

Mastering Malay: Identifying issues faced by Iranian undergraduates in Malaysia when learning the Malay language

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INTRODUCTION



Nian Shyi Ong (2008:26) says that grammar aspect is important to be taught in advance so that foreign students will not be distracted by the grammatical system of their native language.



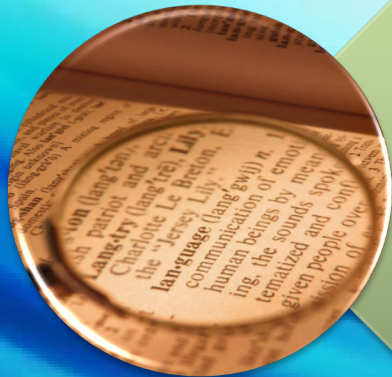
In the process of learning a second or third language, the Iranian students are often influenced by the existing system in their native language or L2 such as English language.



INTRODUCTION



For those who are learning English as their second language, they will also be easily influenced by the grammatical structure in the English language when learning a third language (L3).



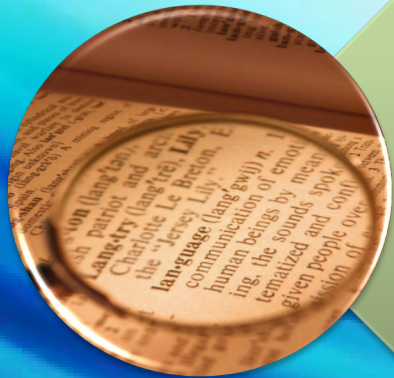
This problem often occurs among Iranian students especially in writing or during communication (speaking activity).



INTRODUCTION



What is the best and effective method or approach which allows Iranian foreign students to understand the word structure in Malay easily and quickly?



What teaching techniques that enable teaching to be delivered more interesting and not boring?



LITERATURE REVIEW

A

- McNeil (1970) suggest that the scope of a syntactic structure to determine the sequence of a syntax acquisition

B

- Schlesinger (1971, 1974) also argues that there is a speech grammatical structures in the acquisition of syntax only starts when someone is about to combine two or more words

C

- It is also agreed by E. Clark (1977), Greenfield & Smith (1976) and Barman (1979)
- The structure of a language is too closely tied to its social functions and context to allow similarities across genre and style to be taken for granted (Rafferty, 1987)



LITERATURE REVIEW

A

- Mohd Afif (2004: 42), argues that it is difficult to determine the approach, objectives, methods and techniques that are effective and applicable to the teaching

B

- Uthaya (2004: 14), this teaching method also depends on the ingenuity and creativity of lecturers who teach so that students can focus and attention to knowledge taught

C

- Zaitul Azma (2008: 23), says that the Malay language teaching for foreign speakers can be made through communicative approach and pragmatic



OBJECTIVES

A

- Identify the issues faced by Iranian undergraduates when learning BM.

B

- Examine their abilities in applying the rules of word order or 'susunan kata' in writing.

C

- Identify whether a structured teaching method is capable of positively affecting the Malay language teaching to Iranian students.



LANGUAGE TEACHING IN CLASSROOM





ARAB SAUDI
YEMEN
LEBANON



IRAN
IRAQ
SYIRIA
JORDAN



INTERNATIONAL
STUDENTS

GERMANY
FIJI
TANZANIA

BOTSWANA
SUDAN
SOMALIA



KHAZAKSTAN
BAGLADESH
SRI LANGKA
PAKISTAN





LANGUAGE PROGRAM

MALAY LANGUAGE COMMUNICATION

- Compulsory subjects and counted in graduation
- 3 hours a week (2 + 1) = 42 hrs one semester
- Only one stage during the degree program
- Involving theoretical and practical aspects
- The concept of structured teaching
- Oral test held 2 times (week 7 and week 12)
- Midterm test in week 8
- Final exam



METHODOLOGY

A

- According to Burgess (2006: 53-55) in the study of Social Science research method selection is not limited to any particular method but it can involve several methods and more importantly, it could follow the target objectives of the study to assist in the research hypothesis.

B

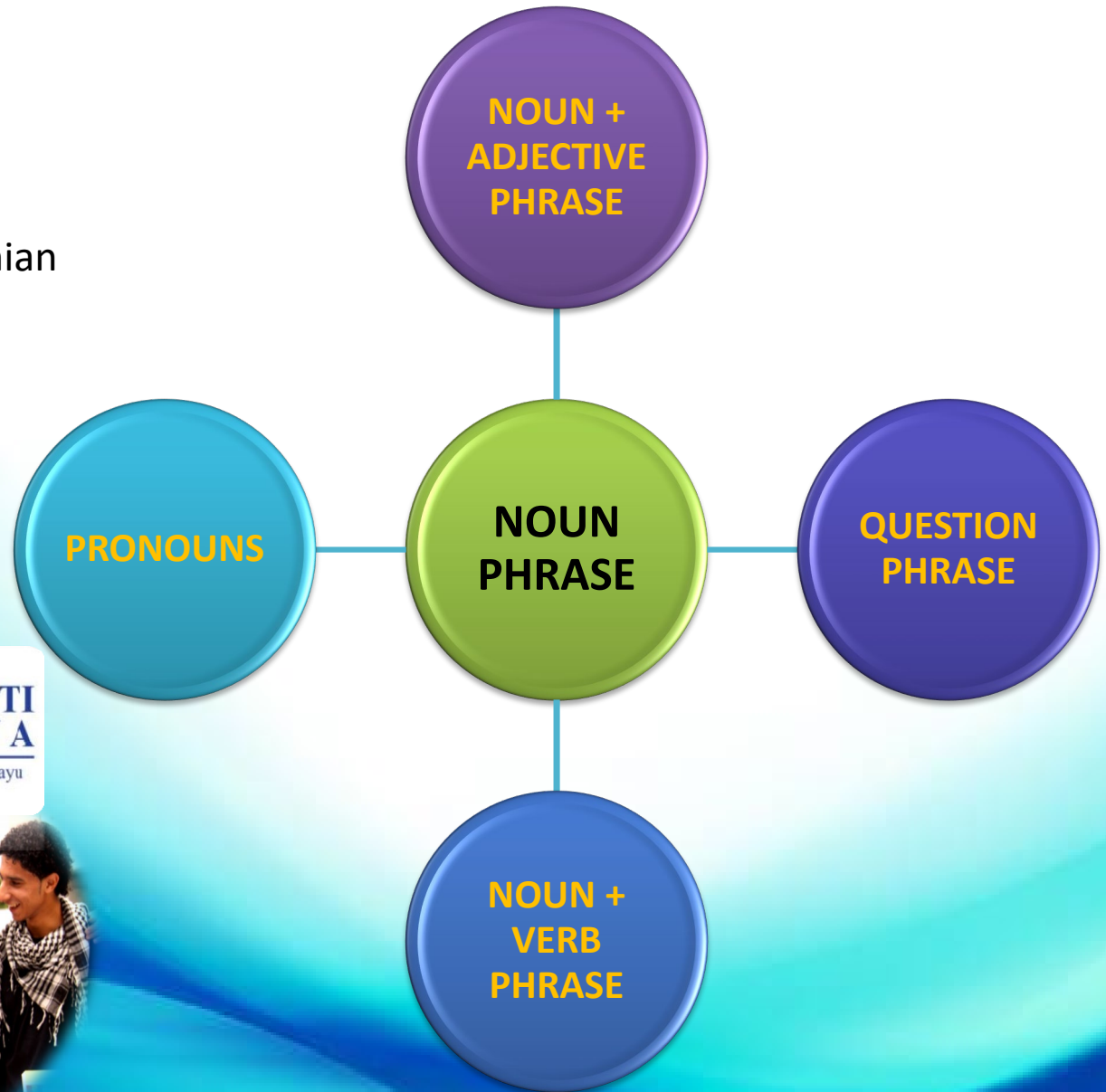
- Data for this study was taken from the 20 sample test papers midterm and final exam those Iranian students taking MLC course.

C

- Both tests are given to students, in the middle and end of the semester involved aspects of writing. Students were asked to write a short essay related to specific topics.

FINDINGS

These are 5 grammatical aspects that affect the Iranian students in learning Malay





RESULTS

PRONOUNS

Saya ibu

Ibu saya

My mother

Kami kawan

Kawan kami

Our friend

Awak abang

Abang awak

Your brother

Dia kakak

Kakak dia

His / her sister

Awak nenek

Nenek awak

His / her grandmother



RESULTS

NOUN PHRASES

Ayah saya kereta

Kereta ayah saya

My father's car

Abang kasut awak

Kasut abang awak

Our brother's shoe

Baju kami ibu

Baju ibu kami

Our mother's shirt

Bilik dia kakak

Bilik kakak dia

His / her sister's room

Cincin awak nenek

Cincin nenek awak

His / her grandmother' ring



RESULTS

NOUN + ADJECTIVE PHRASES

Baharu kereta ayah

Kereta baharu ayah

Father's new car

Cantik kasut abang

Kasut cantik abang

Brother's beautiful shoe

Biru ibu baju

Baju biru ibu

Mother's blue shirt

Besar kakak seluar

Seluar besar kakak

Sister's big trouser

Mahal nenek cincin

Cincin mahal nenek

Grandmother's expensive ring



RESULTS

NOUN + VERB PHRASES

Ayah memandu baharu kereta

Ayah memandu kereta (N) baharu (Adj)

Kakak membasuh kotor baju

Kakak membasuh baju (N) kotor (Adj)

Abang membaca tebal buku

Abang membaca buku (N) tebal (Adj)



RESULTS

QUESTION PHRASES

Siapa awak nama?

Siapa nama awak?

What is your name?

Di mana awak rumah?

Di mana rumah awak?

Where is your house?

Berapa awak umur?

Berapa umur awak?

How old are you?

Di mana awak abang?

Di mana abang awak?

Where is your brother?

Structure method taught before mid-semester (week 7)



Noun	Family Noun	Pronoun	Adjective
Kereta	ayah	saya	Mahal
<i>car</i>	<i>father</i>	<i>My</i>	<i>expensive</i>
Kereta ayah saya mahal. <i>My father's car is expensive</i>			

Family Noun	Pronoun	+ "ada"	Noun	Adjective
Ibu	saya	ada	tudung	baharu
<i>mother</i>	<i>My</i>	<i>has</i>	<i>scarf</i>	<i>new</i>
Ibu saya ada tudung baharu. <i>My mother has new scarf</i>				

Structure method taught before final semester exam (week 14)



Family Noun	Pronoun	Verb	Noun	Adjective	Preposition+ Noun	Adverbs of time
Kakak	saya	memasak	ayam	rempah	di dapur	sekarang
<i>sister</i>	<i>My</i>	<i>cooks</i>	<i>chicken</i>	<i>spicy</i>	<i>in the kitchen</i>	<i>now</i>
Kakak saya memasak ayam rempah di dapur sekarang						
<i>My sister cooks spicy chicken in the kitchen now</i>						

THE STRUCTURED SYLLABUS TAUGHT IN CLASS

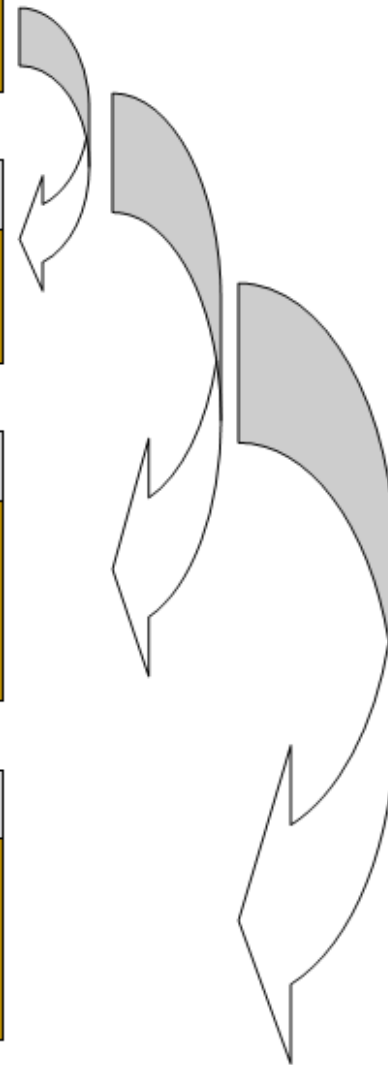


PHASE 1
Lesson 1: Simple Malay Greetings
Lesson 2: Numbers, Day, Date & Time

PHASE 2
Lesson 3: Pronouns
Lesson 4: Family Noun

PHASE 3
Lesson 5: Nouns
Lesson 6: Adjective
Lesson 7: Verbs

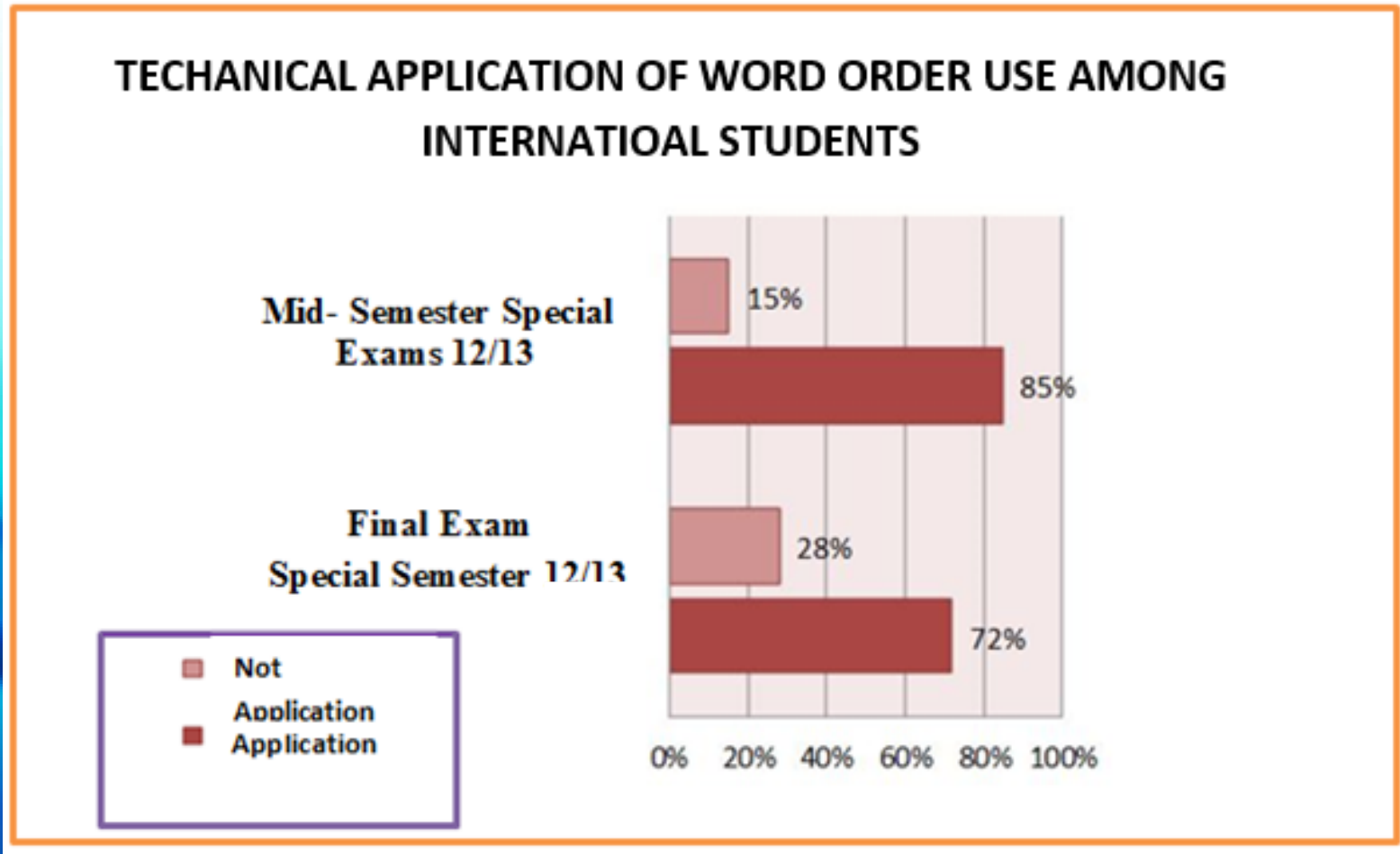
PHASE 4
Lesson 8: Prepositions
Lesson 9: Conjunctions
Lesson 10: Negation





RESULTS

Figure 1: Chart shows the percentage of students who apply the Word Order method in their writings in two different exams.





RESULTS

A

- The study found that at mid-semester examination, a total of 85% of students have applied the structured method through the use of Word order in the writing of Malay language while 15% failed to apply this method in their writing test.

B

- A total of 72% of the students were able to apply this word order in their final exams while 28% have failed to apply this method.

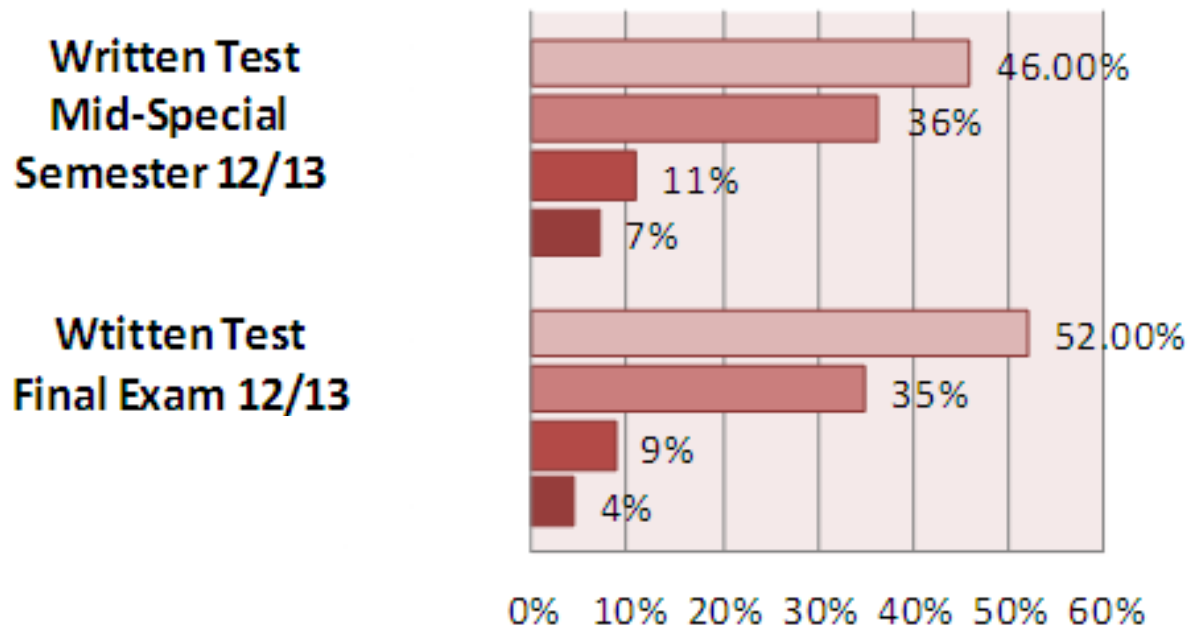
C

- This difference in percentage occurs due to the fact during mid-semester exams students were just taught with a small number of word classes or grammatical items. So, exposure and knowledge they have were still new and limited. Compared with the final exam, the students were filled with a variety of different topics and because of this, students may become confused or less skilled to apply this method.



Figure 2: Chart shows the percentage of students in the category of applying the rules of word order in two different examinations.

RESULTS ON ACHIEVEMENT IN APPLICATIONS OF WORD ORDER AMONG INTERNATIONAL STUDENTS





RESULTS

A

- In this category, the researchers divided the students who made no mistakes, students who have one mistake and students who have two or more mistakes.

B

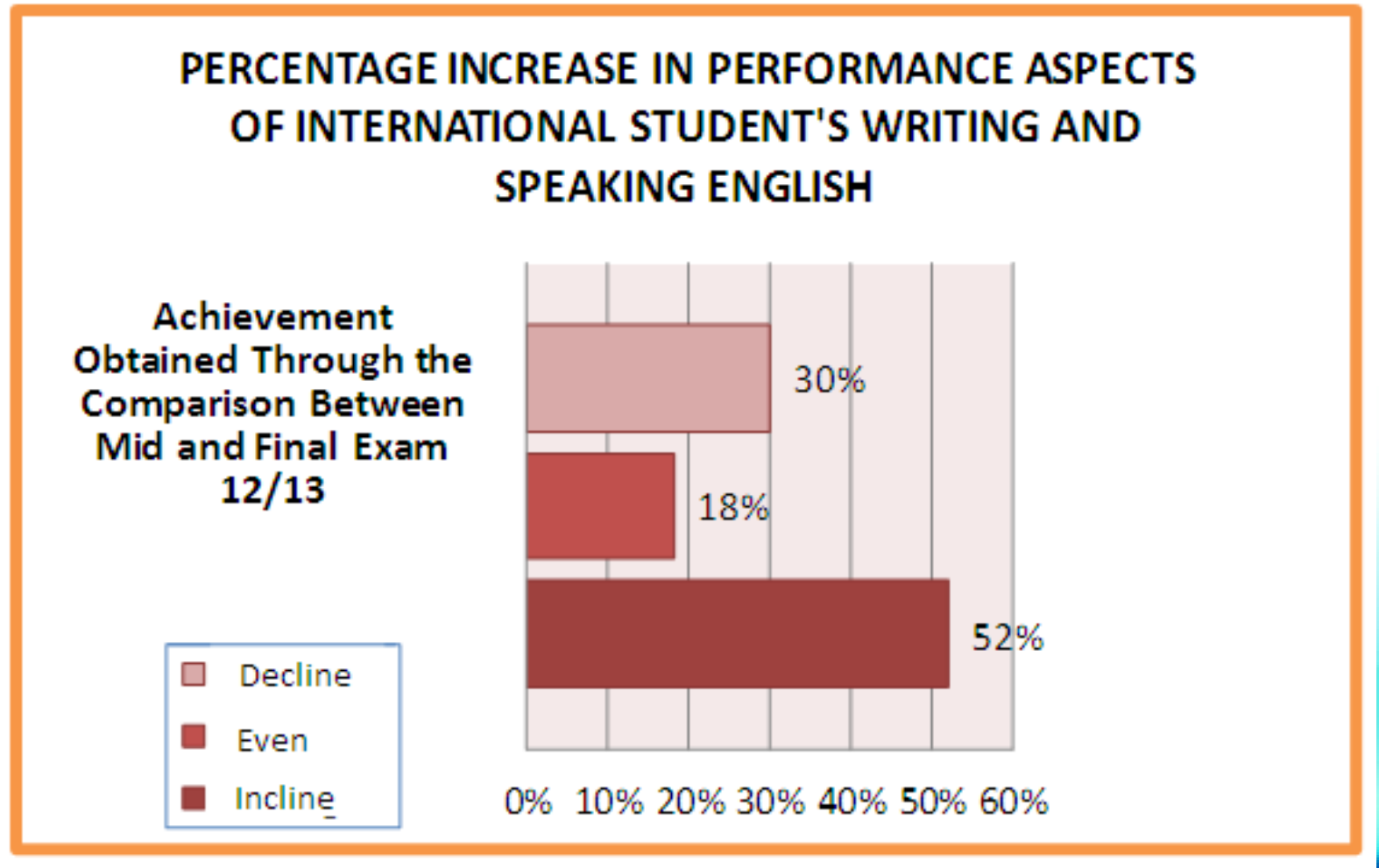
- The data showed that in mid-semester examination a total of 46% of the students who got all the right or no wrong. While 36% of students have at least one error and a total of 18% of them having more than one mistake even though they have applied this method.

C

- In the final examination, a total of 52% of the students have demonstrated their ability to get entirely correct without any errors in the use of word order.



Figure 3: Chart showing increase of student achievement percentage in the writing aspect of the Malay language in the final examination





CONCLUSION

A

- This study found that the percentage of Iranian students who understand the grammar structure is higher in the final exam (56%) than mid-semester examination (46%) although the number of students who applied this method is higher during the mid-semester test, a total of 85% compared to end of the semester, which is only a total of 72% who apply this method.

B

- Even though Shyi Nian Ong (2008: 26) stated that grammar needs is important that students do not get carried away with the grammatical form of their native language, but this study found out that these Iranian students are more influenced by the second language rather than their native language.

C

- The effectiveness also depends on the order of a planned syllabus throughout the instructional program and depends on the strengthening of activities done in the classroom as well as teacher creativity.



CONCLUSION

A

- This structured approach is beneficial because it provides an overview of grammatical structures in sentence structure to the learning process of foreign students especially the Iranians.

B

- The study found that Iranian students do not want to mix with other students, especially the local students. This makes it difficult for them to practice the Malay language they have learn. Other surrounding aspects such as foods, lifestyle and culture also affect the Iranian students in their learning process of BM.

C

- The scope of the structured teaching, can provide an effective instructional design and easy for teachers to communicate at once easy for students to understand and attract Iranian students to continue to learn BM.

“Learn the rules so you know
how to break them properly” –
Dali Lama

“When you lose, don't lose the
lesson” – Dali Lama



Thank you
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STRUCTURED METHOD

- **Peringkat 1:** [KGN] + meN- KD + [KN]
- **Contoh:** 1. Ibu memasak bubur
2. Kami memancing ikan
- **Peringkat 2:** [KGN] + meN- KD + [KN] + [KA]
3. Ibu memasak bubur panas
4. Kami memancing ikan besar



STRUCTURED METHOD

- **Peringkat 3:** [KGN] + meN- KD + [KN] + [KA] +]
[KSN]
 5. Ibu memasak bubur panas di dapur
 6. Kami memancing ikan besar di sungai
Atau tanpa [KA]
- **Contoh:**
 7. Ibu memasak bubur di dapur
 8. Kami memancing ikan di sungai
- **Peringkat 4:** [KGN] + meN- KD + [KN] + [KA] + [KS] +
[KW]
 9. Ibu memasak bubur panas di dapur
petang semalam
 10. Kami memancing ikan besar di sungai
hujung minggu lepas



MENYUSUN SILIBUS

Contoh 1

Kata Nama Keluarga	Kata Ganti Nama	beR + Kata Nama	Kata Sifat
Contoh: Abang	saya	bermata	besar

Kata Nama Keluarga	Kata Ganti Nama	+ada	Kata Nama	Kata Sifat
Contoh: Abang	saya	ada	mata	besar

Kata Nama	Kata Nama Keluarga	Kata Ganti Nama	Kata Sifat
Contoh: Mata	abang	saya	besar



CONTOH 2

Kata Nama Keluarga	Kata Ganti Nama	Kata Kerja	Kata Nama	Kata Sifat	Kata Sendi Nama	Kata Keterangan Waktu
Kakak	saya	membeli	cincin	baru	di Mines	semalam