik.

METODOLOGI PENYELIDIKAN

Kajian ini menggunakan reka bentuk kualitatif dengan pendekatan kajian kes. Data dikumpulkan melalui wawancara, pemerhatian, dan analisis dokumen untuk mendapatkan gambaran mendalam tentang penggunaan ChatGPT dalam proses pembelajaran.

Prosedur Pengumpulan Data



Rajah 1: Proses penerimaan dan timbal balas antara Pengajar dan pelajar dalam penggunaan ChatGPT.

1. Pengenalan ChatGPT kepada Pelajar

Pengajar akan memperkenalkan ChatGPT sebagai alat pembelajaran dalam kelas. Sesi pengenalan ini akan melibatkan demonstrasi tentang cara menggunakan ChatGPT untuk menyelesaikan tugas dan mendapatkan maklumat.

2. Pemberian Arahan dan Tugas

Pengajar akan memberikan arahan dan tugas kepada pelajar dalam pelbagai bentuk, termasuk artikel untuk dianalisis atau pertanyaan yang perlu dirumuskan. Tugas ini dirancang untuk melibatkan pelajar dalam proses pembelajaran yang meliputi pemahaman konsep, analisis kritis, dan pengaplikasian pengetahuan.

3. Penggunaan Prompt ChatGPT

Pelajar akan menggunakan prompt yang telah ditetapkan oleh pengajar untuk mendapatkan maklumat dan menyelesaikan tugas. Prompt ini akan dirancang untuk memandu pelajar dalam mengarahkan ChatGPT ke arah yang relevan dengan tugas yang diberikan.

4. Pemberian Informasi oleh ChatGPT

ChatGPT akan memberikan informasi yang diperlukan oleh pelajar berdasarkan prompt yang diberikan. ChatGPT menjana informasi meliputi tatabahasa, semantik, dan “language pattern”. Melalui bimbingan pengajar, informasi ini akan digunakan oleh pelajar untuk melengkapkan tugas mereka

5. Aplikasi ChatGPT oleh Pelajar

Pelajar akan mengaplikasikan maklumat yang diperoleh daripada ChatGPT dalam tugas mereka. Ini termasuk menyediakan draf pertama berdasarkan maklumat yang diberikan oleh ChatGPT, yang kemudian akan dikongsi dengan rakan-rakan dalam sesi perbincangan kumpulan dan dikaji secara kritikal.

Berikut adalah cara pelajar boleh memperkaya pengalaman pembelajaran berdasarkan kaedah pembelajaran yang dinyatakan:

- a. Q&A (Soal Jawab): Pelajar menggunakan ChatGPT untuk mencari jawapan kepada soalan-soalan yang diberikan oleh pengajar. Ini membantu dalam memahami konsep-konsep yang kompleks.
- b. Koperatif & Kolaboratif: Pelajar bekerjasama dalam kumpulan untuk menyelesaikan tugas dengan bantuan ChatGPT. Ini menggalakkan kerja berpasukan dan pembelajaran bersama.
- c. Autonomous: Pelajar diberi kebebasan untuk meneroka dan belajar secara mandiri menggunakan ChatGPT. Ini membantu dalam membina kemahiran pembelajaran sendiri.

DAPATAN DAN PERBINCANGAN

Dapatan kajian menunjukkan bahawa penggunaan ChatGPT memberikan kesan positif yang mendalam terhadap pelajar dan pengajar, dengan meningkatkan kemahiran serta pengalaman pembelajaran bagi kedua-dua pihak. Berikut adalah beberapa dapatan utama:

Implikasi kepada Pelajar

a) Kemahiran Berbahasa yang Lebih Baik

Dengan bantuan ChatGPT, pelajar dapat memperbaiki kemahiran berbahasa mereka dengan mempelajari penggunaan perkataan dan frasa baru, serta memahami konteks penggunaan bahasa yang betul. Ini akan meningkatkan keupayaan mereka dalam komunikasi bertulis dan lisan.

b) Pengembangan Keterampilan Komunikasi

Penggunaan ChatGPT dapat membantu pelajar dengan memberikan idea dan cadangan mengenai cara menyusun dan menyampaikan maklumat dengan jelas serta menawarkan panduan mengenai teknik komunikasi yang efektif. Dengan memanfaatkan sumber ini, pelajar akan lebih mampu mengartikulasikan idea mereka dengan berkesan, sama ada dalam bentuk tulisan atau percakapan, dan mengasah keterampilan komunikasi mereka dengan lebih baik.

c) Pemikiran Kritis yang Lebih Mendalam

Penggunaan ChatGPT merangsang pelajar untuk terlibat dalam diskusi yang lebih mendalam dengan memberikan soalan-soalan yang mencabar. Pelajar berpeluang untuk mengemukakan soalan mengenai cara maklumat diperoleh, tahap kesinambungan maklumat tersebut, dan tindakan lanjut yang perlu diambil. Pendekatan ini membantu pelajar dalam menganalisis, menilai, dan mencipta idea baru berdasarkan maklumat yang diperoleh, seterusnya meningkatkan kebolehan mereka dalam berfikir secara kritis.

d) Pembelajaran Berdikari

Pelajar akan lebih terdorong untuk belajar secara autonomi dengan bantuan ChatGPT. Mereka boleh mencari maklumat sendiri dan menyelesaikan masalah secara berdikari, yang akan meningkatkan keyakinan dan kecekapan mereka dalam pembelajaran.

Implikasi kepada Pengajar

a. Pengajaran yang Lebih Pelbagai

Pengajar boleh memanfaatkan ChatGPT untuk menyokong pelbagai kaedah pengajaran seperti Heutagogi, Peeragogi, dan Cybergogi. Ini akan menjadikan pengajaran lebih menarik dan berkesan.

b. Mediator Pembelajaran

Pengajar berperanan sebagai mediator, membantu pelajar menggunakan ChatGPT secara efektif untuk merangsang pemikiran kritis dan pemahaman yang lebih mendalam terhadap subjek yang dipelajari.

c. Penggunaan Teknologi dalam Pendidikan

Pengajar dapat memanfaatkan teknologi ChatGPT untuk memperkayakan pengalaman pembelajaran pelajar. Ini bukan sahaja meningkatkan kualiti pengajaran tetapi juga membantu pengajar untuk lebih cekap dalam mengendalikan kelas.

KESIMPULAN

Kajian ini menunjukkan bahawa penggunaan ChatGPT dalam pembelajaran bahasa mempunyai potensi besar untuk meningkatkan kemahiran berbahasa dan pemikiran kritis pelajar. Dengan integrasi teknologi ini dalam kurikulum, pengajaran dapat menjadi lebih dinamik, interaktif, dan berkesan. Oleh itu, adalah penting untuk mempertimbangkan penggunaan alat kecerdasan buatan seperti ChatGPT dalam usaha mempertingkatkan kualiti pendidikan di Malaysia.

RUJUKAN

- Ashley Abramson. How To Use ChatGPT as A Learning Tool. American Psychological Association. March 27, 2023 Vol. 54 No. 4
- Azura Halid. Dinamik Bahasa Dalam Penggunaan ChatGPT. 12 Mei 2023. <https://www.astroawani.com/berita-malaysia/dinamik-bahasa-dalam-penggunaan-chatgpt-419261>
- Guo, Y., & Lee, D. (2023). Leveraging chatgpt for enhancing critical thinking skills. *Journal of Chemical Education*, 100(12), 4876-4883.
- Nafiseh Zarei dan Ivan Dolph Fabregas. (2023) The Incorporation of Technology in Teaching the English Language. *Asia Journal of Social Science Research*, 5(2), 27- 33
- Rezki Perdani Sawai. (2021). [KOLUMNIS] Pendekatan Pendidikan Era Baharu: Heutagogi, Peeragogi dan Cybergogi <https://www.astroawani.com/berita-malaysia/kolumnis-pendekatan-pendidikan-era-baharu-heutagogi-peeragogi-dan-cybergogi-304614>

Rosanne Zeppieri. (2023). Questions, Critical Thinking, and Language Proficiency. NECTFL Review, n92, 155-164, 2024 <https://eric.ed.gov/?id=EJ1418118>

Shelena Soosay Nathan dan Mazidah Mat Rejab. Penggunaan Teknologi ChatGpt Dalam Pendidikan, Kawan atau Lawan? 17 March 2023 <https://malaysiagazette.com/2023/03/17/penggunaan-teknologi-chatgpt-dalam-pendidikan-kawan-atau-lawan/>

Leveraging Online Tools and Humanising Teaching Approach to Improve ESL Learners' Pronunciation Skills

[1] *Halizah Omar, [2] Normazidah Che Musa, [3] Sa'adiah Kummin

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*halizah@ukm.edu.my, mazidah@ukm.edu.my, saadiah@ukm.edu.my

ABSTRACT

This research explores the use of online tools (namely online dictionaries, AI Pronounce, English Conversation apps, YouTube videos, and Microsoft Teams) in enhancing the pronunciation skills of English as second language (ESL) learners. ESL learners commonly encounter challenges in correctly articulating vowel and consonant sounds; and placing stress on syllables and words, potentially leading to communication barriers and misunderstandings. The study analysed 10 Monologue Presentation videos to look at how the use of online tools helps improve students' pronunciation skills. The videos were gathered from one of the evaluations in the Pronunciation in English course. Individual semi-structured interviews were conducted to gain in-depth insights into learners' experiences and perceptions regarding the use of these online tools. Scaffolding and feedback sessions were facilitated by the instructor through Microsoft Teams. The results indicated that learners found the online tools valuable to help them acquire accurate pronunciation and stress patterns. They particularly appreciated the personalised feedback sessions conducted through Microsoft Teams, which encouraged them to ask questions and seek clarification. Despite the availability of numerous online tools, learners emphasized the crucial role of the instructor in modelling correct language use, providing scaffolding, offering feedback, and empathetically addressing their challenges. This underscores the importance of placing learners at the centre of the teaching and learning process, highlighting the need for empathy, ethical considerations, and effective communication in today's digital educational landscape.

Keywords: *Online tools; Pronunciation skills; Scaffolding; Feedback; Humanising teaching approach*

INTRODUCTION

English as second language (ESL) learners often face challenges in speaking, particularly with the pronunciation of English words, which can lead to confusion and misunderstanding. Some learners struggle with articulating consonant and vowel sounds correctly, such as /θ/ in *thought* (/θɔ:t/) and /ð/ in *though* (/ðəʊ/). Others have difficulty distinguishing between short and long vowels, like /ɪ/ versus /i:/ in *rid* (/rɪd/) and *read* (/ri:d/), or /ʊ/ versus /u:/ in *full* (/fʊl/) and *fool* (/fu:l/). Another

significant issue is placing the correct syllable stress in words, such as *Object* (/ˈɒbdʒɪkt/) versus *obJECT* (/əbˈdʒekt/).

Stress patterns pose another significant challenge for ESL learners, a skill that has not been sufficiently emphasized in the school curriculum or at the tertiary level in Malaysia. As a result, learners often struggle to identify which syllables and words need to be stressed. Properly stressing verbs, nouns, adjectives, and adverbs is crucial for producing the natural melody of English speech. Several factors contribute to learners' difficulties in mastering stress patterns, including interference from their mother tongue and limited use of English in their daily lives. However, numerous recent studies namely by Gao & Zheng (2023), Jou & Chou (2022), Lee & Lee (2020), Madhavi et al. (2023), Miller & McLoughlin (2023), and Tsou (2021), suggest that innovative use of online tools can significantly enhance their speaking abilities, including pronunciation skills.

This research explores the use of five online tools to enhance ESL learners' pronunciation skills: online dictionaries (eg. Oxford Learners Online Dictionary, Cambridge Online Dictionary), Pronounce: Professional English Speech Checker (<https://www.getpronounce.com/>), YouTube videos, Microsoft Teams, and the English Conversation Practice application. The study is grounded in Kolb's experiential learning cycle (1983) and Vygotsky's Zone of Proximal Development and Scaffolding (Vygotsky, 1978, as cited in Anastasiya & Ernesto, 2020). Although learners may have limited language abilities, with the support of knowledgeable teachers, peers, or technology, they can significantly improve in various aspects of language learning, particularly pronunciation and vocabulary in this context.

This qualitative study utilized three data collection techniques. First, ten ESL learners' monologue presentation videos, scripts, and assessment scores were selected for document analysis. Next, semi-structured interviews were conducted with eight ESL learners by the instructor-researcher to gain in-depth insights into their experiences and perceptions of the online tools used to improve pronunciation, as well as the scaffolding and feedback provided through Microsoft Teams. Finally, an observation was conducted during a conferencing session with a group of five ESL learners enrolled in a Pronunciation in English course. The instructor acted as a participant observer, gathering information on their use of online tools and their responses to the feedback and scaffolding provided during the conferencing sessions for their monologue practices.

Descriptive statistics, including frequency and percentage analyses, were conducted on learners' errors in vowels, consonant sounds, stress patterns, and test scores. A thematic analysis was applied to the interview and observation data, where emerging themes were refined to eliminate redundancies. The data were analyzed, compared, contrasted, and triangulated to enhance understanding of the investigated phenomenon. As emphasized by Flick (2018), the small-scale nature of this qualitative research made triangulation essential for bolstering the validity and reliability of the findings.

RESULTS AND DISCUSSION

The research findings revealed that learners found all the online tools helpful for improving their pronunciation and stress accuracy. They also perceived these tools as easy to use. However, some students showed a preference for certain tools, such as YouTube videos, over online dictionaries

when checking for correct pronunciation and stress. One of the research subjects (R2) mentioned the following:

“I prefer using ‘YouTube’ videos to check on my pronunciation as this app provides a playback speed option where we can slow the word and the pronunciation...and this helps me to get a better pronunciation of any word”.

Another finding, however, revealed that most of the research subjects preferred online dictionaries, such as Oxford Online Dictionaries and Cambridge Online Dictionaries, over other options. One participant (R4) specifically noted that:

“Cambridge Online Dictionary provides clear and accurate pronunciation and stress patterns. Thus, it is easy for me to pronounce the words correctly”.

The results also showed a substantial improvement in the accuracy of learners' word pronunciation and stress patterns. By analysing the monologue videos and scripts, the number of errors was counted both before and after the intervention, which involved the use of online tools, scaffolding, and feedback provided by the instructor. Overall, the number of errors was significantly reduced after the intervention, with research subjects achieving an average improvement of 76.85% in pronunciation and stress accuracy. Additionally, they saw at least a 12% increase in their test scores, attributed to the decrease in pronunciation errors following the intervention.

An interesting finding from the study is that all participants agreed online tools and AI offer valuable support, but they cannot replace teachers. Teachers are essential to model correct pronunciation and language use, as they possess a deep understanding of their students' backgrounds, problems, and levels of proficiency. Consequently, the feedback and scaffolding provided by teachers were highly valued, making feedback sessions more personalized and meaningful. Students felt more comfortable asking questions and seeking clarifications, which contributed to their improvement.

Participant R7 expressed her concerns and thoughts regarding this as below:

“Yes, I used several tools to help me improve my pronunciation and other skills, but I still need my teacher to help correct my mistakes. I can ask questions if I don’t understand something. I don’t trust AI and other tools as they are machines, not humans. They do not know me, my problems, my weaknesses...they do not have feelings! Even with the advancement of technology, I need my teacher to give his/her feedback on how I can further improve my work...my performance.”.

While AI tools can offer immediate feedback and assist with various educational tasks, they inherently lack the personal touch and empathy that human instructors provide. AI lacks the ability to understand nuanced student emotions, respond to individual learning needs with sensitivity, and build meaningful relationships that foster trust and motivation. Consequently, these tools cannot fully

replace the role of teachers in the educational process. To achieve the best outcomes, the integration of technology in education should focus on complementing and enhancing the human elements that are fundamental to effective teaching and learning. This means leveraging AI and other technological tools to support and amplify the teacher's role, rather than substituting it. Teachers bring unique qualities to the classroom, such as personalized feedback, emotional support, and an understanding of cultural and contextual nuances, which are essential for addressing diverse student needs. Thus, a balanced approach that harmonizes technology with human interaction can create a more enriching and effective learning environment, ultimately leading to improved educational experiences and outcomes for students.

CONCLUSION

In today's digital educational landscape, incorporating humanistic elements such as effective communication, empathy, and ethical considerations remains crucial. The study underscores that while technology plays a significant role, its true value lies in how it is purposefully integrated to enhance teaching methods and meet specific educational objectives. Although the limited number of research subjects means that the results are not generalizable, they suggest that online tools can effectively improve learners' pronunciation skills. This enhancement in pronunciation accuracy not only reduces misunderstandings but also fosters more effective communication. To build on these findings, further research is needed to explore how various online tools can be optimally combined with humanistic teaching approaches to maximize educational benefits.

REFERENCES

- E Madhavi, Lavanya Sivapurapu, Vijayakumar Koppula, P. B. Esther Rani, & Vemuganti Sreehari. 2023. Developing Learners' English-Speaking Skills using ICT and AI Tools. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, 32(2), 142–153.
- Flick, U. 2018. Triangulation in data collection. In *An introduction to qualitative research* (6th ed., pp. 315-331). SAGE Publications.
- Gao, Y., & Zheng, X. 2023. Gamification and Online Tools for Pronunciation Practice: Effects on EFL Learners' Pronunciation Accuracy. *Language Learning & Technology*, 27(2), 78-95.
- Jou, M., & Chao, H. 2022. Using Virtual Reality and AI Tools to Enhance English Pronunciation and Fluency. *Language Education in Asia*, 13(1), 85-102.
- Lee, H., & Lee, J. 2020. The Effectiveness of Online Pronunciation Tools in Developing English Pronunciation Skills. *Educational Technology & Society*, 23(4), 25-38.
- Lipnevich, A. A., Panadero, E. 2021. A Review of Feedback Models and Theories: Descriptions, Definitions, and Conclusions. *Frontiers in Education*. Vol. 6.
<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2021.720195>

Miller, L., & McLoughlin, C. 2023. Integrating Speech Recognition Technology to Improve English Pronunciation: A Case Study. *Language Learning & Technology*, 27(1), 45-60.

Tsou, W. (2021). The Impact of Technology-Assisted Language Learning on English Pronunciation Improvement. *Journal of Language and Linguistic Studies*, 17(1), 389-405.

PENGGUNAAN BAHASA DI INDUSTRI

LANGUAGE USE IN INDUSTRY

Penguasaan Istilah Sains dan Teknologi dalam Pengajaran dan Pembelajaran: Suatu Tinjauan

[1] *Amirulhakim Jalil, [2] Nur Fatehah Jeffri,
[3] Mohd Fauzan Mat Jam Jam

[1][2] [3] Universiti Islam Antarabangsa Malaysia

*amirulhakim@iium.edu.my, fatehajeffri@iium.edu.my, mohdfauzan@iium.edu.my

ABSTRAK

Penguasaan istilah sains dan teknologi bahasa Melayu dalam kalangan mahasiswa dipengaruhi oleh proses keintelektualan yang diperolehi melalui kaedah pembelajaran sama ada secara langsung atau tidak langsung. Tahap penguasaan dalam proses ini bukan hanya memperkaya perbendaharaan kata dalam kalangan mahasiswa malah turut membantu perkembangan peristilahan bahasa Melayu. Walau bagaimanapun, penguasaan ini juga dipengaruhi oleh pengetahuan tentang kepentingan peristilahan sains dan teknologi dalam bahasa Melayu. Oleh hal yang demikian, kajian ini meneroka penguasaan dan kepentingan istilah sains dan teknologi dalam konteks pengajaran dan pembelajaran dalam kalangan mahasiswa aliran sains dan teknologi di universiti. Penguasaan istilah yang tepat dan berkesan dalam bidang sains dan teknologi adalah penting bagi membina konsep peristilahan yang jelas dan meluas dalam kalangan mahasiswa. Penyelidikan ini menggunakan borang soal selidik kepada sekumpulan mahasiswa bidang sains dan teknologi di Universiti Islam Antarabangsa Malaysia (UIAM) untuk menilai tahap penguasaan istilah sains dan teknologi mereka sebelum sesi pengajaran dan pembelajaran berlangsung. Hasil dapatan kajian ini mendapati bahawa mahasiswa mampu menyenarai beberapa istilah sains dan teknologi secara asas dan umum sebelum proses pembentukan konsep terminologi yang lebih terperinci berlaku.

Kata Kunci: *Istilah; Pengajaran bahasa; Bahasa Melayu.*

PENGENALAN

Penyerapan dan penguasaan istilah sains dan teknologi dalam kalangan mahasiswa universiti kini semakin menunjukkan perubahan yang baik dan diterapkan melalui pengajaran bahasa Melayu dalam kursus pembelajaran mereka. Mahasiswa kebanyakannya sudah terbiasa dengan penggunaan istilah-istilah bidang ini dalam bahasa yang lebih mendapat perhatian industri luar dan syarikat besar setelah mendapat pekerjaan kelak. Melalui pembelajaran bahasa Melayu kerjaya dalam bidang sains dan teknologi ini sedikit sebanyak dapat membuka mata dan minda mahasiswa bahawa terdapat istilah sains dan teknologi yang boleh digunakan dalam bahasa Melayu. Kepentingan penguasaan istilah

sains dan teknologi bagi mahasiswa amat penting supaya istilah-istilah ini dapat digunakan sebaiknya sewaktu penyediaan kertas kerja projek, laporan projek, tugas individu dan kumpulan bagi projek yang sedang atau akan dijalankan.

Penawaran kursus bahasa Melayu di universiti awam menunjukkan bahawa wujud keperluan untuk mendalami bahasa kebangsaan dan peluang pekerjaan yang luas dalam bidang ini (Abd Ganing Laengkang, et al, 2023). Di Universiti Islam Antarabangsa Malaysia khususnya telah menawarkan kursus bahasa Melayu Kerjaya (Sains dan Teknologi) oleh Divisyen Bahasa Melayu, Pusat Bahasa dan Pembangunan Akademik Prauniversiti (CELPAD) kepada mahasiswa tempatan. Mahasiswa akan mempelajari berkaitan penyediaan dokumen-dokumen rasmi dan menerapkan penggunaan istilah sains dan teknologi dalam dokumen-dokumen tersebut. Kemahiran yang diaplikasikan di dalam kelas ini membantu mahasiswa untuk menyediakan dokumen rasmi, menghasilkan teks dan pengucapan awam sewajarnya serta menterjemahkan teks dalam laras bahasa sains dan teknologi yang sesuai.

METODOLOGI

Kaedah untuk mendapatkan data kajian ini adalah melalui kajian lapangan. Teknik soal selidik telah dijalankan ke atas 40 orang responden dalam kalangan mahasiswa tempatan. Responden telah menjawab borang soal selidik yang diberikan sewaktu sesi permulaan kursus berlangsung dengan menyenaraikan tiga hingga lima istilah sains dan teknologi mengikut tahap pengetahuan sedia ada mereka. Responden yang dipilih merupakan pelajar bagi Kursus Bahasa Melayu Kerjaya (Sains dan Teknologi) daripada jurusan sains komputer dan teknologi maklumat dari Fakulti Teknologi Maklumat dan Komunikasi. Berdasarkan dapatan tersebut, istilah-istilah tersebut dapat dikategorikan kepada 3 domain utama dan diperincikan dalam bahagian dapatan kajian

DAPATAN DAN PERBINCANGAN

Kajian ini dijalankan ke atas mahasiswa tempatan (warganegara Malaysia) daripada jurusan sains komputer dan teknologi maklumat yang mengambil kursus Bahasa Melayu Kerjaya di UIAM. Kajian ini berfokus kepada dapatan data daripada borang soal selidik untuk melihat penguasaan istilah sains dan teknologi dalam kalangan mahasiswa daripada bidang sains komputer dan teknologi maklumat. Hasil dapatan kajian mendapati bahawa terdapat beberapa kategori istilah yang telah disenaraikan oleh mahasiswa. Istilah-istilah tersebut dapat dikategorikan kepada 3 domain utama iaitu istilah bidang umum, istilah bidang sains komputer dan istilah bidang teknologi maklumat dan diperincikan seperti berikut:

Istilah Umum	Istilah Khusus Bidang Sains Komputer	Istilah Khusus Bidang Teknologi Maklumat
antara muka bilik pelayan cakera keras cakera padat dalam talian elektrik elektron elektronik inovasi jalur lebar jam tangan pintar kad grafik kemas kini komputer komputer riba konduktor litar pad kekunci papan induk papan kekunci paparan pemacu pemacu kilat pemacu kilat USB peranti peranti mudah alih pereka grafik swafoto telefon pintar telekomunikasi tetikus unit pemprosesan	algoritma bahasa pertanyaan berstruktur gelombang gama kamiran kebarangkalian kecerdasan buatan ketumpatan koordinatan nanoteknologi nyah kelajuan pembelajaran mesin pemrograman pengaturcaraan pengkodan pepijat ralat robot statistik struktur data	analisis dan pereka sistem aplikasi aplikasi telefon pintar data aplikasi dinding api e-niaga interaksi komputer dan manusia internet jaringan komunikasi jurutera perisian komunikasi sekuriti kuda trojan laman sesawang layaran komputer media massa media sosial paparan media pangkalan data pembangunan laman sesawang mempengaruhi media sosial pengkomputeran awan pengurusan keselamatan maklumat pengurusan risiko teknologi maklumat pengkodan pereka grafik perisian perisian komputer reka grafik rangkaian internet sekuriti internet sekuriti siber sistem maklumat serangan siber teknologi maklumat teknologi perisian teknologi web tembok api undang-undang siber

Jadual 1: Senarai Istilah Sains dan Teknologi Berdasarkan Borang Soal Selidik

Setelah diteliti, istilah-istilah ini dinyatakan oleh pelajar berdasarkan pengetahuan sedia sepanjang proses pembelajaran di peringkat sekolah menengah dan rendah. Proses pembelajaran menggunakan silibus baharu Kurikulum Standard Sekolah Menengah dan Kurikulum Standard Sekolah Rendah yang mendedahkan mahasiswa kepada istilah-istilah baharu yang berkaitan dengan sains dan teknologi. Selain itu, penguasaan istilah-istilah yang telah dinyatakan turut disokong oleh proses pembelajaran dan pendedahan secara sendiri melalui beberapa aspek seperti pendedahan melalui media elektronik aliran utama dan media sosial. Hebahan penggunaan istilah-istilah baharu dalam berita dan juga penghantaran serta ciapan dalam akaun media sosial Dewan Bahasa dan Pustaka

berkesan dalam menyebarkan pendedahan kepada istilah-istilah baharu berkaitan sains dan teknologi.

KESIMPULAN

Secara keseluruhannya, penguasaan istilah sains dan teknologi dalam kalangan mahasiswa berada dalam tahap yang baik. Sesi pengajaran dan pembelajaran secara formal di universiti dilihat mampu meningkatkan kemahiran kebahasaan para mahasiswa. Latar belakang sesuatu bidang amat mempengaruhi penguasaan istilah dalam kalangan pelajar. Berdasarkan penelitian awal ini, dapatlah disimpulkan bahawa mahasiswa dalam bidang sains komputer dan teknologi maklumat menguasai istilah-istilah khusus dalam bahasa Melayu. Sesungguhnya, penelitian ini merupakan kajian rintis dan masih mentah. Oleh yang demikian, kajian yang lebih rinci boleh dilakukan pada masa hadapan.

PENGHARGAAN

Penulis ingin merakamkan penghargaan kepada pihak CITRA, UKM kerana sudi menerima abstrak lanjutan ini untuk dibentangkan dalam Seminar Antarabangsa Pengajaran Bahasa 2024. Tidak lupa penulis juga ingin mengucapkan terima kasih kepada pihak CELPAD kerana memberi sokongan dan peluang untuk berkongsi ilmu dalam wacana ilmiah ini.

RUJUKAN

- Abd Ganing Laengkang, Akhmad Mansur, Nurul Haniza Samsudin, Nur Azimah Mohd Bukhari. (2023). Naratif Baharu Pengajian Bahasa Melayu: Satu Tinjauan. E-Prosiding Seminar Bahasa, Sastera dan Kebudayaan Melayu 2023 (Disember), 9-20.
- Hasnah Mohamad (2013). Penyelarasan Istilah Sains dan Teknologi Berpandukan Peruasan Kata dan Takrif. Dlm. *Rampak Serantau* Bil 20 (hlm. 65-98, 2013). Jakarta: Badan Pengembangan dan Pembinaan Bahasa Kementerian Kebudayaan.
- Maslin Masrom, Wan Normeza Wan Zakaria (2018). Teknologi Maklumat dan Komunikasi: Gunakan Secara Sihat dan Selamat. Dewan Bahasa dan Pustaka, Kuala Lumpur.
- Rosdiadee Nordin, Hasbullah Mazlan (2022). Teknologi Tanpa Wayar. Dewan Bahasa dan Pustaka, Kuala Lumpur.

LINGUISTIK TERAPAN

APPLIED LINGUISTICS

Unveiling Advanced ESL Students' Language Usage in A Pitching Presentation

Chairozila Mohd Shamsuddin

Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

chairozila@ukm.edu.my

ABSTRACT

Language use among ESL undergraduate students contain a vast treasure of linguistic discourse which unveil the nuances of meaning that are assumed to reflect on their actions as ESL learners. These meanings contain insights into students' ability to communicate their learned contents within their field of interest which are in return, reflected in their spoken presentation. The aim of this study is to explore advanced students' language use in a pitching presentation from a professional communication course. There are currently limited studies in language use in professional communication involving advanced ESL students, and analysis into their meanings have also not been researched. Due to the dearth of this study, this research aims to provide insights into uncovering the rhetoric and vocabularies used by these students through investigating their speech acts. Descriptive qualitative is applied as the method of research while multimodal analysis is used to unveil definitive speech acts. Videos from 10 students are randomly chosen from the professional communication course. The data is collected from their Idea Pitching presentation. The findings of this study provide insights on how MUET band 4 level students use these speech acts in a pitching presentation. The results found that the students utilise perlocutionary speech acts that are *assertive* and *declarative* in their pitching presentation and less *directive* and *expressive* acts. Discussions of the findings explores the purposes for students to use these speech acts and the way that they use these speech acts exemplifies their choices for expressions.

Keywords: *Multimodal; Speech acts; Advanced ESL; Pitching presentation; Professional*

INTRODUCTION

Students' spoken abilities upon performing tasks in the ESL classroom are most investigated for how and why the words are used. Researching on students' pitching presentations through analysing speech acts are one of the ways to understand expressions that demonstrate degree and meanings of utterances. Information gained is to understand the way the speech act is realised and the effect that it has on their presentation. Studies in speech act theory (Searle, 1976) has previously been used to investigate some interesting findings that did not include classroom investigations. These studies include findings on emoticons in communication (Azianura, 2020), memes on social media (Grundlingh, 2018, and in a political speech (Hadirah & Fuzirah, 2022).

This study aims to explore advanced students' language use in a pitching presentation from an English professional communication course. There are currently limited studies in language use in professional communication involving advanced ESL students, and analysis into their meanings have also not been researched. Due to the dearth of this study, this research aims to provide insights into uncovering the rhetoric and vocabularies used by these students through investigating their speech acts.

The purpose of this study is twofold. Firstly, speech acts among students are mostly predictable or even misunderstood among the teachers. Therefore, investigating the choices of words students use in a pitching presentation can allow teachers to understand their strength and weaknesses. Pressing issues such as students' inability to pitch their topics effectively, students reading their text in verbatim when presenting, and students copying texts from online are one of the reasons that speech act theory is used in this study. This theory can help to exemplify how students perform in a pitching presentation and that the pitch is created for the purpose of fulfilling these illocutionary speech acts (Grundlingh, 2018). Secondly, since speech acts are context sensitive (Searle, 1976; Nordquist 2019), and for a speech act such as pitching, to take place online, the perceptions of this context could influence the choice of strategies that they use. This study aims to investigate the commonly used speech act used by the students. As for the contents of the pitching presentation, students may have chosen their text from an online source. This research accepts that the texts chosen are based on their own selection and creativity, therefore the rhetoric used for their pitching is taken as data. Some speech acts that students display that are at times, taken as routine expressions and commonly formulaic (Nordquist, 2019; 2024) which indicates that these texts can be improved and taught to students.

METHODOLOGY

This study takes into account the illocutionary act that considers the purpose of utterance that the students are given. Descriptive qualitative is applied as the method of research while multimodal analysis is used to unveil definitive speech acts. Videos from 10 students are randomly chosen, while three videos are demonstrated in this paper for this purpose. The procedure for collecting the video begins with ensuring the procedure for the task. Students were instructed to work in groups and choose a current issue that they would like to address. Then, individually, students are required to study the issue and pitch on the importance of addressing the issue. They each address the issue from different perspectives/aspects and suggest a solution for the chosen issue. From this, they were told to:

- Convey and elaborate their ideas with supporting references using appropriate language for the general audience or the non-expert (using layman terms).
- Pitch their ideas for 3 minutes, in front of group members (as audience).

Students are assessed based on their ability to convincingly deliver ideas, and capture and maintain the audience's attention. In order to achieve this, students have been given pitching samples, and the rubric for the evaluation. To achieve the research objective, students' pitching videos were randomly chosen as data from a professional communication course that was conducted over a 14-week period.

Students' pitching monologue were then analysed based on Searle's (1976) five categorisations (*assertive, commissive, directive, declaratory and expressive*) of perlocutionary acts. Whereas the value of the linguistic statements is analysed using Multimodality through different modalities and mood (Scollon & Scollon, 2011). The findings demonstrated that participants used speech acts such as declarations, while modality of expressions such as describing, and obligations are used.

RESULTS AND DISCUSSION

Analysis Of Students' Speech Acts in Pitching Presentation

The findings below found that there are a variety of ways that students use to complete pitching presentations. The aim of this analysis is to uncover ways that students use these speech acts that would exemplify their linguistic choices. The preliminary results found that the students utilise illocutionary speech acts that are *assertive* and *declarative* in their pitching presentation and less *directive* and *expressive* acts. Only a small number of students were able to be more *directive* and *expressive* in their speech, which is more preferred for the students to convincingly deliver ideas, and capture and maintain the audience's attention. This requirement was stated earlier to students to be able to pitch ideas at a more advanced level in a professional communication course.

These samples of illocutionary acts are found in their video captions that they have sent to their lecturers. The first sample is an *assertive* point in their pitching video. The *assertive* points in speeches are commonly found when the students tend to talk about how things are according to the topics they have chosen. These speech acts are mostly found in the pitching presentations, whereby these speeches are presented as factual instead yet separated from their beliefs and expressions about the chosen issue. Samples are as follows:

Student A: "*I want to address a crucial issue today, animal abuse. Animal abuse experienced pervasive issues that demand our attention...*"

Student B: "*Social media platforms provide groomers with unprecedented access to children, enabling them to manipulate emotions and build false trust through seemingly harmless interactions*"

Student C: "*Animal abuse is a serious issue that has been a cure in our society for decades...*"

Another analysis on the samples of *expressive* points as illocutionary acts is discussed. These are texts that are used in students' pitching presentations. The *expressive* points are used to express their attitudes towards the topics that they have chosen.

Student A:

1. "*It is a problem we cannot ignore and I believe that we have the power to make a difference...*"
2. "*Psychological factor cannot be overlooked either...*"
3. "*Lastly, let's talk about loss and the consequences of hurting Animals are not serious. People would not stop...*"

The following are samples of *directive* points as illocutionary acts that are used in students' pitching presentations. The *directive* points are used to try to get their audience to do something or to take action towards the topics that they have chosen.

Student A:

1. *"And we need to educate them on how to properly care for animals..."*
2. *"We need to challenge these norms and ensure that kindness to animal is important..."*
3. *"We need to support businesses that are treat animal with care and respect..."*
4. *"We should advocate for a stricter regulation to protect animals from this mystery..."*
5. *"We need to promote empathy and compassion towards animals..."*

The preliminary findings prove that students find it within their ability to be assertive when giving a pitching presentation. Being assertive and declarative is manageable for these ESL advanced level students, however, using directive and expressive proves to be challenging to most students. In a professional communication course, samples are provided for students in class and on online platforms. However, directive and expressive points could be unfamiliar for students to use in their speech. These illocutionary speech acts are important for students to utilise in their final year of study, where they would need to voice out their opinions professionally in English. The importance of demonstrating a professional speaking method has been highlighted as a crucial skill in previous studies (Sonnenschein & Ferguson, 2020). Graduates are required to develop this skill and meet their future workplace requirements through enhancing their communicative ability.

Multimodal Analysis of Linguistic Values

The next analysis uncovers the value of the linguistic statements as analysed using Multimodality through different modalities and mood. The analysis demonstrated that participants used speech acts such as declarations. Language is a complex system of modality (Scollon & Scollon, 2011). The pitching presentations indicated that out of the different stances that an ESL student can achieve when speaking, these students accomplished this through a familiar gesture among ESL students, which is independent from the speech. The crux of Multimodality is on meaning-making; therefore, it needs to be achieved through identifying the meaning of the gesture. However, these declarations that students make seem to be disjointed from the purpose of the speech. This renders this study to understand the purpose for this lack of non-verbal gesture.

CONCLUSION

Language usage in an ESL classroom could have a multitude or variations of speech acts that develop due to students' prior habits and knowledge. This enables them to interpret utterances for them to complete the evaluation task. Austin (1975) purports that utterances can be used to perform an act. This explains that when a sentence is uttered, an individual is not just saying things to fulfil the task, but also doing something in relation to the speech. Through the analysis and discussion of this study both speech act theory and multimodality give support to the rhetoric that students use when speaking in a pitching presentation.

ACKNOWLEDGEMENTS

This study was made possible from research grant provided by Pusat Pengajian Citra Universiti (PPCU), Universiti Kebangsaan Malaysia (UKM), research code: CITRA-2021-003.

REFERENCES

- Austin, J. L. (1975). *How to Do Things with Words*. Oxford: Oxford University Press.
- Azianura, H.S. (2020). Accentuating Illocutionary Forces: Emoticons as Speech Act Realization Strategies in a Multicultural Online Communication Environment. *3L: The Southeast Asian Journal of English Language Studies*. Vol 26(1): 135 – 155
- Chairozila, M.S. et. al. (2023). #healing as a Form of Expression among Malaysian TikTokers: Fostering Connections. *3L: The Southeast Asian Journal of English Language Studies*. Vol 29(4): 99 – 117
- Grundlingh, L. (2018). Memes as speech acts. *Social Semiotics*. Vol. 28, (2): 147–168
- Hadirah, A. H. & Fuzirah, H. 2022. Promoting Political Engagement among Youth: Analysis of Speech Act Patterns in Syed Saddiq’s Speech. *3L: Language, Linguistics, Literature® The Southeast Asian Journal of English Language Studies*. Vol 28(3): 296 – 308
- McDonald, L. (2022). Reimagining Illocutionary Force. *The Philosophical Quarterly*. Vol.72(4):918– 939
- Scollon, R. & Scollon, S. W. (2011). *Multimodality and Language: A Retrospective and Prospective View*. The Routledge Handbook of Multimodal Analysis. Jewitt, C. (ed). 170 – 180
- Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*. Vol 5(1), 1 – 23.
- Searle, J. R. (1968). Austin on Locutionary and Illocutionary Acts. *The Philosophical Review*. Vol 77(4), 405-424.
- Searle, J. R., & Searle, J. R. (1969). *Speech acts: An Essay in the Philosophy of Language*. Vol. 626. Cambridge: Cambridge university press.
- Sonnenschein, K. & Ferguson, J. (2020). Developing professional communication skills: Perceptions and reflections of domestic and international graduates. *Journal of University Teaching and Learning Practice*. Vol. 17 (3), 1 – 17.

PENGAJARAN SASTERA

TEACHING OF LITERATURE

Prinsip Kesopanan dalam Antologi Puisi Bertema

[1]*Noorhazila Mohd Hamid, [2] Azlan Ahmad

[1][2] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*hazilahamid@ukm.edu.my, az_ahmad@ukm.edu.my

ABSTRAK

Makalah ini membincangkan aspek kesopanan berbahasa dalam *Antologi Puisi Bertema: Universiti Watan Tercinta*, iaitu puisi hasil nukilan pelajar yang mengikuti Kursus Gema Semarak Puisi. Kajian ditumpukan kepada penggunaan dan pemilihan diksi dalam penulisan puisi pelajar. Penulisan puisi sangat berkait rapat dengan penggunaan kata yang tepat dan berkesan untuk mengungkapkan idea atau buah fikiran secara lisan mahupun tulisan dan pada masa yang sama aspek kesopanan berbahasa tidak dikesampingkan. Kesantunan berbahasa ditakrifkan sebagai penggunaan kata sehari-hari yang tidak menimbulkan konflik dan sentiasa menjaga air muka pendengar atau pembaca. Prinsip Kesopanan Leech (1983) telah diterapkan oleh pengkaji untuk menganalisis data kajian yang diperolehi. Pengkaji menggunakan kaedah analisis kandungan teks dan pendekatan kualitatif untuk menganalisis bait-bait puisi yang dihasilkan. Kajian ini melibatkan 63 karya puisi bertemakan *Universiti Watan Tercinta* yang telah diangkat dan digarap dari sudut pandang pengkarya terhadap kampus yang menjadi sandaran harapan dalam membina kehidupan yang lebih baik pada masa akan datang. Hasil kajian menunjukkan bahawa keenam-enam maksim dalam Prinsip Kesopanan Leech terkandung dalam antologi puisi tersebut. Prinsip kesopanan ini didapati dapat membantu dalam pengesanan strategi kesantunan berbahasa dalam kalangan mahasiswa mahasiswi Universiti Kebangsaan Malaysia (UKM). Penerapan aspek sopan-santun, berbudi bahasa dan berpekeriti mulia harus sentiasa dititikberatkan kepada generasi hari ini dan seterusnya agar air muka dan maruah individu sentiasa menjadi keutamaan dan terpelihara.

Kata Kunci: *Prinsip Kesopanan; Puisi Bertema; Maksim; Antologi*

PENGENALAN

Aspek kesopanan berbahasa bukan sahaja signifikan dalam penggunaan bahasa yang bersifat lisan semata-mata malahan memainkan peranan yang penting dalam penggunaan bahasa yang bersifat tulisan. Sesebuah teks harus memaparkan penggunaan bahasa yang sopan agar menjadi wadah yang berkesan dalam mentarbiah generasi muda (Sara & Indirawati, 2015). Asmah (2000) mentakrifkan kesantunan mengikut perpektif Melayu ialah penggunaan bahasa sehari-hari yang tidak menimbulkan kegusaran, kemarahan dan rasa tersinggung daripada pendengar. Bahasa yang halus dan tersirat sering digunakan dalam pelbagai bentuk percakapan seperti memberi teguran, memaklumkan sesuatu

dan menyatakan hasrat supaya tidak mengguris hati dan perasaan orang lain. Penggunaan bahasa yang baik, sopan, beradab, memancarkan peribadi yang mulia dan menunjukkan penghormatan kepada pihak yang menjadi teman bicara. Menurut Teo Kok Seong (2003), kesantunan berbahasa banyak bergantung kepada pemboleh ubah sosial dan sosiobudaya seperti usia, jantina, budaya yang terlibat, kelas sosial dan pekerjaan serta peranan dan status pihak yang mendengar atau diajak bercakap. Secara umumnya, kesantunan dan kesopanan berbahasa merujuk kepada bentuk bahasa seperti kata, frasa atau rangkai kata serta ayat dan penggunaan bahasa seperti bercakap secara berkias, berlapik atau bercakap secara tidak berterus terang.

METODOLOGI

Prinsip Kesopanan Leech (1983) telah diterapkan oleh pengkaji untuk menganalisis data kajian yang diperolehi. Pengkaji menggunakan kaedah analisis kandungan teks dan pendekatan kualitatif untuk menganalisis bait-bait puisi yang dihasilkan. Kajian ini melibatkan 63 karya puisi bertemakan *Universiti Watan Tercinta* yang telah diangkat dan digarap dari sudut pandang pengkarya terhadap kampus yang menjadi sandaran harapan dalam membina kehidupan yang lebih baik pada masa akan datang. Prinsip Kesopanan Leech terdiri daripada enam maksim, iaitu maksim santun, maksim kerendahan hati, maksim persetujuan, maksim simpati, maksim sokongan dan maksim budiman. Maksim santun merupakan kaedah untuk memaksimumkan manfaat kepada orang lain dan meminimumkan manfaat kepada diri sendiri serta salah satu alat untuk memberi pujian kepada pendengar. Maksim kerendahan hati merupakan strategi untuk meminimumkan pujian terhadap diri sendiri dengan cara memaksimumkan cacian terhadap diri sendiri. Maksim persetujuan pula bertujuan meminimumkan kerugian kepada pendengar sebaliknya memaksimumkan kerugian kepada diri sendiri dengan cara memperlihatkan kecenderungan untuk mengutamakan persetujuan terhadap pendengar. Selain itu, maksim simpati ialah percubaan memaksimumkan simpati dan meminimumkan kebencian antara diri sendiri dengan orang lain. Maksim sokongan pula merujuk kepada maksim yang memaksimumkan pujian dan meminimumkan cacian terhadap orang lain. Maksim yang terakhir, iaitu maksim budiman merupakan strategi untuk memaksimumkan kos bagi diri sendiri dan meminimumkan keuntungan atau manfaat terhadap diri sendiri.

DAPATAN DAN PERBINCANGAN

Data yang dianalisis meliputi maksim daripada Prinsip Kesopanan Leech (1983) yang terdapat dalam *Antologi Puisi Bertema: Universiti Watan Tercinta*, iaitu puisi hasil nukilan pelajar yang mengikuti Kursus Gema Semarak Puisi. Data kajian dipersembahkan melalui bait-bait puisi hasil nukilan pelajar berserta penerangannya berdasarkan maksim. Prinsip Kesopanan yang terdapat dalam antologi di atas meliputi keenam-enam maksim meliputi maksim santun, maksim budiman, maksim sokongan, maksim kerendahan hati, maksim persetujuan dan maksim simpati. Analisis kajian mendapati bahawa maksim kerendahan hati yang paling banyak diterapkan dalam bait-bait puisi yang dinukilkan. Berikut merupakan contoh dapatan data yang dipilih dan dihuraikan mengikut setiap maksim.

Maksim Kerendahan Hati

Maksim kerendahan hati merupakan maksim yang mengurangkan pujian dan meningkatkan cacian terhadap diri sendiri. Maksim ini memperlihatkan bahawa penutur akan merendahkan dirinya sehingga pendengar berasakan penutur mencaci dirinya dan ini merupakan larangan sosial yang dapat dimaksudkan sebagai bercakap besar (Ayuni & Rohaidah, 2019). Maksim ini diperlihatkan melalui tutur kata yang disampaikan, iaitu kata-kata yang merendah diri. Hal ini adalah untuk mengingatkan diri bahawa pujian yang dinyatakan hanyalah tanda penghargaannya supaya pendengar berusaha lebih gigih untuk mencapai cita-citanya. Dalam masyarakat Melayu umpamanya, maksim ini digunakan untuk menimbulkan perbualan yang harmonis dengan masing-masing tidak memperlihatkan kelebihan masing-masing sebaliknya akan menyatakan kekurangan diri sendiri. Dalam jadual 1 di bawah, ungkapan “*Yang tercicir di jalanan*”, “*Insan yang hina*”, “*Penuh cela diriku*” dan “*Aku juga bukan siapa-siapa*” merupakan contoh garapan yang memperlihatkan kekurangan dan kelemahan pengkarya.

Jadual 1: Bait-bait Puisi untuk Maksim Kerendahan Hati

Bait-bait Puisi	Tajuk Puisi
<i>Jauh aku berkelana Dengan sebuah harapan pudar Yang tertarik di sudut desa Tanpa sekelumit harap Yang tercicir di jalanan</i>	Gerbang Rezeki Hidup
<i>Insan yang hina Penuh cela diriku Ilmu di dada Seperti kodok di bawah tempurung</i>	Menuju Puncak Insaniah
<i>Aku juga bukan siapa-siapa Cuma insan biasa yang mencinta Mencintai seluruh pelosok watan ini Buana watan ini, wadah ilmuku Tanah tumpah keringatku</i>	Buana Ilmu Itu

Maksim Budiman

Maksim budiman atau dikenali juga dengan maksim kedermawanan ialah maksim yang mengurangkan manfaat atau keuntungan terhadap diri sendiri dan cuba untuk memaksimumkan kos atau kerugian bagi diri sendiri. Hal ini dapat dilihat melalui pernyataan seseorang yang memberikan tawaran atau mengungkapkan kata-kata yang sopan seperti menawarkan bantuan, pertolongan dan kasih sayang. Bait-bait puisi “*Untuk membahagiakan orang tuaku dan universitiku*”, “*Doakanku sentiasa menuju kejayaan*” dan “*Memanfaatkan bangsa, agama dan negara*” memperlihatkan harapan, bantuan dan kasih sayang daripada insan di sekelilingnya.

Jadual 2: Bait-bait Puisi untuk Maksim Budiman

Bait-bait Puisi	Tajuk Puisi
<p><i>Menara watan Tempatku menuntut ilmu Menerangkan pelita yang hampir malap Demi segulung ijazah Untuk membahagiakan orang tuaku dan universitiku</i></p>	Anak Perantau di Menara Watan
<p><i>Lihatlah ayah Kini aku sudah bergelar mahasiswi Di Universiti Watan tercinta Doakanku sentiasa menuju kejayaan</i></p>	Perjalanan ke Puncak Ilmu
<p><i>Dalam mendaki sinar kejayaan Titian ilmu digarap bagaikan tangga Dibina tanpa culas demi keberkatan Dibina teguh agar manfaatnya lama Memanfaatkan bangsa, agama dan negara</i></p>	Titian Anak Watan

KESIMPULAN

Hasil kajian menunjukkan bahawa maksim kesopanan Leech yang paling dominan dalam *Antologi Puisi Bertema: Universiti Watan Tercinta* ialah maksim kerendahan hati dan diikuti oleh maksim budiman. Maksim simpati pula merupakan maksim terendah dalam penelitian ini. Rangkap puisi yang dinukilkan dalam antologi ini merangkumi keseluruhan maksim kesopanan Leech. Prinsip Kesopanan Leech (1983) yang mengemukakan enam maksim (maksim santun, maksim budiman, maksim sokongan, maksim kerendahan hati, maksim persetujuan dan maksim simpati) dalam membentuk tingkah laku beradab sememangnya dapat membantu penutur untuk mempraktikkan strategi kesantunan berbahasa dalam sesuatu perbualan. Prinsip kesopanan ini didapati dapat membantu dalam pengesanan strategi kesantunan berbahasa dalam kalangan mahasiswa mahasiswi Universiti Kebangsaan Malaysia (UKM). Penerapan aspek sopan-santun, berbudi bahasa dan berpekerti mulia harus sentiasa dititikberatkan kepada generasi hari ini dan seterusnya agar air muka dan maruah individu sentiasa menjadi keutamaan dan terpelihara.

PENGHARGAAN

Ribuan terima kasih kepada semua pelajar kursus LMCR3262 Gema Semarak Puisi yang telah menyumbangkan karya mereka dalam *Antologi Puisi Bertema:Universiti Watan Tercinta* dan juga ucapan terima kasih kepada rakan pengkaji yang turut sama dalam menyediakan kajian ini.

RUJUKAN

- Asmah Haji Omar. 2000. *Wacana, Perbincangan, Perbahasan dan Perundingan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Ayuni Mohamad Bakari & Rohaidah Kamaruddin. 2019. *International Journal of the Malay World and Civilisation* 7(1): 15-26.
- Leech Geoffrey, 1983. *The Principles of Pragmatics*. New York: Longman.
- Teo Kok Seong. 2003. Kesantunan Berbahasa Kes Bahasa Melayu. *Dewan Bahasa*, Mac, 14-23.

The Teaching of Literature in Using Cognitive Poetics: Its Practicality, Strengths and Challenges

[1]*Suhaila Abdullah, [2] Faizah Idrus, [3] Ismail Sheikh Ahmad

[1][2][3] International Islamic University Malaysia

*suhailaa@iium.edu.my, ifaizah@iium.edu.my, drismail@iium.edu.my

ABSTRACT

This paper explores the use of a theory known as cognitive poetics as an approach to teach literature to students in private secondary schools, Malaysia. Cognitive poetics stands as an inter-disciplinary field that revolves around the science of reading literature by using psychology and cognition (Stockwell, 2020). It supports a natural process of reading that creates an interaction between the reader and the literary text. In this qualitative study, the authors opt to use three key concepts of cognitive poetics, namely figures and grounds, prototypes and reading as well as discourse worlds and mental spaces. The rationale of this study is to explore the strengths and challenges in using the key concepts contained in cognitive poetics and whether this theory is practical to be applied in the teaching of literature. This study sought to find answers whether educators could or could not adopt cognitive poetics in teaching literature and whether this approach could garner students' interest in reading and studying literature. Two phases of semi-structured interviews and class observations were conducted, involving three teachers who taught English Literature in three private schools. The findings show that cognitive poetics could assist the students to fathom the psychology of the authors and characters in literary works. This research hopes to introduce a relatively new theoretical approach to the teaching of literature in secondary schools in Malaysia.

Keywords: *Cognitive poetics; Reading literature; Secondary schools; Teachers; Teaching of literature*

INTRODUCTION

English Literature, as a subject, has become a component in teaching English Language in secondary schools in Malaysia since it was introduced in the secondary education curriculum in 2000. However, the efforts in instilling interest in English Literature by the government could be traced back to 1976 when the government reached out to nineteen government schools to introduce the English Language Reading Programme (ELRP). This effort garnered much success with the participation of more than 200 schools by 1983 and six years later, the success doubled with the introduction of the Class Reader

Programme (CAP) which signified the addition of English Literature in the language classes of secondary schools (Talif, 1991).

During two decades, the enthusiasm in the teaching of literature turned stagnant for a period of time until the government instigated efforts to revive the interest to teach and learn this subject by re-introducing it as an elective in 2000 (Subramaniam, 2007; Suliman & Yunus, 2014). Other further development in education brought forth by the implementation of English as a second language also influenced the insertion of English literature component in the language syllabus in 2000. In August 2012, the review of the national education system supported the reintroduction of English Literature as a subject, instead of merely being accepted as a component in national secondary schools. Six years later, the Ministry of Education, Malaysia introduced a new curriculum for English Literature for secondary schools in 2018 and the new curriculum designed for upper-level secondary school level would be fully implemented in 2020. In the new curriculum commencing in 2020, English Literature subject in secondary schools would become an elective course (Chin & Chua, 2019).

Teachers who taught and are teaching this component have employed several approaches in delivering the English Literature curriculum to students in secondary schools. The existing problem is that thinking skills are not much encouraged in classrooms when the activities of the teaching and learning of literature are concerned (Sidhu & Chan, 2010). Past research highlighted that student were regularly spoon-fed with information in order to answer exam papers and there was not much space for creative thinking and analysis of the literary texts (Mustakim, Mustapha & Lebar, 2012). Thus, by exploring cognitive poetics as a way of teaching literature, the writers would like to find out whether this approach could be useful in helping the students and teachers approach literature in the classrooms. Cognitive poetics, as expounded by Stockwell (2020), is an inter-disciplinary field that revolves around the science of reading literature. It involves a natural process of reading that creates an interaction between the reader and the literary text. The science of reading composes two main areas namely, on how the reader wishes to think about his or her interaction of the text and how the reader could reflect on the literary text and understand the content of the literary text. This opens the discussion for context which is an important concept in the field of cognitive poetics. Hence, the writers intended to find out whether this approach could be useful in helping the students and teachers approach literature in the classrooms.

RESULTS AND DISCUSSION

The aim of this study is to examine whether this approach could answer and address the problems faced by teachers and students in understanding literature and literary texts in the classrooms. The data collection was completed by using three research instruments and carried out in three phases; a semi-structured interviews with three teachers before class observations were conducted, class observations in the classrooms of their respective schools and post-observation semi-structured interviews as well as insights were documented in field notes. Three private secondary schools in the Klang Valley were selected and two female teachers and a male teacher consented to be participants in this study. A poem entitled *What happened to Lulu?* by Charles Causley was selected for the class activity during the class observation. In lieu of a comprehensive analysis for this study, this section will present a discussion on important discoveries highlighted by the three teachers during the post-

class observation interview sessions. The findings of the study have been presented in the form of the table below, detailing the experience and opinions of the three teachers in a semi-structured interview after their classes were observed. Each class was observed for 45 minutes and the interview after the class observation was conducted within an hour.

Table 1. Findings of the study

Interview Questions:			
1.After explaining, are the lessons similar to or different from the ones you taught over the years?			
Informant 1 (I1)	Informant 2 (I2)	Informant 3 (I3)	Themes
the lesson that I projected just now... it was... similar to the one I used to conduct	You are looking at the connotation basically, right... So, when you are talking about familiar thoughts... unfamiliar thoughts... So, in terms of that... I see similarity as well.	It's quite different actually... because we don't go in depth. Before this we only look at the literature and then try to understand it on the surface. So, it wasn't in depth appreciation such as this.	Cognitive Approach
2.Do you think the students could better understand the literary texts if you teach cognitive poetics in class?			
majority of them understand the poem... very well. Okay...they were able to think out of the box	For year 11, they already know it... It's... er... well, they have exposure to reading. Em... and they can do it.	Em... (long pause) maybe we can choose some of more... joyful content. Like the one we had before... they said... it's kind of emotional...	Effect of cognitive poetics approach on students' understanding
3.Do you think this approach is easier or more difficult for students?			
I think it is easier	For year 11, they already know it...	(Learning) proficiency is easier...	Students' acceptance

In the outcome of the study, the teachers shared their observations and insights after they taught a lesson by using the cognitive poetics approach. For the first interview question, I1 reported that she discovered the lessons derived from the cognitive poetics approach had been similar to the approaches that she used in her previous classes. Similarly, I2 stated that the cognitive approach she used in the class lesson observed was the same with her teaching method in the English Literature classes. In contrast, I3 remarked that the approach was very different to what they were used to as previously, they only covered the lesson on the surface and they did not delve into the contents. Secondly, I1 and I2 opined that the students comprehended the literary texts when the teachers used cognitive poetics as an approach whereas the third informant revealed that his students complained about the selected

poem, stating that the content was too emotional for analysis among secondary school students. In answering whether the approach is applicable for teaching and literature in the classrooms, I3 asserted that learning English for proficiency proved to be easier for the students as they lacked interest in English Literature. However, I1 concluded that using the approach made it easier for the students to understand the poem and I2 affirmed that the same approach had always been taught to the students albeit her not knowing about cognitive poetics before the study.

CONCLUSION

The use of cognitive poetics as an approach is practical to assist teachers in delivering organised and systematic lessons in English Literature classrooms. The insights shared by the three informants lead to the conclusion that teachers should be equipped with teaching strategies to elicit students' curiosity in exploring literary works and studying them in depth. Developing interest in literature among the students depend largely on the teaching approaches delivered by teachers in the classroom activities. Numerous research has shown that teachers adopted various approaches in delivering the lessons, however a systematic approach that is brought forward in cognitive poetics could create a deep interest in students to study the subject. For this study, the writers hope that the results of this research could impart knowledge on another approach as an addition to the existing approaches in teaching literature that are implemented in classrooms presently.

ACKNOWLEDGEMENTS

The writers would like to express utmost appreciation to the Kuliyyah of Education, International Islamic University Malaysia as well as principals and school management of the three selected schools in the Klang Valley. Many thanks to Mr. Mohammed Fadhl Shaif Al-Muntaser Al-Mattar Al-Yafai for the financial support.

REFERENCES

- Chin, C. & Chua, R. (2019, June 23). New syllabus good, but can be better. *The Star Online*. <https://www.thestar.com.my/news/education/2019/06/23/new-syllabus-good-but-can-be-better>
- Mustakim, S.S., Mustapha, R. & Lebar, O. (2012). Teacher's Approaches in Teaching Literature: Observations of ESL Classroom. *Malaysian Online Journal of Educational Science*, 2(4), 35-44. <https://www.semanticscholar.org/paper/TEACHER'S-APPROACHES-IN-TEACHING-LITERATURE%3A-OF-ESL-Mustakim-Mustapha/5dea2038d5757b80fb8bc3a6408db269e3987f7d>
- Sidhu, G.K. & Chan, Y.K. (2010). Instructional Practices in Teaching Literature: Observations of ESL Classrooms in Malaysia. *English Language Teaching*. Retrieved from www.ccsenet.org/elt

- Stockwell, P. (2020). *Cognitive Poetics: An Introduction (2nd Edition)*. Routledge Taylor & Francis Group.
- Subramaniam, G. (2007). The Changing Tenor of English in Multicultural Postcolonial Malaysia. *3L; Language, Linguistics and Literature, The Southeast Asian Journal of English Language Studies*, 13, 53–75.
- Suliman, A., & Yunus, M.M. (2014). The Re-Introduction of English Literature Subject in Malaysian Secondary Schools; Urban versus Rural Teachers. *Journal of Education and Human Development*, 3(2), 943-955.
- Talif, R. (1991). Teaching literature in ESL in a Malaysian context: (proposed INSET course designs for literature in ESL instruction) (Published doctoral dissertation). <http://eprints.nottingham.ac.uk/11560/1/304973.pdf>

Unsur Ragam Bahasa Sindiran Dalam Penilaian Puisi Bagi Kursus Gema Semarak Puisi

[1]*Azlan Ahmad, [2] Noorhazila Mohd Hamid, [3] Daing Zairi Ma'arof

[1][2][3] Pusat Pengajian Citra Universiti, Universiti Kebangsaan Malaysia

*az_ahmad@ukm.edu.my, hazilahamid@ukm.edu.my, dzm@ukm.edu.my

ABSTRAK

Dalam penulisan karya kreatif, gaya bahasa dapat memperlihatkan keindahan dalam sesuatu karya. Penggunaan gaya bahasa yang tersirat oleh penulis bertujuan untuk meluahkan sesuatu perasaan sama ada berbentuk kesedihan, kemarahan, keresahan ataupun kegembiraan. Kewujudan kursus Gema Semarak Puisi yang ditawarkan kepada pelajar prasiswazah memberi peluang kepada mereka untuk berkarya. Karya yang dihasilkan oleh pelajar ini juga memiliki unsur-unsur luahan perasaan terhadap sesuatu perkara. Oleh itu, tujuan kajian ini adalah untuk mengenal pasti unsur ragam bahasa sindiran yang wujud dalam penilaian kursus ini. Kajian ini dianalisis berdasarkan penulisan puisi pelajar yang merupakan salah satu elemen penilaian kursus. Kaedah kajian yang digunakan adalah berbentuk kualitatif dengan menggunakan instrumen tugas penilaian sebagai data kajian dengan teknik analisis kandungan. Hasil dapatan kajian mendapati unsur bahasa sindiran jenis ironi, sarkastik dan sinisme terdapat dalam penulisan pelajar dengan bahasa sindiran sarkastik paling banyak ditemukan. Ketiga-tiga bahasa sindiran ini lebih berupa luahan perasaan tidak puas hati seperti sedih, kecewa, marah, geram, benci dan sebagainya. Ragam bahasa sindiran ini merupakan manifestasi emosi manusia sejagat terhadap isu kemanusiaan yang marak diperkatakan di seluruh dunia melibatkan Palestin yang dizalimi oleh Israel. Kajian ini menyarankan agar lebih banyak unsur ragam bahasa yang boleh dikenal pasti bukan sahaja dalam karya puisi tetapi juga dalam karya pantun, syair, cerpen dan sebagainya bagi melihat keindahan dan kepelbagaian gaya penyampaian yang digunakan dalam sesuatu karya.

Kata Kunci: *Bahasa sindiran; Karya pelajar; Kekekapan; Penilaian kursus; Puisi sonian*

PENGENALAN

Bahasa sindiran juga dikenali sebagai bahasa yang mempunyai ragam kerana bahasa sindiran digunakan seseorang mengikut konteks situasi yang sesuai. Bahasa sindiran merupakan satu bentuk kata yang mempunyai makna yang tersirat dan sering digunakan oleh masyarakat Melayu. Bahasa sindiran terbahagi kepada tiga iaitu unsur ironi, unsur sinisme dan unsur sarkasme (Keraf, 2007). Unsur ironi bermaksud bahasa sindiran halus yang mengandungi makna di sebaliknya. Penggunaan

unsur ironi dalam sindiran bertujuan untuk menyindir seseorang dengan ujaran yang mempunyai makna bertentangan dengan makna literal. Sinisme bermaksud satu sindiran yang berbentuk kesangsian yang mengandungi ejekan terhadap keikhlasan dan ketulusan hati. Penggunaan sindiran berunsur sarkasme pula dianggap sebagai lebih kasar daripada ironi dan sinisme. Keraf (2007) menyatakan bahawa sarkasme merupakan ujaran yang mengandungi kepahitan dan celaan yang getir. Penggunaan gaya sarkasme akan menyakiti dan kurang enak didengar. Sehubungan dengan itu, dalam konteks makalah ini, ujaran sindiran yang diteliti menjurus kepada sindiran ironi, sarkasme dan sinisme. Penelitian ini bertujuan bagi melihat bentuk sindiran mana yang lebih banyak digunakan oleh responden dalam karya puisi bertemakan “Apresiasi Untukmu Palestin”.

METODOLOGI

Kajian ini menggunakan pendekatan kualitatif. Bagi meneliti senario ragam bahasa sindiran yang terjadi dalam kehidupan semasa, satu kajian dan pemerhatian dilaksanakan terhadap kajian lalu berkenaan puisi hasil karya pelajar dalam kursus Gema Semarak Puisi iaitu dalam buku Antologi Puisi Bertema Apresiasi Untukmu Palestin melalui karya sajak berpola iaitu Sonian. Sonian ialah puisi berpola yang mempunyai format tertentu iaitu 6-5-4-3 sukukata pada setiap baris. Misalnya seperti berikut,

Negara Palestin	(6 sukukata)
bumi yang berkah	(5 sukukata)
penuh rahmat	(4 sukukata)
dan ibrah	(3 sukukata)

Metodologi yang digunakan ini dilihat mampu mencerminkan perkembangan aktiviti kajian berkenaan sindirin halus yang berfokus kepada puisi serta memperlihatkan kepelbagaian rentak penyampaian sindiran yang diaplikasi menerusi penulisan karya puisi ini. Pendekatan ini digunakan bagi mencapai objektif dan dapat mengetahui sejauh mana unsur ragam bahasa sindiran kerap digunakan dalam penulisan puisi bertemakan “Apresiasi Untukmu Palestin” atau terdapat unsur ragam bahasa lain juga turut mempengaruhi penulisan puisi ini.

DAPATAN DAN PERBINCANGAN

Pemilihan data dibuat berdasarkan kepada ketiga-tiga jenis bahasa sindiran iaitu ironi, sarkastik dan sinisme yang terdapat dalam tema puisi “Apresiasi Untukmu Palestin” yang terdapat dalam buku Antologi Puisi Bertema. Kajian ini akan menyenaraikan data-data kajian berdasarkan jenis-jenis bahasa sindiran iaitu jenis ironi, sarkastik dan sinisme. Pengkaji memilih ragam bahasa sindiran ini kerana beranggapan bahawa ragam bahasa sindiran ini lebih dekat kepada emosi yang tidak stabil seperti marah, sedih, tidak puas hati dan kecewa terhadap sesuatu perkara atau hal yang terjadi. Isu kemanusiaan yang terdapat tema puisi “Apresiasi Untukmu Palestin” ini dijangkakan paling banyak

digunakan oleh penulis untuk menggunakan ragam bahasa sindiran dalam karya ini. Oleh yang demikian, dapatan dan perbincangan ini akan melihat ujaran yang digunakan dalam ragam bahasa sindiran yang meliputi jenis ironi, sarkastik dan sinisme.

Sindiran Ironi

Keraf (2007) mengatakan bahawa bahasa sindiran jenis ironi merupakan satu acuan yang mempunyai makna yang berlainan dari perkara yang terkandung rangkaian kata. Dalam erti kata lain, ironi merupakan satu sindiran yang dilakukan secara tidak langsung dan ayat yang diujarkan bertentangan dengan apa yang tersurat dalam ujaran tersebut. Berikut senarai bahasa sindiran jenis ironi berdasarkan ujaran yang terdapat dalam karya responden dalam buku Antologi Puisi Bertema “Apresiasi Untukmu Palestin”.

Jadual 1. Ragam Bahasa Sindiran Ironi

Jenis	Data	Ujaran
Ironi	1	Begitulah sikap sang pendatang yang sedar dirinya.
	2	Israel Zionis bukan pendatang hanya datang menumpang.
	3	Hidupnya yang senang di bumi Gaza tanah ini ratahlah.
	4	Adanya pendatang tanah airku dijejaki bahagia.
	5	Rumah diletupkan nyawa melayang sudah lumrah berdamai.

Sindiran Sarkastik

Sindiran jenis sarkastik pula merupakan penggunaan kata yang bersifat keras dan kasar dengan tujuan untuk menyindir seseorang atau sekelompok masyarakat. Jadual 2 di bawah ini menunjukkan contoh ragam bahasa sindiran sarkastik yang digunakan dalam puisi bertemakan “Apresiasi Untukmu Palestin”.

Jadual 2. Ragam Bahasa Sindiran Sarkastik

Jenis	Data	Ujaran
Sarkastik	1	Di dunia kau lepas. Di akhirat neraka jahanam tempatmu.
	2	Lahanat si Israel. Mampuslah engkau.
	3	Si Zionis celaka, pembunuh manusia.
	4	Semua orang abai tentang isu ini pembohongan melanda.
	5	Di tanahku ini, aku dicaci dan diusir kejamnya.

Sindiran Sinisme

Menurut Keraf (2007) sindiran jenis sinisme merupakan suatu sindiran yang berbentuk kesangsian yang mengandung ejekan terhadap keikhlasan atau ketulusan hati penutur. Dalam erti kata lain, sindiran ini merupakan perkataan sindiran yang lebih kasar daripada ironi. Perhatikan Jadual 3 yang memaparkan ragam bahasa sindiran sinisme.

Jadual 3. Ragam Bahasa Sindiran Sinisme

Jenis	Data	Ujaran
Sinisme	1	Sikapmu berpura di depan dunia cuba alih pandangan.
	2	Begitulah engkau insan durjana lupa diri sebenar.
	3	Itulah Israel, diberi betis hendak paha semua.
	4	Seluruh dunia menutup mata memihak Benjamin
	5	Masyarakat buta pemimpin alpa leka dengan kuasa.

Daripada 65 karya puisi yang bertemakan Apresiasi Untukmu Palestin, terdapat sebanyak 15 ujaran rangkap puisi yang termasuk dalam kategori bahasa sindiran ironi. Terdapat 40 rangkap puisi dalam kategori sarkasme. Manakala bahasa sindiran sinisme pula mencatatkan sebanyak 45 rangkap puisi. Daripada ketiga-tiga kategori bahasa sindiran ini, bahasa sindiran sinisme mencatatkan jumlah puisi yang paling tinggi berbanding bahasa sindiran ironi dan sarkastik. Hal ini kerana bahasa sindiran sinisme lebih dekat dengan emosi yang sedang marak dengan perasaan marah, benci dan geram yang diluahkan secara sinis terhadap sesuatu perkara seperti isu kemanusiaan yang sedang berlaku di Palestin. Walau bagaimanapun, terhadap ragam bahasa lain seperti ragam bahasa merendah, naik, turun, pertanyaan ingkar, seruan/keluhan dan berulang. Walau bagaimanapun, ragam bahasa jenis ini tidak begitu banyak ditemui dalam puisi ini berbanding ragam bahasa sindiran.

KESIMPULAN

Secara keseluruhannya, berdasarkan kajian ini dapat dilihat petikan ujaran rangkap puisi menggunakan bahasa sindiran seperti ironi, sarkastik dan sinisme sebagai bahasa yang mempunyai makna yang tersirat dan tersurat yang disampaikan dengan cara tertentu oleh penulis bagi menggambarkan perasan penulis terhadap isu kemanusiaan yang berlaku di Palestin. Isu yang sangat rapat dengan masyarakat dunia terutama masyarakat yang beragama Islam ini telah meruntun hati responden untuk meluahkan rasa simpati, kecewa, benci, tidak puas hati dan sedih dengan situasi yang berlaku di sana. Selain itu, ragam bahasa sindiran ini juga mungkin boleh digunakan dalam karya puisi tema yang lain atau bentuk penulisan kreatif yang lain pada masa yang akan datang.

PENGHARGAAN

Ribuan terima kasih kepada semua pelajar kursus LMCR3262 Gema Semarak Puisi yang telah menyumbangkan karya mereka dalam Antologi Puisi Bertema:Universiti Watan Tercinta dan Apresiasi Untukmu Palestin dan juga ucapan terima kasih juga kepada rakan pengkaji yang turut sama dalam menyediakan kajian ini.

RUJUKAN

- Arba'ie Sujud. (2010). *Apresiasi Bahasa: Interpretasi dan Ekspresi*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Azlan Ahmad. (2024). *Antologi Puisi Bertema: Universiti Watan Tercinta & Apresiasi Untukmu Palestin*. Selangor. Aras Mega (M) Sdn. Bhd.
- Keraf, G. (2007). *Diksi dan gaya bahasa*. Jakarta: PT Gramedia Pustaka
- Kurniawan, Andre (2020). Kurniawan, Andre, ed. "Memahami Apa Itu Sarkas serta Perbedaannya dengan Satire dan Ironi". Merdeka.com..

ESL Teaching Techniques: Utilizing ICT Devices to Enhance Speaking Skills

[1]*Elevia Alfren Jalius, [2] Megawati Soekarno

[1]SK Kem Kabota, Tawau, Sabah.

[2] Faculty of Psychology and Education, Universiti Malaysia Sabah

*eleviaalfren@gmail.com, megawati.s@ums.edu.my

ABSTRACT

Teaching English as Second Language (ESL) to the young learners who have zero knowledge of English language is challenging for English teachers. The teachers are required to provide attractive activities in engaging students to the lesson. Thus, many English teachers had been utilizing Information Communication Technology (ICT) devices to deliver lesson in the classroom since few decades ago. ICT devices had emerged as essential tools for fostering dynamic and engaging learning environment and play a pivotal role in cultivating enjoyable learning environment. There were few studies affirmed that ICT devices have enhance the students' four language skills such as listening, speaking, reading and writing. This case study aims to explore on the teachers and students' perception of the integration of ICT devices in teaching literature. The participants are primary school teachers and Year 5 students of the schools located at the remote area in Keningau, Sabah, Malaysia. A qualitative method employed to gather the data and thematic analysis was used to present the finding for this study. The findings revealed a notable enhancement in students' speaking proficiency when integrating multimedia tools such as LCD projector, laptop, speakers, pictures, slide presentation and audio visual into the learning process. Through the incorporation of these multimedia elements during lessons, the students shown improvement in their speaking skills.

Keywords: *English as Second Language; ESL; Information Communication Technology; ICT; Speaking skill; Literature*

INTRODUCTION

Information Communication Technology (ICT) has become an essential tool for teaching and learning inside and outside the classroom. The integration of ICT with English language lesson provided positive impact in improving the students' speaking proficiency in English language. The ICT devices such as speaker, LCD projector, smartpone and laptop are crucial devices in delivering

a lesson to the students. Cited from Mohammad Ilyas *et al.* (2021), the findings from Zayli'e (2007); Kondo *et al.* (2012) indicated that ICT provided positive improvement on the students' language proficiency in studying comprehension, knowledge and composition. Moreover, the ICT devices provided the students with sufficient exposure to the target language. The findings also indicated that the students who use ICT such as audio, video and messaging gained better marks in their English test.

Research Objective

The objectives of this study are:

- (i) to investigate the teachers' perception on the integration of ICT devices in literature lesson and
- (ii) to explore the students' perception on the integration of ICT devices in the English lesson.

METHODOLOGY

For this study, the researcher employed qualitative approach and case study design. The approach suitable in investigating the opinions or perceptions from the participants (Creswell & Creswell, 2018). The research instruments used in this study are the semi-structured interviews and the reflective writing. Therefore, the data analysed using coding and thematic analysis.

Research Participants

To choose the participants in this study, the non-probability sampling was adopted. According to Nikopoulou (2022), this sampling reduced the risk of research biases in the sample selection. The participants selected for this study are four English teachers and four Year 5 students from Keningau. In addition, the selected schools located in the rural area.

Table 1.0 Demographic Information of Participants

Participant (teacher)	Teaching experience	Utilizing ict In teaching
PTi	>7 years	Yes
PTii	>7 years	Yes
PTii	>7 years	Yes
PTiii	>7 years	Yes
Participant (student)	Age	Exposed to ict In learning
Psi	11	Yes
PSii	11	Yes
PSiii	11	Yes
PSiv	11	Yes

RESULTS AND DISCUSSION

The results are presented in a tabular format which adapted from Cloutier and Ravasi (2020). The table could help in planning and sorting extensive data in various ways.

The results of this study displayed in the table below and the research question posed for the teachers is “*Do you think that ICT devices making the lesson more motivating and engaging for the students?*” Therefore, positive feedbacks were attained from all of the teachers.

Table 2.0 Results from the Teachers

Theme	ICT and Students Engagement
<i>N</i> of participants contributing (<i>N</i> =4)	4
Excerpts from teachers' interviews	<p>PTi: Absolutely, ICT devices can greatly enhance the literature lesson experience. They provide access to a wealth of digital literature resources, multimedia presentations, and interactive activities that can make learning more enjoyable and engaging for students. By using the ICT devices, they are more focused and their retention of details during the lesson increases. The students more attracted to the lesson when using ICT devices.</p> <p>PTii: Yes, of course. Yes, I find that um it's still uh better engaging. Because um I can get their full attention. um for example yeah, if I want to teach that time, I want to teach um poem, so normally in my early stage of Lesson plan, in the pre-lesson, I will show them um the correct way. um in a video, how is the person recite the poem uh in with correct uh and good pronunciation and all that. so not only for them not only I can get their um attention interest but this will also help in my um the objective of my lesson. Because in the middle's um of my lessons, when I asked them to recite the poem, they have already had the idea how to um recite the poem in a correct order.</p> <p>PTiii: Yes, definitely. It shows very big differences when I use the contemporary style compared to using the ICT. They show a lot of interest and actively participating in the lesson. Even for students who are Band 3, they shown a lot of interest because of the implementation ICT. Even though it's a simple lesson and it's hard for them to catch up. But, because of using the ICT, they push themselves to be involved in the lesson. They definitely show a big different in learning compared to the contemporary style. Even when you teaching literature lesson.</p> <p>PTiv: They are more engaged in the lesson when using ICT devices compared to when we just use chalk and talk. When I use video in teaching them or using colorful pictures, they pay attention to it. Both the low proficient and high proficient students enjoy the lesson and are more engaged.</p>

The question posed for the students on their views of the integration of ICT, “*How do you find that the integration of ICT with literature lesson will enhance your speaking skill in English language?*”

Table 3.0 Results from the Students

Theme	Students' Perceptions on the Integration of ICT in English Language Lesson
<i>N</i> of participants contributing (<i>N</i> =4)	4
Students' Reflective Writing	<p>PSi: We can listen clearly and say the words we hear from teacher and the audio. We can practice pronouncing the words while listening to the audio. The inclusion of LCD in the lesson will be more fun to learn because we can see the picture. It is very fun to learn English then.</p> <p>PSii: I can listen to the pronunciation and the words stress correctly with the help of the audio and the picture caught me to pay attention during the lesson. Because my teacher always use LCD, so I am really excited to learn.</p> <p>PSiii: I think it help me a lot. It makes me understand easier. Now I can speak English more better. It make my listening and speaking skill much better. When my teacher play a video, I can listen to the pronunciation more better and I can say the words better.</p> <p>PSiv: When I do the poem recitation activity with my friends, I'm able to speak with them. When I role play the character in the graphic novel, I can speak with my friends in English using the text in the novel. It is more fun and I enjoy to learn when my teacher uses LCD to teach us. I also like it when my teacher use audio with speaker to teach us the listening and speaking activity. My confidence in speaking is improving.</p>

The results indicated that the ICT devices contribute in enhancing the students' speaking proficiency in English language. Moreover, ICT devices assisted the teachers in delivering a lesson where the students are well motivated and engaged more in their study. Thus, ICT devices definitely an essential tool in teaching and learning in this 21st century learning.

CONCLUSION

The ICT devices helped in enhancing the quality of English language lesson such as enhancing the students' speaking skill, increased the student's engagement, and the lesson more motivating. In the other hand, the teachers shown tendency in utilizing ICT devices inside the classroom. However, insufficient ICT rooms at school hinder them to use the LCD regularly in delivering their lesson. Thus, the education department should come out on a new plan in providing sufficient ICT devices to all schools in need of the devices especially the schools located in the rural and suburban area.

ACKNOWLEDGEMENT

Many thanks to my supervisor, my family, friends and colleagues. I am also grateful to all the participants involved in this study. Thank you for all your time.

REFERENCES

- Bindu, C. N., (2016). Impact of ICT on Teaching and Learning: A Literature Review. *International Journal of Management and Commerce Innovations, Vol. 4, Issue 1, pp: (24-31)*. www.researchpublish.com
- Braun, V., & Clarke, V., (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology, 3(2)*, 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Cloutier, C., & Ravasi, D., (2020). Using Tables to Enhance Trustworthiness in Qualitative Research. *DOI: 10.1177/1476127020979329*
- Creswell, J. W., & Creswell, J. D., (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Fifth Edition). *SAGE Publications Ltd.*
- Mohammad Ilyas, Bacha, M. S., & Rustum, R., (2021). The Impact of Information Communication Technology (ICT) on Students Integrated Skills At Bs Level: A Case Study of Pashto L1 Speakers in District Dir Upper. *Webology, Volume 18, Number 2, 2021*. <http://www.webology.org>
- Nikopoulou, K., (2022). What is Convenience Sampling?: Definitions & Examples. <https://www.scribbr.com/methodology/convenience-sampling/>



In collaboration with: