

MALAY LANGUAGE LEARNING STRATEGIES AMONG INTERNATIONAL STUDENTS BASED ON FOUR SKILLS

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Abstract: Bahasa Melayu (BM) is the main language in Malaysia. BM is a prerequisite for international students to graduate and awarded a diploma or degree. In this case, International students will face various other problems in mastering the listening, reading, speaking and writing skills within such a short period. Among those often discussed are that a majority of the international students taking BM courses in universities face various problems and are weak in acquiring the language skills taught to them within such a short period. This directly affects their studies and academic achievement as a whole. The aim of this study was to help facilitate the international students to learn BM in terms of the four skills. These skills are Listening, Speaking, Reading, and Writing. This study has been successfully identify language learning strategies based on four skills for international students in Higher Educational Institutions in Malaysia.

Keywords: International Students, Language Learning Strategies, Higher Education, Four Skills

Introduction

Bahasa Malaysia is the national language in Malaysia. The goal of learning the Malay language is not only to assist the foreign students in using it in the activities of their daily life but it could also help them when doing references of academic materials in the Malay language and also to help them adapt to the environment in Malaysia. Under the Education Act 1996 and the Private Higher Education 1996, Malaysian Studies, Moral and Malay language Communication as a subject which is mandatory for students of foreign nationals and has made Malay as the language of instruction at all Higher Education Institutions (HEIs), including institutions that do not subject to the Universities and University Colleges (Awang, 2004: 34).

In order to improve foreign students' Malay proficiency level and to indirectly elevate Malay language, Higher Educational Institutions in Malaysia have established that all foreign students studying in Malaysia should follow the course Malay Language Communication before completing their studies. Through both this act of foreign students is expected to be able to

communicate with people and local students and can adapt to the culture, food and the way of life in Malaysia. The survey conducted to identify language-learning strategies based on four skills among foreign students. The result used in the teaching and learning of Malay Language Communication to help foreign students to learn more effectively, so that students can excel. Through this study, identified about the language learning strategies used by foreign students to learn Malay language.

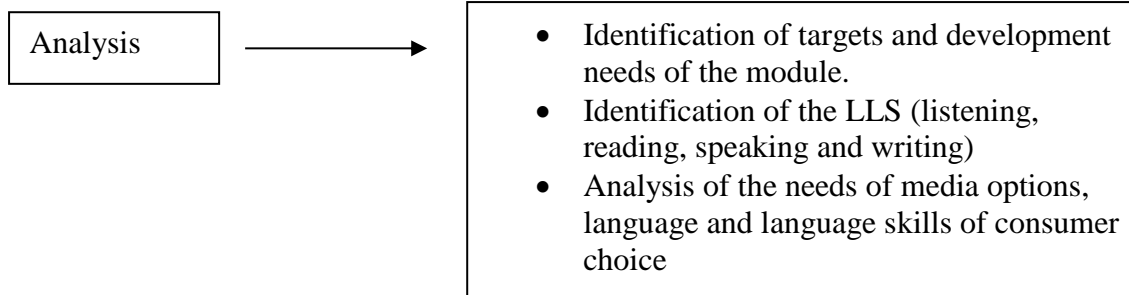
Problem Statement

Malay compulsory subject is a prerequisite for the award of certificates, diplomas and degrees. Indirectly, this prerequisite would burdensome and difficult for foreign students are required to obtain and study the subject Malay language Communication in one semester, example ten weeks is considered a time for them to learn and pass the subject. This indicates that the module Learning-How-Learning Malay language will help students to master a foreign national Malay language easily and quickly. Most students who study a foreign citizen in institution of higher education BM face many problems in mastering the Malay language skills within the prescribed period. According Fa'izah et al. (2009a) in his study found that of a total of 926 foreign students from 2005 to 2009, 365 patients (31.2%) of them are in the category of weak and failed.

The students of foreign citizens have yet to master the Malay language skills well. A study conducted by Juriah (2001; 2003), and Marzalina (2005) showed that most students cannot master the foreign language skills (listening, speaking, reading and writing) to the fullest. The findings of these studies clearly show that students who study BM foreigner in most institutions are still not able to understand and master the Malay language skills wisely. This indicates that the difficulty of learning the language of foreign students by giving an impression. In this case LLS based on four skills is considered very important. With this interest foreign students studying Malay language and will help students to learn foreigner Malay language Communication easily and quickly.

Conceptual Framework

The conceptual framework of the study begins with the analysis phase. The analysis phase is the determination of the selection inputs become fundamental in the development of the module, which is to identify the Language Learning Strategies (LLS) foreign students, and to conduct an analysis of the needs in terms of language skills of students preferred. Information of this phase will be used in the design phase. The next phase is the design phase. This phase covers the activities of module design based on the first approach, the theory of teaching DPS divided into theory of Cognitive consisting of three sub theories, Information Processing (Gagne, 1985), the theoretical scheme (Anderson 1985), and the theory of constructivism (Brandsford et al. 1972), and the Social Cognitive theory that includes three sub theory, Social Cognitive theory (Bandura, 1986), setting the self-Learning theory (Zimmerman, 1990; Zimmerman and a Schunck 1989), and Social Cognitive theory (Vygotsky, 1962; 1968).



Conceptual Framework And The Modified Rate Of Module ADDIE

(Zamri et al. 2009)

Purpose Of The Study

In accordance with the purpose of the study, the objective of this study is built on the five phases that have been broken down into three categories, namely requirements analysis phase, design phase and development as well as implementation and evaluation phases as below.

Needs Analysis Phase

1. Identify LLS student pursuant four language skills, namely listening, reading, speaking and writing.

Methods

The process of building a questionnaire to modify the questionnaire from Mohamed Amin (1996), based on the Model Selection Foreign Student Learning Strategy modified from Ellis (1994). This questionnaire was obtained by using the library in order to obtain more information about the methods of constructing the questionnaire, and examples of the questionnaire. The researcher also noted the results of previous studies of the questionnaires was selected as the initial reference and research information.

Constructed questionnaire consisting of two parts, Part 1 and Part 2. Part 1 is represented by four groups of items, namely group A items represent the use of LLS foreign students by listening, group B item represents the use of LLS foreign students by speaking skills, group item C represents the use of LLS is based on reading and group items D represents the use of LLS is based on writing skills. The data will be obtained from the Division 1 will be used to answer the research questions. Next, Part 2 was built to identify background information on the study sample, such as gender, age and country of origin. After completion of the research instrument, the researchers made a copy of the study of 250 sets of instruments to be distributed to the study sample were determined. The data obtained from the questionnaire used for identifying LLS chosen by the students to learn a foreign national Malay language-based communication skill of listening, speaking, reading and writing.

Collection Procedures Data

Descriptive analysis of the study includes the distribution of respondents and demographic variables (variables) such as gender and country of origin. The information obtained from these foreign students A section contained in the questionnaire for identifying foreign nationals DPS students in studying Malay language Communication. a. Distribution of Respondents for this

survey respondents were 250 foreign students studying at the International Islamic College, Gombak. Data selected respondents are tabulated in Table as follows:

Table 1: Distribution Of Respondents Based On Variable Frequency Respondents Answering (N) = 250

Num. Item	Variable		Frequency	Percent	
A 1	Gender	Male	88	35.2%	
		Female	162	64.8%	
	Total		250	100%	
A2	Country	Nigeria	79	31.6%	
		Indonesia	37	14.8%	
		Iran	36	14.4%	
		China	35	14.0%	
		Total	Iraq	33	13.2%
		Libya	30	12.0%	
	Total		250	100%	

Table 1 above shows the data of the survey respondents by demographic characteristics of foreign students is considered as a variable in this study. For the variables of gender, of 250 respondents as sample who answered the questionnaire. The distribution shows that respondents were males, 35.2% of foreign students (88) and 64.8% of female foreign students (162). The percentage of women indicate that foreign students have a higher percentage of foreign students than men. For A2 items, namely variables were also seen in terms of countries, namely Nigeria, Iran, China, Indonesia, Iraq and Libya. Analysis of the data showed the highest percentage of respondents by country of Nigeria is 31.6% (79), the second highest of the country is Indonesia, which accounted for 14.8% (37). Next, the Iranian nation showed a percentage of 14.4% (36), followed by China 14.0% (35) and Iraq 13.2% (33). The involvement of at least shown by the Libyan state with a share of 12.0% (30) only. Table below is Use of Listening Strategies.

Table 2: Use of Listening Strategies

	Malay Language Learning Strategies	Min	Standard Deviation
B2	Listening to the employees at the restaurant or at the store who speak languages other than Malay.	3.18	1.18
B9	Request clarification if I did not understand it the first time I heard it.	3.12	1.20

Based on the findings of the questionnaire in the first phase, LLS most frequently used by foreign students by listening is listening to the employees at the restaurant or at the store who speak languages other than Malay, which is the mean value of 3.18 (B2) and followed the strategy of seeking clarification if I do not understand the first time I heard it, that is by

(B9). This shows that the use of listening strategies play an important role in helping students learn Malay as a foreign language communication.

Table 3: Use of Strategies Reading

	Malay Language Learning Strategies	Min	Standard Deviation
B6	Giving attention to the structure of the text, especially the titles of his	3.07	1.14
B10	Using a dictionary to get the meaning of the detail of a word	3.06	1.21

Based on these findings, it appears that foreign students give more attention to the structure of the text, especially his titles show the highest mean value of 3:07 (B6). The mean value of 3.06 is the second highest (B10), which uses a dictionary to get the detailed meaning of a word. This shows that the strategy of paying attention to the structure of the text, especially his titles, is the strategy most frequently used by foreign students while learning the Malay language as a foreign language.

Table 4: Use of Learning Strategies Writing

	Malay Language Learning Strategies	Min	Standard Deviation
B10	Try to get feedback from other people, especially native speakers of the language.	3.08	1.20
B5	Looking for a different way to express an idea when I do not know the right word.	3.08	1.15

Based on the findings from table 4 above, it was found that the mean value for the strategy most frequently used by foreign students based on their writing skills is to try to get feedback from other people, especially native speakers of the language and strategies to find different ways to express an idea when I do not know the correct expression of 3:08 (B10, B5). Next, the third highest mean for LLS is 3:07 (B6) which is to check what I have written before continuing to write. This shows that foreign students more often try to communicate with native speakers, compared to self-study.

Table 5: Use of Strategies to Speak

	Malay Language Learning Strategies	Min	Standard Deviation
B9	Ask for help from a friend to talk to me.	3.15	1.22
B8	Encouraging others to correct mistakes in my conversations.	3.14	1.18

Based on these findings, it appears that more foreign students apply for help from a friend to talk to me showed the highest mean value of 3.15 (B9). The mean value of 3.14 is the second highest (B8) which is to encourage others to correct mistakes in my conversations. This shows that foreign students prefer to use a strategy to ask for help from a friend to talk to me while studying languages other than Malay as a foreign language. Needs analysis, Phase 1 has been completed to identify the goals and needs of the development of modules and the data obtained can be formed to identify LLS used by foreign students and also help to analyze the needs of the module structure.

Findings

Table 6: Malay Language Learning Strategies

language Learning Strategies	Min	Standard Deviation
Strategy Listening	3.04	0.889
Strategy Reading	3.01	0.884
Strategy Writing	2.97	0.926
Strategy Speaking	3.03	0.905

Based on table 6 above showed that the entire selection of language learning strategies whether the strategy of listening to reading, writing or speaking show that more foreign students to use listening strategies to master the Malay language by listening carefully to the conversations of others and how to try to understand. The mean value for LLS showed the highest value by 3.04, while the mean value for learning strategies most commonly used by foreign students is just as much as 2.97 ie writing strategy. This shows that foreign students rarely writing and writing exercises to learn Malay as a foreign language. After analyzing the survey data could help design the MLHTL BMK for foreign students by reducing the writing exercises and increase the training of reading, listening and speaking to help foreign students to use Malay in everyday conversation.

Conclusion

Based on the data obtained through questionnaires, discussions LLS used by students of foreign nationals can be broken down into four parts, namely listening, reading, speaking and writing

Use of Language Learning Strategies Based Listening Skills

Listening skills are the language learning strategies most frequently used by foreign students to learn the subject Bahasa Melayu Communications, which heard the workers in the restaurant or in the store who speak languages other than Malay with a mean value of 3.18 and followed the strategy asked for an explanation if I do not understand the first time I heard it, that is a mean value of 3.12 (see Table 4.2). This shows that the use of listening strategies play an important role in helping students to learn foreigner Malay as a foreign language communication.

The results of the analysis have shown that the needs of the entire selection of language learning strategies whether the strategy of listening, reading, writing or speaking shows that more foreign students to use listening strategies to master the Malay language by listening carefully to the conversations of others and how to try to understand it. However, according to Nunan (1999) ignored listening skills in teaching and learning a second language. So to overcome these problems, researchers have provided a compact disc in the BCB BMK for listening activities.

According to Nik Mohd Rahimi (2003), the basic skills of listening skills is in the process of learning the language and according to Larry (2004), a study on listening skills are very limited. Listening skills are components of language skills held by a child, and thus form the basis for mastery of all aspects of human language and is also the basis for the cognitive development of children have a relationship with listening skills and listening skills of these

children grew through the events of the game designed by the teacher (Aliza and Zamri Mahmud 2016). In fact, Mohd Fariz (2007) also stated the same thing. For his listening skills are an integral part of human communication process because these skills involve understanding and processing the information heard.

In conclusion, the basic listening skills to be mastered for each item, idea, opinion, whether in speech or in writing to go through the process of hearing first the impact and understanding to students. This suggests that the foreign national students using LLS suitable for studying Malay language Communication.

Use of Language Learning Strategies Based Reading Skills

Reading skills are also a foreign national student who pay attention to the structure of the text, especially his titles show the highest mean value of 3:07. The mean value of 3.06 is the second highest (Table 4.3), which uses a dictionary to get the detailed meaning of a word. This shows that the strategy of paying attention to the structure of the text, especially his titles, is the strategy most frequently used by foreign students while learning the Malay language as a foreign language in reading.

According to Zamri Mahmud and Amin Embi (2005) found that many students use when learning LLS using a variety of techniques to read. It is also agreed by Mohamed Amin et.al (2002), Zamri Mahmud and Amin Embi (2003a), and Hamidah et. Al (2002) with said students use more than their reading skills are weak. According to Radha (2008), the reader can effectively read and understand the text content available in the literature. It is affecting cognitive processes, a process that helps improve the readings. It is also agreed by Yahya (2008), stating that reading involves a person's ability to recognize visual and sound that is capable of connecting to decipher the meaning of the learned.

In conclusion, reading skills, but also plays an important role, not many foreign students interested in using LLS in reading skills to learn Malay language Communication. This is because the results of the study showed a reading skill are at the third stage of the four language skills (see Table 4.6). Therefore, to improve the reading skills of students with knowledge of literature. However, this does not happen if you do not have MLHTL BMK corresponding to the reading strategies so that students can learn a foreign citizen and master Malay language Communication, easy and fast.

Use LLS Based Writing Skills

Mean value of the strategy most frequently used by foreign students based on their writing skills is to try to get feedback from other people, especially native speakers of the language and strategies to find different ways to express an idea when I do not know the right expression of 3.08. Next, the third highest mean for LLS is 3:07 which is check out what I have written before continuing to write. This shows that foreign students more often try to communicate with native speakers, compared to self-study. When viewed as a whole, the results of this study indicate that the use of LLS in the LLS writing skills most underutilized by students studying a foreign national in Malay language Communication (see Table 4.6). This finding was also agreed by Darman Abu et. al. (2007) by stating that the failure of students to achieve excellent results are attributable to

In addition, these findings are also supported by Zamri Mahamod, Kamiliah, and Wan (2016) in his study shows that writing skills are the lowest strategies or little used by students in learning Malay. According to Zamri Mahamod (2015), the latter writing skills are skills to be

mastered by students. This is because, if a student managed to master the skills of speaking and reading but will not be effective if it cannot deliver in the form of writing. Thus, writing skills are skills that are considered very important the last to express anything that is read and written. In conclusion, although the foreign students are less interested in the skills of writing however, the increase in students' Malay skills can only happen through writing. This shows that writing skills are as important as the skills of listening, reading, and speaking. So, the teachers play an important role in students' interest by using LLS writing skills.

Use LLS According Speak skills

Overall speaking skills are some of the skills that the students most used by foreign nationals in the study of the subject Malay language Communication (See Table 4.6). Among the strategies that are most frequently used by foreign students is a strategy to ask for help from a friend to talk to me showed the highest mean value of 3.15. The mean value of 3.14 is the second highest, which is to encourage others to correct mistakes in my conversations. This shows that foreign students prefer to use a strategy to ask for help from a friend to talk to me while studying languages other than Malay as a foreign language.

This study also agreed by the Ab. Halim et. al. (2010), which is closely related to speaking skills and listening skills. Speaking skills assessment or response is to measure listening skills. So, if a student can master the listening skills and speaking skills they are considered proficient though not master in reading and writing properly. It shows foreign students need to master the language skills to learn Malay language communication. Speaking skills also include skills that should be used by all students to learn Malay, as someone who has the skills to speak good allows one to communicate feelings and thoughts effectively and potentially master the skills of reading and writing well as the ability of listening and speaking (Ibtisam and Zamri, 2012). However, there are also students who rarely use speaking skills. This is because, the notion that there is no need to speak in Malay and seldom used to communicate with people around because they can speak Malay and the native language.

In conclusion, speaking skills are the basic skills to be mastered every student to learn Malay. There are many exercises available for foreign students in speaking skills to enable students to master a with good speaking skills before mastering reading and writing skills.

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