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ICLET 2021

4TH ICLET 2021

INTERNATIONAL CONFERENCE ON LANGUAGES, EDUCATION AND TOURISM 2021

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THEME: "LANGUAGE, EDUCATION AND TOURISM – EMBRACING CHANGES AND CHALLENGES"

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PREFACE

Assalamualaikum w.b.t and greetings.

First and foremost, I would like to thank all parties and participants who helped make the 4th International Conference on Languages, Education, and Tourism 2021 (ICLET 2021) a success, as well as the publication of these e-proceedings. Due to the pandemic, the conference was held online, bringing together education scholars and practitioners virtually from around the world to debate and deliberate a wide range of important issues concerning languages, education, and tourism.

Moving forward with a positive outlook in the midst of the pandemic, we chose a broad theme, 'Language, Education, and Tourism – Embracing Changes and Challenges,' as then we could have an eclectic array of papers covering a variety of topics such as communication studies, intercultural studies, education psychology, education administration, Islamic education, early childhood education, sustainable tourism planning and management, sustainable tourism policy and strategies, climate and tourism, culture, and more.

We received 122 abstracts and approximately 90 proceeding papers for the conference. It is a fantastic number, and I hope it will increase for the next upcoming conference in 2023. In addition, I would like to thank the ICLET 2021 Board Members as well as the committees for organising the conference and overseeing all elements of conference planning. I hope that this conference provides an opportunity to collaborate with all participants while engaging in peer-to-peer discussion of research and practices.

Finally, I would like to thank our Project Manager, Dr Samshul Amry and his team for the hard work and commitment to ensure the success of the conference. It is hoped that this conference will continue to be held every two years and become a great platform for research networking!

Dr. Mohd. Azrul Azlen bin Abdul Hamid

Chair
International Conference on Languages, Education, and Tourism 2021

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A CORRELATIONAL STUDY OF MALAYSIAN HOTELIERS' SELF-RATINGS OF GUEST INTERACTION SKILLS AND OCCUPATIONAL SELF-EFFICACY BEFORE AND AFTER GAMIFICATION EXPERIENCES

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ABSTRACT

Previous studies have reported issues and challenges faced by hospitality employees during guest-host interactions. While employees' low proficiency in English has been reported to be a problem among Malaysian hoteliers, the hoteliers' perceptions of their own guest interaction ability, or their occupational self-efficacy are yet to be explored and reported. Moreover, there is hardly any studies investigating the relationship between guest interaction skills and occupational self-efficacy of hoteliers, despite the prominent role self-efficacy plays in employees' work performance. In this regard, this study attempts to explore Malaysian hoteliers' perception of their guest interaction skills and occupational self-efficacy and if there is a correlation between the two. This study also investigated if there is any significant difference between hoteliers' perception of their guest interaction skills and occupational self-efficacy after gamification experiences. Data from 173 hoteliers from a hotel in Selangor, Malaysia was obtained and analyzed through both correlational and quasi-experimental research design. Within the correlational research model, self-efficacy and guest interaction skills questionnaire were administered before and after the treatment. Within one-group pretest and posttest method, the same survey was administered to the 12 randomly selected participants after gamification treatment. The data was analyzed quantitatively using descriptive analysis, paired sample t-test and Pearson product moment correlation using SPSS version 26.0. The findings reveal a positive correlation between guest interaction skills and occupational self-efficacy before and after experiencing a series of ESP class with gamification. However, gamification was found to have a bigger impact on hoteliers' self-ratings of their occupational self-efficacy than its effect on their guest interaction skills after the treatment. The findings have positive implications for employment of gamification as an instructional strategy in teaching guest interaction skills and instilling occupational self-efficacy among hoteliers.

Keywords: ESP, Guest Interaction Skills, Occupational Self-Efficacy, Gamification

1. INTRODUCTION

Tourism is an indispensable part of the service sector in an economy and is a fundamental pillar for global economic growth. As the third biggest contributor to the country's GDP, tourism industry of Malaysia contributed roughly 5.9 percent to the total GDP in 2018 (Hirschmann, 2020). In 2019, the country recorded approximately 26.1 million tourism arrivals, contributing to the country's economy a total of RM86.14 billion in tourist receipts (Chin, 2020). The growth in tourism in Malaysia has resulted in a gradual increase in the number of hotels established across the country. According to CEIC data, Malaysia has 3,403 hotels with 259,698 rooms by March 2020 (CEIC, 2020). The massive influx of tourists to the country has led Malaysia to place a huge emphasis on potential employees' abilities to communicate well with their guests in English, as the tourist arrival continues to grow and the services offered at hotels keep on developing and changing steadily to address the needs of the visitors.

Thus, in response to the industry's demand to have more proficient workers who are competent in communication skills, institutions and academic bodies are determined to equip graduates with employability skills. Shariff (2013) reported that several of Malaysia's higher academic institutions, including both public universities such as Universiti Malaya, Universiti Sains Malaysia, Universiti Malaysia Sarawak, UiTM, Universiti Malaysia Sabah and Universiti Utara Malaysia, and private institutions such as Taylor's University College, Damansara Utama College, Segi University College and Limkokwing University of Creative Technology have established hospitality programs including those at diploma level. With numerous courses offered in the country, there is however lack of evidence in literature investigating the impact such ESP courses have on individuals' oral proficiency. While the educational institutions strive to address the industry needs, more in-depth research is needed to study various variables that contribute to the successful implementation of ESP programs aimed at teaching guest interaction skills.

The review of literature on guest interaction skills, occupational self-efficacy and gamification learning strategy also indicates that there are relatively few researches that have been carried out in relation to non-native English-speaking professionals, implying that these areas are currently needing more attention from ESP researchers. Therefore, this study will explore guest interaction skills of Malaysian hoteliers, their level of occupational self-efficacy and if each of these variables correlate with one another before and after English classes with gamification, and how their perception on both variables varies, if at all, after gamification based English language classes. To achieve these objectives, the following six research questions have been formulated:

1. How do Malaysian Hoteliers rate their own Guest Interaction Skills before a series of English language class with gamification?
2. How do Malaysian Hoteliers rate their own Occupational Self-Efficacy before a series of English language class with gamification?

3. How do the self-rating of Guest Interaction Skills and the Occupational Self- Efficacy of the Malaysian Hoteliers correlate before a series of English language class with gamification?
4. How do Malaysian Hoteliers rate their own Guest Interaction Skills after a series of English language class with gamification?
5. How do Malaysian Hoteliers rate their own Occupational Self-Efficacy after a series of English language class with gamification?
6. How do the self-rating of Guest Interaction Skills and the Occupational Self- Efficacy of the Malaysian Hoteliers correlate after a series of English language class with gamification?

The current research is significant to ESP practitioners and hospitality graduates in getting a better idea of an effective teaching and learning approach that may be able to give employees better levels of confidence, motivation and communication performance at work. The present study should also offer further understanding of the association between guest interaction skills and occupational self-efficacy of hoteliers, particularly in the hospitality context of Malaysia.

2. LITERATURE REVIEW

The hotel industry is viewed as the leading outlet of hospitality industry, generally serving people from various sectors and cultures. Thus, hotel staff are frequently expected to demonstrate excellent communication skills while interacting with guests in English. Based on the definition of *guest interaction with receptionists* proposed by Fernández-Amaya, Hernández-López, and Blitvich (2014), guest interaction can be defined as a set of linguistic skills required for the successful communication process between the host and guest.
Host-guest interaction experience has been frequently reported to be central to the evaluation of the guest (dis)satisfaction on the quality of services rendered (Handayaningrum & Setiawan, 2013). Research in the area of guest interactions in the hospitality such as Ahmed and Scott (2014); Afrianto and Gulö (2019); and Handayaningrum and Setiawan (2013) have all stressed the importance for hoteliers or hosts to improve their guest interaction skills. Prachanant (2012) revealed that the lack of ability to use appropriate words and expressions, poor vocabulary, and the lack of grammatical knowledge are the most frequently encountered problems by hospitality employees. According to Charunsri (2011), among the most difficult guest interaction skills faced by employees was conversing on the telephone with clients. The respondents found it extremely challenging to explain the reasons for the mistakes compromising mutual understanding, pronounce words correctly and use the word stress correctly when they speak (p.23).

Al-Tarawneh and Osam (2019) discovered that the tourism English training offered at the university do not match with the skills training required by tourism industry in Jordan, revealing that the major cause for interactional issues in the workplace as the ineffective language programs that do not meet the needs of tourism students and graduates. Kaharuddin and Arafah (2019) revealed that the current English teaching materials need revision to offer more effective English for Vocational Purposes (EVP) courses. In a study conducted by Kardijan and Yundayani (2018), it was also found that the previous materials adopted in the course rarely provided opportunities for them to practice oral communication using English. Similarly, Van (2019) stated that a wide range of communicative skills practice activities are covered in textbooks commonly used in ESP courses for hospitality students yet, most of the activities were situated in unfamiliar contexts to the students which might limit students' ability to meet the needs of guests.

In addition to ensuring that the course or training materials serve its intended purpose, managers can see to it that training programs are productive by taking employees' self-efficacy into consideration. According to Bandura (1986) "self-efficacy is people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 391). Self-efficacy is also an important predictor of language performance; therefore, it is crucial to take it into account in pedagogy in order to reap the maximum benefit from teaching interaction skills to the hoteliers. Similar to self-efficacy, occupational self- efficacy is the belief or judgement made by individuals on their own abilities to carry out the specified tasks involved in their jobs (Jungert, Koestler, Houlfort & Schattke, 2013; Rigotti, Schyns & Mohr, 2008). Occupational self-efficacy has been shown to have its correlations with career satisfactions and job performance (Jungert et al., 2013). According to Hirschi (2012), employees' self-efficacy belief can promote work engagement which leads to enhanced work performance, thus, training programs aimed at enhancing employee self-efficacy are considered to have the potential to increase their engagement contributing to improved organisational performance (Tian, Wang, Zhang & Wen, 2019).

As asserted by Krashen (1982), for successful mastery of oral communication skill, learners need to be highly motivated, confident in themselves, have an appealing self-image and low anxiety. Employing an instructional strategy that develops individuals' self-efficacy contributes more to the learning of language, in particular oral interaction skills. While there is an array of language teaching approaches, gamification, has been validated in scores of researches for its effectiveness in educational settings, especially in terms of language teaching and learning. Gamification is defined as the employment of game design elements in traditional non-game contexts (Deterding, Dixon, Khaled and Nacke, 2011). A number of studies found in the literature vouch for the positive effects of gamification on language learners, for instance, enhanced extrinsic motivation, participation and performance (Mekler, Brühlmann, Tuch, & Opwis, 2017), reinforced motivation and significant improvement in vocabulary (Boyinbode,2018), and reduced boredom and poor attitude, increased motivation and speaking skills (Alfulaih, 2017). While other researches such as Banfield and Wilkerson (2014) and Cosgrove (2016) show that gamification does not affect self-efficacy, Banfield and Wilkerson (2016) agreed that self-efficacy can play a prominent role in boosting motivation in gamified systems. The current review of literature revealed a dearth of evidence on the relationship between guest interaction skills and occupational self-efficacy within gamification instructions. However, considering the evidence put forth in the literature on the benefits of gamification in language teaching and learning, employment of this strategy can assist educators to obtain the desired outcomes from ESP teaching and learning.

3. METHODOLOGY

This study included both the correlational research method and quasi-experimental method. To determine the relationship between the variables, numerical data obtained from both pre and post intervention was analysed using Pearson Product-Moment Coefficient. One group pretest-posttest design was integrated in the study to investigate the significant difference between participants' perception before and after the intervention.

The instrument used in this study consisted of two questionnaires: 1) Hoteliers' self-ratings of their own guest interaction skills and 2) Hoteliers' self-ratings of their occupational self-efficacy.Therefore, to measure hoteliers' guest interaction skills, a questionnaire survey was adapted and developed based on Common European Framework of Reference for Languages (CEFR, 2018) and Ab.Rahim and Tazijan (2011). Occupational self-efficacy was measured using the 6-item scale developed by Rigotti et al. (2008). Both instruments were used to examine the correlation between the two variables before and after intervention. Both questionnaires were Likert-type scale and the participants indicated the degree they could do with each item and rated themselves on the scale provided. The questionnaires were piloted in two stages: first with TPHM internship students and then on employees from a neighbouring hotel. The reliability reading of all items in both questionnaires from both pilot testing was found to be greater than 0.7, an acceptable level of reliability, showing that the questionnaire was suitable for obtaining results from the target population.

The data was collected using the same questionnaire survey before and after the intervention which was a series of English language classes with gamification. The pre-test involves administering a survey to the 173 respondents to collect data which was used to interpret their perceptions of both guest interaction skills and occupational self-efficacy and the correlation between the two variables. The post-test involves a treatment which comprises of a series of English language class with gamification for 12 randomly selected staff among those who responded to the first survey. The treatment consisted of an ESP program on guest interaction skills for hoteliers in the selected hotel. The 18-hour course delivered face-to-face in a span of 6 weeks, with a single session of 3 hours per week, intended to develop learners' listening and speaking skills through vocabulary and grammar practices as well as enhancement activities. Each session started with the reflection of the participants' current skills, followed by the lecture, gamification activities and ended with writing a diary entry serving the purpose of reflecting what was learned.

The data collected through the survey before and after the treatment was analysed using Statistical Package for Social Sciences (SPSS) version 26. To establish the relation between participants' self-ratings of their guest interaction skills and occupational self-efficacy, Pearson product-moment correlation analysis was performed before the treatment on 173 respondents' (inclusive of the 12 respondents in the experimental group) self-ratings, and on 12 respondents' self-ratings after the treatment. Further, to ascertain the difference between the respondents' self-ratings on guest interaction skills and occupational self- efficacy after experiencing a series of language class with gamification, the pre and post-intervention data belonging to the 12 participants' who completed the treatment were analysed using paired t-test.

4. MAIN RESULTS

RQ 1: How Malaysian hoteliers' rate their guest interaction skills before a series of English language class with gamification

Table 4.1 Means and Standard Deviations for Guest interaction Skills of All Respondents

Statistics		UOS	Conversation	InfoExchange	Telecom
N	Valid	173	173	173	173
	Missing	0	0	0	0
Mean		3.46	3.36	3.38	3.28
Median		3.5	3.33	3.40	3.20
Std. Deviation		.775	.778	.823	.880

Table 4.2 Means and Standard Deviations for Guest interaction Skills of Experimental Group Respondents

Statistics		UOS	Conversation	Info Exchange	Telecom
N	Valid	12	12	12	12
	Missing	0	0	0	0
Mean		2.83	2.71	2.77	2.47
Median		2.92	2.92	2.90	2.60
Std. Deviation		.853	.865	.852	.970

Table 4.1 shows that all respondents' group (n=173) rated their guest interaction sub-skills from 3.28 to 3.46 which indicate that they moderately agreed that they possessed these skills. As seen from the Table 4.2, while the respondents moderately agreed that they possessed all the sub-skills except the telecommunication skills which they disagreed they could involve in (M=2.47, SD=.970).

RQ 2: How Malaysian hoteliers' rate their occupational self-efficacy before a series of English language class with gamification

Table 4.3 Total Mean Score for Occupational Self-Efficacy of All Respondents

Statistics					
OSE	N	Min.	Max.	Mean	St.Deviation
Valid	173	1	5	3.53	.768

Table 4.4 Total Mean Score for Occupational Self-Efficacy of Experimental Group

Statistics					
OSE	N	Min.	Max.	Mean	St.Deviation
Valid	12	1	4	3.03	.964

Table 4.3 shows overall mean score and standard deviation (M=3.53, SD=.768) for occupational self-efficacy of all respondents (n=173) before gamification experiences which indicates that their confidence level in performing their job was overall high moderate. As seen in Table 4.4, experimental group (n=12) rated their occupational self-efficacy lower (M=3.03, SD=.964) yet, showing that they had moderate level of confidence in performing their jobs.

RQ 3: How Malaysian hoteliers' self-ratings of their own guest interaction skills and occupational self-efficacy correlate before a series of English class with gamification.

Tables 4.5, 4.5.1, 4.5.2 and 4.5.3: Pearson's Correlation Between Guest Interaction Skills and Occupational Self-Efficacy of All respondents before Intervention

Table 4.5

Correlations			
		UOS	OSE
UOS	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	173	173
OSE	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	173	173

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.5.1

Correlations			
		Conversation	OSE
Conversation	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	173	173
OSE	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	173	173

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.5.2

Correlations			
		Info Exchange	OSE
Info Exchange	Pearson Correlation	1	.737**
	Sig. (2-tailed)		.000
	N	173	173
OSE	Pearson Correlation	.737**	1
	Sig. (2-tailed)	.000	
	N	173	173

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.5.3

Correlations			
		Telecom.	OSE
Telecom.	Pearson Correlation	1	.628**
	Sig. (2-tailed)		.000
	N	173	173
OSE	Pearson Correlation	.628**	1
	Sig. (2-tailed)	.000	
	N	173	173

** Correlation is significant at the 0.01 level (2-tailed).

As seen in Table 4.5, respondents' perceived understanding of other speakers and occupational self-efficacy (r=.727, n=173, p=.000) is strongly correlated. Table 4.5.1 shows average correlation between the respondents' self-ratings of their conversation and occupational self-efficacy (r=.674, p<0.01) of all respondents (n=173). Table 4.5.2 shows a strong correlation between respondents' self-ratings of their information exchange and occupational self-efficacy (r=.737, p<0.01) of all respondents(n=173). Table 4.5.3 shows an average correlation strength between respondents' self-ratings of their telecommunication and occupational self-efficacy (r=.628, p<0.01) of all respondents (n=173).

Tables 4.6, 4.6.1, 4.6.2 and 4.6.3: Pearson's Correlation Between Guest Interaction Skills and Occupational Self-Efficacy of Experimental Group before Intervention

Table 4.6

Correlations

		UOS	OSE
UOS	Pearson Correlation	1	.860**
	Sig. (2-tailed)		.000
	N	12	12
OSE	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	12	12

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.6.1

Correlations

		Conversation	OSE
Conversation	Pearson Correlation	1	.623*
	Sig. (2-tailed)		.031
	N	12	12
OSE	Pearson Correlation	.623*	1
	Sig. (2-tailed)	.031	
	N	12	12

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.6.2

Correlations

		Info Exchange	OSE
Info Exchange	Pearson Correlation	1	.813**
	Sig. (2-tailed)		.001
	N	12	12
OSE	Pearson Correlation	.813**	1
	Sig. (2-tailed)	.001	
	N	12	12

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.6.3

Correlations

		Telecom	OSE
Telecom	Pearson Correlation	1	.617*
	Sig. (2-tailed)		.033
	N	12	12
OSE	Pearson Correlation	.617*	1
	Sig. (2-tailed)	.033	
	N	12	12

* Correlation is significant at the 0.05 level (2-tailed).

In Table 4.6, we can see a strong correlation between experimental group respondents' perception of their understanding of other speakers and their occupational self-efficacy (r=.860) before classes with gamification. Table 4.6.1 shows average correlation between experimental group (n=12) respondents' self-ratings of their conversation and occupational self-efficacy (r=.623, p<0.01) before the classes with gamification. Table 4.6.2 shows a strong correlation between experimental group respondents' self-ratings of their information exchange and occupational self-efficacy (r=.813, p<0.01) before classes with gamification. Table 4.6.3 shows average correlation between experimental group respondents' self-ratings of their telecommunication skills and occupational self-efficacy (r=.617) before the classes with gamification.

RQ 4: How Malaysian hoteliers rated their own guest interaction skills after a series of English language class with gamification

Table 4.7 T-Test Results (Guest Interaction Skills)

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	UOS_preInt	2.83	12	.853	.246
	UOS_PostInt	3.43	12	.625	.181
Pair 2	Conv_preInt	2.71	12	.865	.250
	Conv_PostInt	3.38	12	.656	.189
Pair 3	Info Ex_PreInt	2.77	12	.852	.246
	Info Ex_PostInt	3.35	12	.491	.142
Pair 4	Telecom_PreInt	2.47	12	.970	.280
	Telecom_PostInt	3.23	12	.808	.233

Table 4.7.1 T-Test Results (Paired Differences)

Paired Samples Test		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	UOS_preInt - UOS_PostInt	-.597	.815	.235	-1.115	-.080	-2.539	11	.028
Pair 2	Conv_preInt - Conv_PostInt	-.667	.711	.205	-1.118	-.215	-3.250	11	.008
Pair 3	Info Ex_PreInt - Info Ex_PostInt	-.583	.736	.212	-1.051	-.116	-2.746	11	.019
Pair 4	Telecom_PreInt - Telecom_PostInt	-.767	.702	.203	-1.213	-.320	-3.781	11	.003

As seen in Table 4.7, the 12 respondents rated their abilities to interact with guests higher after classes with gamification. Table 4.7.1 shows the paired differences for guest interaction skills of the experimental group respondents (n=12) from both before and after the treatment. As can be seen the result is significant at $p < 0.05$ with Pair1 ($t=-2.539$, $df=11$, $p=.028$), Pair2 ($t=-3.250$, $df=11$, $p=.008$), Pair3 ($t=-2.746$, $df=11$, $p=.019$), and Pair4 ($t=-3.781$, $df=11$, $p=.003$).

RQ 5: How Malaysian hoteliers rated their occupational self-efficacy after a series of English language class with gamification

Table 4.8 T-Test Results (Overall Occupational Self-Efficacy)

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OSE_preInt	3.03	12	.964	.278
	OSE_PostInt	3.60	12	.786	.227

Table 4.8.1 T-Test Results (Paired Differences)

Paired Samples Test		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	OSE_preInt - OSE_PostInt	-.569	.641	.185	-.977	-.162	-3.075	11	.011

From the above table, it can be seen that the respondents' perception of their occupational self-efficacy level changed significantly after classes with gamification ($M=3.60$) when compared to the mean score ($M=3.03$) before gamification classes. As seen in the Table 4.8.1, the mean difference in the occupational self-efficacy of the experimental group before and after the treatment is -.569 with a 95% confidence interval ranging from -.977 to -.162. The result is significant at $p < .05$ with ($t=-3.075$, $df=11$, $p=0.011$).

RQ 6: How self-ratings of guest interaction skills and occupational self-efficacy of the Malaysian hoteliers correlate after a series of English language class with gamification

Tables 4.9, 4.9.1, 4.9.2 and 4.9.3: Pearson's Correlation Between Guest Interaction Skills and Occupational Self-Efficacy After Intervention

Table 4.9

Correlations		PostInt_UOS	PostInt_OSE
PostInt_UOS	Pearson Correlation	1	.015
	Sig. (2-tailed)		.963
	N	12	12
PostInt_OSE	Pearson Correlation	.015	1
	Sig. (2-tailed)	.963	
	N	12	12

Table 4.9.1

Correlations		PostInt_CONV	PostInt_OSE
PostInt_CONV	Pearson Correlation	1	.217
	Sig. (2-tailed)		.499
	N	12	12
PostInt_OSE	Pearson Correlation	.217	1
	Sig. (2-tailed)	.499	
	N	12	12

Table 4.9.2

Correlations		PostInt_InfEX	PostInt_OSE
PostInt_InfEX	Pearson Correlation	1	.359
	Sig. (2-tailed)		.252
	N	12	12
PostInt_OSE	Pearson Correlation	.359	1
	Sig. (2-tailed)	.252	
	N	12	12

Table 4.9.3

Correlations		PostInt_Telcom	PostInt_OSE
PostInt_Telcom	Pearson Correlation	1	.562
	Sig. (2-tailed)		.057
	N	12	12
PostInt_OSE	Pearson Correlation	.562	1
	Sig. (2-tailed)	.057	
	N	12	12

Table 4.9 shows there is a very weak correlation between guest interaction skills and occupational self-efficacy of the experimental group (r=.015, p=.963). Table 4.9.1 shows there is a weak correlation between experimental group (n=12) respondents' self-ratings of their conversation and occupational self-efficacy (r=.217, p=.499). Table 4.9.2 shows a weak correlation between self-ratings of information exchange and occupational self-efficacy (r=.359, p=.252) of participants in the experimental group (n=12). Table 4.9.3 shows an average correlation strength between self-ratings of telecommunication and occupational self-efficacy (r=.562, p=.057) of participants in the experimental group (n=12).

4.1. Discussion

In the current study, both total respondents (n=173) and the experimental group (n=12) generally expressed moderate agreement on their guest interaction skills showing that they moderately agreed that they could interact with their guests in English before classes with gamification. These findings contradict slightly to what have been reported by Afrianto and Gulö (2019) and Aldohon (2014) that those in the tourism industry face challenges in understanding their guests. Nonetheless, what have been discovered in this study supports Ahmed and Scott (2014) and Charunsri (2011) who asserted that telephone conversation is one of the several issues faced by hotel employees.

The total respondents showed high moderate level of occupational self-efficacy before gamification experiences, indicating that the hoteliers' belief in their ability to successfully execute their job was nearly high. These findings are in line with Briley (2012) who also revealed that preservice teachers had moderately strong self-efficacy beliefs in teaching mathematics. The high moderate level of occupational self-efficacy perceived by hoteliers in this study could be due to the organisational support they receive for instance, from their superiors. In order to maintain a moderate level of self-efficacy, Mesterova, Prochazka and Vaculik (2015) posited that continuous feedback to the employees from the leadership on their performances is pivotal. In the meantime, the experimental group showed moderate level of confidence in their ability to execute their jobs before gamification classes. This is supported by Tenaw (2013) who discovered that the students involved in their studies perceived their self-efficacy to be moderate. According to Bandura (1997) individuals with moderate or high self-efficacy exerts more to accomplish tasks at hand and do not give in when faced with challenges. Conversely, those with lower self-efficacy feel less efficient and tend to avoid challenges altogether.

The current findings suggest that the hoteliers rated themselves much better with regard to their guest interaction skills after a series of English class with gamification. These findings are aligned with those that examined the effects of gamification on speaking skills (Adhiatma, Rahayu & Fachurunnisa, 2019; Alfulaih, 2017). The authors demonstrated significant improvement in students' speaking skills after experiencing gamified instructions. The reason for the better ratings might be due to the use of game elements such as points, rewards, leaderboard and feedback which positively affect learning outcomes. Badges, levels, points, leaderboards, challenges, feedback and customization are found to be the most suitable game design elements used in higher education that promote learning (Strmečki, Bernik and Radošević, 2015). The present study also found that the hoteliers rated their occupational self-efficacy level higher after gamification experiences. This is in line with Singh, Tan and Subramaniam (2018) who discovered that the majority of the engineering students agreed that the prototype speaking game motivated and enhanced their confidence, especially encouraging the shy ones to speak English in the class, leading to enhancement in speaking. The current findings however, contradict with the literature such as Banfield and Wilkerson (2014); Cosgrove (2016) who revealed no positive effect of gamification on self-efficacy. Krashen (1982) asserted successful mastery of oral communication skill requires learners to be highly motivated, confident in themselves, presenting an appealing self-image and exhibiting low anxiety. While gamification classes appeared to have promoted motivation among participants, leading to an increased self-efficacy, gamification was found to have a more significant effect on hoteliers' occupational self-efficacy than their guest interaction skills, which might be due to the challenging nature of the speaking skills itself. According to Raba (2017), mastering speaking skill is a challenging task and requires great effort from learners as it involves understanding of vocabulary, correct grammar, pronunciation and sentence structure.

Regarding the correlation between perceived guest interaction skills and occupational self-efficacy before gamification classes, it was found that there was a positive correlation between the variables for all respondents (n=173) and the respondents in the experimental group (n=12) and the relationship strength was average to strong. In line with the current study results, Alawiyah (2018); and Mastur (2016) revealed a strong and positive correlation between students' self-efficacy and speaking skills. Mazaheri and Yazdani (2016) revealed that when self-efficacy is increased, so does the oral presentation ability of students. The positive correlation found in this study can be explained by Bandura (1986) who posited that what individuals' think, feel or believe about themselves can influence how they behave.

While the findings revealed that there was a positive correlation between the perceived guest interaction skills and occupational self-efficacy after gamification experiences, the strength of the relationship was very weak to average. As mentioned before, the gamification techniques used in this study was found to have a bigger effect on respondents' occupational self-efficacy compared to their guest interaction skills. The smaller impact on one variable compared to the other appears to have contributed to the very weak to average association between the variables after gamification classes. Studies in non-gamification context also showed positive correlation between self-efficacy and speaking performance (Alawiyah, 2018; Mastur, 2016), however, Alawiyah (2018) reported that the strength of the correlation to be weak. Previous studies have also revealed that gamification enhanced speaking performance (Alfulaih, 2017) and self-efficacy (Chong, 2019). Unfortunately, the very weak to average association between the variables after gamification experiences cannot be contrasted with other studies due to the lack of literature focused on the relation between guest interaction skills and occupational self-efficacy within gamification instruction.

5. CONCLUSION

In sum, the present study corroborates studies that have documented significant association between speaking skills and self-efficacy (Alawiyah, 2018; and Mastur, 2016), and those that reported significant difference in speaking skills (Adhiatma, Rahayu & Fachurunnisa, 2019; Alfulaih, 2017) and self-efficacy (Singh et al., 2018) before and after gamification experiences. The current finding with regard to the correlation between guest interaction and occupational self-efficacy within gamification, however, could not be supported by the literature due to lack of evidence. Overall, the findings suggest that gamification can improve hoteliers' guest interaction skills which can enhance their workplace self-efficacy.

The current study has important implications for HR management strategies, particularly related to training and development programs. A substantial body of literature and the current findings show evidence of the strong positive impact of gamification strategy on individuals' oral interaction skills and occupational self-efficacy, therefore, gamification strategy should always be incorporated into employee training programs targeted for enhancing employees' guest interaction skills.

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Lg/Eng/ID: 41

USING STICKERS AND GIF ON SOCIAL NETWORK COMMUNICATION: USERS' EXPERIENCE AND PREFERENCE

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ABSTRACT

Owing to the technological advancement and innovation, communication nowadays can be done digitally, through a range of social network platform such as Whatsapp, Wechat, Telegram and so on. Apart from offering cost saving and convenient communication medium to the users, these platforms are built of interesting features and useful functions that will transform users' communication into an effective and meaningful one. Stickers and GIF are two brilliant thus popular features that are available in most of the social network applications. As such, the present study wished to investigate users' experience in using these two features particularly relating to their purpose and frequency of usage. To this end, 10 users were interviewed in the study. Most of the informants indicate very frequent use of these features where some of them have a higher preference for stickers over GIF. As far as the purpose of usage is concerned, the informants most of the time send stickers or GIF to emphasise meaning of messages they intend to send via communication done. They added that these features are practically useful in getting their messages conveyed much clearer. Nonetheless, the informants informed they only use stickers and GIF with family and close friends and avoid using it when formal matter is subjected in the communication.

Keywords: Sticker, GIF, social network communication, experience

1. INTRODUCTION

Social network communication has become an important part of human life these days. Since the Covid-19 pandemic outbreak especially, the use of social network to exchange information, news and life updates is getting more popular than ever since people can no longer meet face to face to do their businesses. Social network communication is getting a highlight in various fields such as education, medical, journalism and so on as users actively disseminate information via the platform. Indeed, the rapid growth and increase in social network communication are led by the emergence and widespread use of individual portable technological devices such as smart phones, laptops and tablets (Kaufmann & Peil, 2020). Moreover, advancement in internet connection in wider areas had led to more active use of the social network sites by people to communicate in their daily life (Kaufmann & Peil, 2020).

When communicating via social network applications or sites, there are a lot of fantastic features that users can use to enhance their communication. Emojis, stickers and GIF are some of the various interesting features available on most of the social network sites. From the arise of these features, it raises several questions for us to ponder for examples on how social network users are benefiting and utilizing these features as they are communicating with each other and since there are more and more features being added to the social network applications nowadays, which of the features of are highly preferred by the users? To address this, the present study is therefore important to be carried out.

2. LITERATURE REVIEW

2.1 Social Network

According to Boyd and Ellison (2007), social network sites are web-based services that enable users to perform numerous things such as create and establish a public or semi-public profile within a bounded system, produce a connection list of other users with whom they share a connection with as well as view and navigate their connections and those made by others within the system. The nature and nomenclature of these connections however may differ for different social network sites (Boyd & Ellison, 2007). Over the years, more and more social network applications are developed and widely used by users around the globe. In Malaysia for example, Facebook, Instagram, Whatsapp, and so on are very popular among the people. On top of mediating a less formal communication to take place, social network allows their users to involve in communication more comfortably and openly (Kaufmann & Peil, 2020).

When communicating via social network applications or sites, there are a lot of fantastic features that users can use to enhance their communication. Emojis, stickers and GIF are some of the various interesting features available on most of the social network sites. GIF is a short form for the Graphic Interchange Format. It was initially designed for ordinary images then improved to the ones with short, looping and soundless moving effects (Lohonen, 2020). On the other hand, stickers are what the users can créate themselves according to their individual personal needs. Stickers are said to relate closely to users' emotions as they are created and sent based on what the users are feeling about (Saeed et al., 2021).

The present study is interested in exploring users' experiences in using GIF and stickers in their communication via social network applications. To this end, the following research questions are addressed in the study.

Research question 1: How do users use stickers and GIF when communicating through social network applications?
Research question 2: What do users say about communicating through social network applications, especially when using stickers and GIF?

3. METHODOLOGY

3.1 Participants

To understand users' experience of using stickers and GIF on social network communication, ten (N=10) informants were interviewed in the study. Five (n=5) informants are male and five are female. The informants' age ranges from 20 to 45 years old. When asked about the frequency of social network communication done in their everyday life, 80 to 100 percent of the informants performed their communication via social network applications installed on their phones every day, especially Whatsapp.

3.2 Instrument

The present study employed qualitative method as semi-structured interview was utilised in the data collection procedures. The interview questions had been constructed by the researcher to elicit the desired data hence provide answers to the research questions addressed in the study. The informants were interviewed individually in order to gain richer data from each of them.

The informants The informants' age ranges from 20 to 45 years old. They are from different education and social background (university students, lecturers and administrative officer). Nonetheless, all of the informants come and live in one state, which is Kelantan.

3.3 Data Analysis

The interview recording was transcribed and analysed in the study. In this regard, thematic analysis was performed to the obtained data.

4. MAIN RESULTS

As explained, the present study wished to investigate the users' experience in using stickers and GIF particularly relating to their purpose and frequency of usage.

Accordingly, the interview findings revealed that most of the informants indicate very frequent use of GIF and stickers features where some of them have a higher preference for stickers over GIF. For example, informant 1 mentioned that he loves stickers more than GIF as he can create his own stickers and send them to his friends. "*I really like it when I want to make jokes and have fun with my friends. Sometimes I use their faces to make the stickers, it is so funny.* "

As far as the purpose of usage is concerned, the informants most of the time send stickers or GIF to emphasise meaning of messages they intend to send via communication done. "I *always feel that my friends can understand what I am trying to say better if I put stickers or GIF in my messages. You know what, sometimes when I feel lazy to type long sentences, I would just pick one sticker or GIF then send it to my friends. It worked you know, they understood what I was trying to say well."* Said informant 4. They added that these features are practically useful in getting their messages conveyed much clearer. Sometimes, they claim that GIF and stickers represent their moods and feelings better than words.

Interestingly, the findings of the study also revealed that majority of the informants admit that they only feel comfortable to send or receive stickers or GIF from their close friends and family only. In other words, these features are rather useful when they are having casual conversations and they try to avoid using it when formal matter is subjected in the communication. As informant 8 explained, *"There is no way I will send a sticker to my lecturer. It is scary you know because I do not know how do they feel about the stickers they receive. Plus, I am not close enough to my lecturers. I will send one if our relationship reaches the point which I think comfortable to do so."* In a similar vein, informant 10 who is a public officer said that he never uses stickers or GIF when interacting with his boss. *He said, "Whenever a communication with the bosses come in, I would tune the mode of the conversation into a formal and serious one. I don't feel appropriate to do it with my bosses."*

5. CONCLUSION

Social network communication is getting more popular and being used by more and more people around the world. With the advancement of technological features in the era of Industrial Revolution (IR) 4.0, it is likely posible for this platform of communication to go up to another level with many other interesting advanced features to be added on in the future. The joy and privelege of usage therefore will go to the users, with some challenges to also be embraced.

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EXPLORING USERS' AWARENESS AND USE OF ENGLISH COLLOCATIONS IN EVERYDAY COMMUNICATION

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ABSTRACT

English language users are highly reckoned to acquire collocational knowledge as part of their language acquisition to ensure greater fluency is achieved when using the language. Despite the obvious significance of collocation knowledge, many users have shown poor mastery of collocations, leading to their improper and incorrect use of the language be it in writing or speaking. The present study aimed at exploring further ESL learners' awareness and use of collocations in their everyday communication. To this end, six users at different age range (12 years old to 40 years old) were interviewed in the study, to gain input on their collocation awareness and use. The results revealed two interesting findings. Firstly, the young and adult users were observed to have different level of collocation knowledge, as the young ones responded they know fewer English collocations than the adults. Interestingly, one of the respondents reported that he never heard of the word collocation before. Resulting from their lack of knowledge, the respondents were found to hardly use collocations in their everyday communication. Even if they do, this was by coincidence and not as a demonstration of their collocation knowledge and awareness. The findings of the present study bring an implication to language teaching and learning practices to include collocations as a focus in language teaching and learning process.

Keywords: English collocations, awareness, English language users, everyday communication

1. INTRODUCTION

In today's world, English communication skill has become a must for people to be able to communicate in global context. To enable users deliver their intended messages to a wider range of audiences, no languages in the world seem to fit the role better other than the English language. Moreover, English language has become the language widely spoken and used on the internet with billions of users. Thus, the importance of English language is getting heightened over the years despite differences in perspectives of its users around the world.

In Malaysia, English language has been regarded as the second language for majority of its users. With formal teaching of the language is received since kindergarten, adult Malaysians generally spend about 10 years to learn the language formally through the national education system. Despite this fact, concerns and complaints are constantly raised by various parties especially employers from multinational companies regarding poor command of English language of Malaysia graduates. In other words, there are still many of Malaysian learners who fail to master the language as they are unable to show good proficiency of the language when they are using it. The reason to this however remains unknown.

In this regard, Nation and Webb (2011) claim vocabulary as one instrumental aspect that learners should master to gain ability to use the language effectively. Vocabulary or word is the most basic component of a language which every learner is first taught when learning a new language. From the vocabulary they learn, learners will be able to form sentences then paragraph then text. This implies the significance for English language learners to have with them substantial knowledge of English language vocabulary to be able to perform effectively in the language.

In the word knowledge framework proposed by Nation (2001) he explains that word knowledge is built of learners' knowledge of three knowledge aspects namely word form, word meaning and word use. According to Nation, to acquire words successfully, it is compulsory for learners to master the form, meaning and use of the words. Thus, in the present study, learners' knowledge of word use is investigated, in which their knowledge on how to use associate words (collocations) is focused on. The learners' experience in using collocations in everyday communication is also examined in the study.

2. LITERATURE REVIEW

2.1 Collocation

A collocation consists of associated words that cooccur in texts. Collocation is generally understood as words that co-occur and commonly found to be used together (Firth, 1957). There are two categories of collocation knowledge namely lexical collocation and grammatical collocation (Benson et al., 1997). Table 1 below shows examples of grammatical and lexical collocation.

Table 1. Examples of Grammatical Collocation and Lexical Collocation

Type	Example
Grammatical collocation	angry at, hungry for, afraid of
Lexical collocation	walk slowly, heavy rain, commit a murder

2.3 Past Studies on Collocation

Although there is emerging evidence (Mohammadi & Enayati, 2018; Saito & Liu, 2021) showing that collocation knowledge plays a considerably important role to learners' language proficiency, abundant of research findings have reported that learners are still not getting close enough to proficient use of English language collocations as they are communicating in the language(Dokchandra, 2019; Harida & Hamka, 2019). In this regard, past studies have found that learners are still struggling in employing correct collocations where collocation errors can be largely traced in their work either written or spoken. In some situation, their limited collocation knowledge is found to impede learners' performance in the language. Why is this happening? This could result from the lack of awareness which learners have on the subject matter (collocation) which lead to ineffective acquisition hence poor command of it.

The current study aims to add to the literature examining learners' collocation knowledge. This will be done through checking their awareness level and the extent to which they use collocations (lexical and/or grammatical) in their daily communication.

3. METHODOLOGY

The purpose of the present study is twofold. First, the study aimed to investigate the awareness of Malaysian English language users on collocation. Next, the study intended to explore the extent of their practices and applications of English collocations in their everyday communication.

3.1 Participants

Six respondents of different age groups (12 years old to 40 years old) were interviewed to elicit desired data of the study. The respondents were picked based on their age factor, to represent users of different age groups. In this study, the respondents who age from 12 to 20 years old are categorised as young users of the language. On the other hand, the 21- to 40-year-old respondents were considered as the adult users. Three of the respondents are male and the other three are female. The respondents were randomly chosen to participate in the study based on convenience factor. Nonetheless, all of them have learned English language for at least 10 years since they were in primary school. All the respondents use English as their second language.

3.2 Instrument

A semi-structured interview was conducted in the study. There are items or questions being asked in the interview session as follows.
Item 1: Have you heard of the word 'collocation' before?
Item 2: If yes, what do you understand about it?
Item 3: How do you get to know or learn English collocations?
Item 4: How frequent do you use collocation in your everyday communication>
Item 5: How and Why do you use collocations when communicating?
Item 6: Is collocation important for successful communication?

Generally, the interview questions were aimed at eliciting responses relating to the respondents' awareness and knowledge on collocations as well as to obtain input on how often do they use collocations in their daily communication. It was also an objective of the study to identify any discrepancy in collocation awareness and use among the young and adult users of the language.

3.3 Data Analysis

As the interview was completed, the, the interview recording was then transcribed. Following that, thematic analysis was performed to the transcriptions in order to answer the research questions of the study.

4. MAIN RESULTS

The results revealed two interesting findings. Firstly, the respondents were observed to have different level of collocation knowledge, as the young ones responded they know fewer English collocations than the adults. When the researcher asked the young learners to list out English collocations which they know about, the young respondents relatively gave fewer collocation examples as compared to the adults. Interestingly, one of the young respondents (respondent 1) reported that he does not even know what collocation is as he said *"I have never heard of the word before. What collocation is, how and when to use it I totally have no idea about it. Maybe I did not focus on what my teacher was teaching in schools, or I just forgot about it."*

Some of the random collocations pointed out by the respondents during the interview include *get started, get permission, keep promise, fall in love, make decision, start a new life, do your best, make money as well have a good time.* When asked about what contributes to their knowledge of abovementioned collocations, the respondents in general stated that they learn these from others. As respondent 6 stated "*I always hear my teacher said do your best when I was in school, so I somehow got an idea that these words should be used together as I want to encourage someone to do their best*." In the case of respondent 5, he claimed that his knowledge of the collocations come from watching English movies. *"I often heard actors say the words have a good time and they fall in love when I watch movies, hence I thought the words should occur after one another. Moreover, I have never heard people say jump in love or go a good time when they speak or write in English."*

The next findings reveal that the respondents' lack of collocation knowledge has led them to rarely use collocation as they are communicating in the language. This is the same for both the young and adult respondents. As respondent 6 mentioned, *"I even have problems in searching for single words to communicate my messages to other people because I do not enough English vocabulary. How could I possibly know how to use collocations in my speaking or writing*." For respondents 2 and 4 however, they mentioned that even if they happen to include English collocations as they are using the language, this could be due to coincidence and not as a demonstration of their collocation knowledge and awareness. Furthermore, respondent 3 stated "I *think I find it very hard to use a suitable collocation especially when speaking in English because I do not have enough vocabulary knowledge.* So, most of the time I would just use whatever words that come across my mind as long as my message is delivered successfully. "

5. CONCLUSION

Overall, the present study highlights lack of collocation awareness and knowledge among Malaysian users of English language. The findings obtained suggest for an approach to be taken, particularly in teaching collocations to English language learners in Malaysia. Since they have been taught words in individual form, learners tend to store in their memory hence remember the words individually instead of in combinations. As a result of this, they miss out the opportunity to acquire knowledge of collocations. In sum, English language instructors should put more efforts in planning for effective yet fun ways to learn English collocations especially when it comes to young learners. Only by having a good command of collocation knowledge, learners will sound more native-like hence easier to be comprehended by those whom they communicate with.

Despite the findings, it is worth to note that the current study had been conducted under some limitations which impede the generalizability of the findings. The samples of the study especially are small and of limited background. Hence, further research is welcome to look further into collocation competence of Malaysian learners with different education and proficiency background.

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A QUANTITATIVE COMPARISON OF SYNTACTIC COMPLEXITY BETWEEN BRITISH AND AMERICAN UNIVERSITY STUDENTS' ENL WRITING

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ABSTRACT

Syntactic complexity is the variety and sophistication degree of the syntactic structures conveyed in written production. This paper aims to quantitatively compare the syntactic complexity between British and American University Students' ENL writing. One hundred and twenty-eight essays are randomly sampled from the Louvain Corpus of Native English Essays. Among these essays, 64 of them are written by British university students and 64 by American university students. All the writers are native English speakers. Scores of syntactic complexity for both groups are calculated by using the software *Syntactic Complexity Analyzer* in terms of "length of production unit", "amount of subordination", "amount of coordination", and "degree of phrasal sophistication". Independent samples t-tests are conducted to find the differences in syntactic complexity between the two groups. The results show that British university students produce longer sentences than American students do as the mean length of sentences, clauses, and T-units in their writing are significantly (p = 0.000) larger than that of American students' writing. On "amount of subordination", the two groups produce a similar proportion of subordinated structures as there are no significant differences for both the dependents clauses per clause and per T-unit between the two groups. In terms of coordination, there are no significant differences for both coordinated phrases and sentences between the two groups. Finally, on "degree of phrasal sophistication", the two groups produce a similar proportion of verb phrases, but British university students produce a significantly (p = 0.000) larger proportion of complex nominals than American students do. In conclusion, though British university students produce longer sentences and a larger proportion of complex nominal, it cannot be concluded that their ENL writing is syntactically more complex than that of American university students as there are no significant differences for subordination and coordination between the two groups.

Keywords: Syntactic complexity, ENL writing, British English writing, American English writing

1. INTRODUCTION

The effect of syntactic complexity has been studied extensively in recent years. A large body of data concerning syntactic features in terms of various written academic genres has been reported. As a device of gauging both native and non-native learners' language proficiency and development, syntactic complexity highlights the range and degree of sophistication, variation, and elaboration in utilizing syntactic structures (Biber, Gray, & Staples, 2016; Crossley & McNamara, 2014; Wolfe-Quintero, Inagaki & Kim, 1998). In Learner Corpus Research (LCR), previous researchers have analyzed the syntactic complexity features mostly in second language (L2) texts to predict students' writing ability and compare writing production between L2 and L1. However, existing studies are limited from the ENL (English as a Native Language) perspective concerning the analysis of syntactic complexity in British English essays and American English essays written by university students. As a prevalent communication tool, world Englishes include both British and American English, and in terms of history and evolution, specific differences related to grammar have been generated. To further understand how syntactic complexity varies in British English essays and American English essays, this paper focuses on the syntactic complexity of British and American university students' ENL writing. We also attempt to investigate to what extent they differ from each other.

2. LITERATURE REVIEW

Syntactic complexity is considered an essential component in measuring the competence of language use. According to Bachman and Palmer (1996), language ability encompasses two primary competencies: organizational and pragmatic. Organizational competence involves both textual (cohesion and organization) and grammatical (vocabulary, morphology, syntax, phonology/graphology) competence. Pragmatic competence involves illocutionary and sociolinguistic competencies. Cumming, Kantor, Powers, Santos, and Taylor's (2000) conceptualization of writing ability is compatible with Bachman and Palmer's model of language competence. Similar to Bachman and Palmer's organizational competence, they underscore three principal linguistic planes of writing ability: the word, sentence, and discourse level. What affects the writing competence is the "choice of relevant words and phrases; facilities for grammar, punctuation, and spelling; and competent use of logic and rhetorical instruments to promote readership and guidance" (p. 14). As a consequence, there is a need to connect writing ability with linguistic complexity for the purpose of effective communication.

A considerable number of studies have examined how linguistic features, including aspects of lexical and syntactic complexity, correlate with or predict human ratings of written texts. Generally, three main aspects of lexical complexity have been posited to affect human judgments of writing quality: diversity, sophistication, and lexical cohesion

(Guo, Crossley & McNamara, 2013). Diversity refers to the range of lexical words in a text (Engber, 1995; Guo et al., 2013), while sophistication in vocabulary refers to the use of advanced academic words in a text (Laufer & Nation, 1995). Lexical cohesion is perceived as a device for creating textual unity, and it can be accomplished using vocabulary selection by reiteration. High-level writers are expected to use more diverse, sophisticated, and lexically cohesive vocabulary.

In addition to lexical complexity, syntactic complexity has been designated as an essential feature of writing development that drew the most incredible attention among writers. The significance of syntactic complexity in writing is reflected in the scoring weight assigned to syntactic complexity in the scoring rubrics of standardized language proficiency tests such as TOEFL and IELTS, as well as the vast number of studies that examined the relationship between complexity, L2 language proficiency and writing development (Guo et al., 2013; Ortega, 2003; Park, 2017; Stockwell & Harrington, 2003; Vyatkina, 2013; Wolfe-Quintero el al., 1998; Taguchi, Crawford, & Wetzel, 2013). Syntactic complexity has been generally defined in terms of the ability to use “a large range of basic and advanced structures [that] are available and accessible rapidly, while a lack of complexity implies that only a small number of basic structures are available and readily accessible ” (Wolfe-Quintero et al.,1998, p. 107). Following Ortega (2015, p. 82), syntactic complexity is taken as “the complexity and depth of the grammatical resources shown in the development of languages”. The term complexity relates to linguistic complication rather than a task or cognitive complexity when writing research to evaluate student's written work (Housen & Kuiken, 2009), characterized the degree of elaboration and diversity of the language generated for a particular activity. Features of syntactic complexity have been associated with linguistic structures commonly used in academic writing instead of conversational discourse (Biber, Gray, & Poonpon. 2011). Corpus-based research has contributed a great deal not only to our understanding of the prominent linguistic structures in academic writing as opposed to spoken language but also to how such differences are reflected at different writing proficiency levels (Biber & Gray, 2013; Biber, Gray & Poonpon, 2011; Biber, Gray & Staples, 2016).

In the previous studies, a majority of researchers have focused on the syntactic complexity in the L2 corpus. For example, Taguchi et al. (2013) found that the frequency of attribute adjectives, subordinating conjunctions, and post-noun modifying prepositional phrases did tend to add value to the quality of the essay. Slater (2016) mentioned that a significant difference was found in the use of complex nominals, the mean length of sentences, and the mean length of clauses between the writings of EFL Chinese students and more proficient users. Another type of research was to make a comparison of syntactic complexity between the L2 and L1 corpus. For instance, Lu and Ai (2015) looked over four dimensions of syntactic complexity (i.e., the use of subordination, coordination, phrasal sophistication, and length of production unit that involves the mean length of T-unit, mean length of the clause, and mean length of sentence) written by three groups of writers involving two groups of non-native speakers (NNS) with low and high degrees of proficiency and one group of native speakers (NS) in 600 essays. The syntactic complexity measures frequently used in the previous researches include the Biber Tagger (Biber et al., 1999), Coh-Metrix (McNamara, Graesser, McCarthy, & Cai, 2014), and L2 Syntactic Complexity Analyzer (Lu, 2010), etc., as mentioned by Kyle and Crossley (2018).

A considerable amount of research has been conducted in the context of L1 and L2. However, the analysis of syntactic complexity in essays between British English corpus and American English corpus was minimal. As we all know, the world Englishes corpora include both British English and American English. According to history, as they came to the Americas via sea in between 16th and 17th centuries, the British indeed established the language in America. Spelling was still not regulated at that period. The first dictionaries had to be written to explain how these terms came about. In the UK, London-based scholars developed the dictionary.

In comparison, the lexicographer in the U.S. was a man named Noah Webster. He allegedly transformed the way the terms were spelled to differentiate the American version from the British as an attempt to demonstrate the cultural independence of its motherland. There are particular spelling distinctions between British and American English. The everyday vocabulary and grammar are taught. For example, collective nouns are regarded as singular in American English (e.g., The band is playing). Collective nouns in British English can be singular or plural. However, the plural form is most frequently utilized (e.g., The band are playing). The British will also be more prone to using formal language, such as ‘shall’, while Americans use ‘will’ or ‘should’, which is more informal. But the Americans still use ‘gotten’ as a past participle of ‘get’, whereas the British have already gone for ‘got’. The prevalent usage of ‘Needn’t’ in British English is ordinary but uncommon for American English. In its place is ‘don’t need to’. The word ‘at’ in British English is the time and location preposition. In US English, though, ‘on’ is used and ‘in’ for the latter. This paper will examine the variations between the syntactic complexity of the ENL (English as a Native Language) writing by British and American university students via the British English corpus and American English corpus.

The research questions are as follows:

1. Are there any significant differences between the syntactic complexity of British and American university students’ ENL writing?
2. If yes, to what extent and in which aspects do they differ from each other?

3. METHODOLOGY

This part introduces the methods employed in this study, including the methods of data collection, data processing, and data analysis.

3.1 Data Collection

One hundred and twenty-eight essays are randomly sampled from the *Louvain Corpus of*

Native English Essays (LOCNESS; Granger, 1998), in which, 64 of them are British university students' essays and 64 are American university students' essays. The essays are uploaded into a syntactic complexity analyzing system, *Syntactic Complexity Analyzer* (Ai & Lu, 2013; Lu, 2010, 2011; Lu & Ai, 2015), and the scores of various syntactic complexity indices are calculated and generated. Independent samples t-tests are conducted to compare the syntactic complexity scores between the British university students' essays and American university students' essays.

3.1.1 Corpus Description

LOCNESS is a corpus of native English essays, which was compiled at the Catholic University of Louvain. It concludes three parts: 60,209 words of British pupils' A-level essays, 95,695 words of British university students' essays, and 168,400 words of American university students' essays. Writing samples used in the present study are randomly sampled from the latter two parts. Genres of these essays are argumentative and literary writing. Table 1 shows the composition of the LOCNESS.

Table 1. Composition of the LOCNESS

	Number of tokens	Number of essays	Genre
British pupils' A level essays	60,209	113	Argumentative essays
British university students' essays	95,695	90	Argumentative and literary essays
American university students' essays	168,400	232	Argumentative and literary essays
Total	324,304	435	Argumentative and literary essays

Essays from the university students' sub-corpus of LOCNESS are written by native English undergraduates, whose ages are from 17 to 22. The essays are written when the students are doing their normal business at the university. Some essays are written in the class; some are untimed home works; some of them are timed exam writings. The setting ensures the authenticity of the corpus.

The corpus is available at the official website of the Catholic University of Louvain[1]. Anyone who agrees to certain conditions and has completed the agreement form can freely use the corpus.

3.1.2 Sampling Method

[1] https://www.learnercorpusassociation.org/resources/tools/locness-corpus/

Determining the sample size

The independent samples t-test is conducted when comparing the syntactic complexity in writing between the British and American university students. The sample size needed for independent samples t-test is calculated by using the power analysis software G*Power (Faul, Erdfelder, Lang, & Buchner, 2007). A priori power analysis (Cohen, 1988) is conducted when the sample size is to be calculated based on the required power level (1 - β), effect size, and significance level α. By selecting the number of tails as two, a medium effect size as 0.05 (Cohen, 1988), generally accepted power level as 0.8, the result of priori power analysis shows that at least 64 samples for each group are needed.

Sampling methods

Both probability sampling methods and non-probability sampling methods are employed in this study.

On the one hand, the purposive sampling method is adopted. Due to the need for the present research design, British pupils' A-level essays are excluded and essays are sampled from the university students’ sub-corpus. In addition, since the single mode of *Syntactic Complexity Analyzer* can only deal with texts with no more than 1000 words, essays that are more than 1000 words are also excluded from the university students' essays.

On the other hand, the simple random sampling method is adopted. Sixty-four essays are randomly sampled from the British university students’ group and another sixty-four are randomly sampled from the American university students’ group. First, the essays in the corpus are coded with numbers. Then, 64 random numbers are generated by using the True Random Number Generator2 two times.

Finally, a total of 128 essays are sampled from the LOCNESS. Table 2 shows the data summary of the present study.

Table 2. Data summary of the study

Group	Number of essays	Number of Tokens				Total
		Mean	SD	Min	Max	
BR	64	627.08	148.36	212	900	40133
US	64	521.86	186.77	170	846	33399
Total	128	574.47	176.1	170	900	73532

3.2 Data Processing

The syntactic complexity scores of the essays are calculated through the software Syntactic Complexity Analyzer (Ai & Lu, 2013; Lu, 2010, 2011; Lu & Ai, 2015). It is a computer program developed by professor Lu at the Pennsylvania State University. It analyzes the syntactic complexity of English written language from the following four measures: “length of

[2] https://www.random.org/

production unit", "amount of subordination", "amount of coordination", and "degree of phrasal sophistication and overall sentence complexity". For each measure, there are some related indices. Table 3 shows the measures and indices provided by Syntactic Complexity Analyzer and the corresponding formulas.

Table 3. *Syntactical Complexity Analyzer* measures and formulas

Measure	Index	Code	Formula
Length of production unit	Mean length of sentence	MLS	# of words / # of sentences
	Mean length of clause	MLC	# of words / # of clauses
	Mean length of T-unit	MLT	# of words / # of T-units
Amount of subordination	T-unit complexity ratio	C/T	# of clauses / # of T-units
	Complex T-unit ratio	CT/T	# of complex T-units / # of T-units
	Dependent clauses per clause	DC/C	# of dependent clauses / # of clauses
	Dependent clauses per T-unit	DC/T	# of dependent clauses / # of T-units
Amount of coordination	Coordinate phrases per clause	CP/C	# of coordinate phrases / # of clauses
	Coordinate phrases per T-unit	CP/T	# of coordinate phrases / # of T-units
	T-units per sentence	T/S	# of T-units / # of sentences
Degree of phrasal sophistication and overall sentence complexity	Complex nominals per clause	CN/C	# of complex nominal / # of clauses
	Complex nominals per T-unit	CN/T	# of complex nominal / # of T-units
	Verb phrases per T-unit	VP/T	# of verb phrases / # of T-units
	Sentence complexity ratio	C/S	# of clauses / # of sentences

The program runs on Unix-like computer systems, such as Mac OS, Linux, and Unix. This requires researchers to master some command line operation skills, that are not familiar to some of the researchers. Fortunately, the Web-based Syntactic Complexity Analyzer[3] is available, such that researchers just need to upload the texts to the system, and the scores of syntactic complexity indices are available to download.

Before uploading the texts, the texts in LOCNESS need to be segmented to ensure that one essay is a text file since a text file contains many essays in LOCNESS. By choosing the batch mode of the Syntactic Complexity Analyzer system, many text files are zipped into one zip file and are uploaded to the system. Then, the syntactic complexity scores of the 14 indices are available to be downloaded as a CSV (Comma Separated Value) file, which can be imported into spreadsheets or statistical packages for further analysis.

[3] https://aihaiyang.com/software/l2sca/

3.3 Data Analysis

Syntactic complexity scores of the British and American university students' essays are imported into the SPSS, and the independent samples t-test is conducted to compare the difference of syntactic complexity between the two groups.

Measures of syntactic complexity

Though Syntactic Complexity Analyzer provides 14 indices of syntactic complexity, Ai and Lu (2013) and Lu (2011) argued that the T-unit complexity ratio (C/T), Complex T-unit ratio (CT/T), and overall Sentence complexity ratio (C/S) are poor candidates for developmental indices of syntactic complexity. Based on this argument, these three indices of syntactic complexity are excluded in this study. Table 4 shows the 11 syntactical complexity indices investigated in the present study.

Table 4. Syntactical complexity indices measured in this study

Measure	Index	Code
Length of production unit	Mean length of sentence	MLS
	Mean length of clause	MLC
	Mean length of T-unit	MLT
Amount of subordination	Dependent clauses per clause	DC/C
	Dependent clauses per T-unit	DC/T
Amount of coordination	Coordinate phrases per clause	CP/C
	Coordinate phrases per T-unit	CP/T
	T-units per sentence	T/S
Degree of phrasal sophistication	Complex nominals per clause	CN/C
	Complex nominals per T-unit	CN/T
	Verb phrases per T-unit	VP/T

Definitions of some terms in these indices are given in previous literature:

1. Sentence: A sentence is a set of words that delivers complete information. It ends with a punctuation mark marking the end of a sentence, such as period, question mark, exclamation mark, elliptical mark, and closing quotation mark.
2. Clause: A clause is a unit of grammatical organization that includes a subject and a finite verb as a predicate, excluding the non-finite verb phrases. The common types of clauses are independent, nominal, adjective, and adverbial clauses (Hunt, 1965; Polio, 1997).
3. Dependent clause: A dependent clause is a clause embedded into another clause, which cannot stand alone. Types of dependent clauses include finite nominal, adjective, and adverbial clauses (Cooper, 1976; Hunt, 1965; Kameen, 1979).
4. T-unit: Hunt (1970) considered the main clause with any attached or embedded non-clausal structure or dependent clause as a T-unit.

5. Coordinate phrase: Coordinated phrases include coordinate any noun, verb, adjective, and adverb phrases.
6. Complex nominal: There are three types of complex nominals. (1) nominal clauses, (2) noun phrases with pre- or post- modifiers, and (3) infinitives and gerunds in subject position (Cooper, 1976).

Assumptions of independent samples t-test

The independent samples t-test assumes some characteristics about the data. First of all, after deleting the essays that did not meet the requirements of the study design from the LOCNESS, 128 essays are randomly sampled from the corpus by using the True Random Number Generator. Second, according to the Central Limit Theorem, as the sample size gets larger (usually $n > 30$), the distribution of the sample approximates a normal distribution. Due to the large sample size in the present study, the samples can be regarded as normally distributed. In addition, since the values of all the variables in this study are scores, the scale of the measurement follows a continuous scale. Finally, as it is shown in Table 7, except for MLT and CN/T, the significance value of Levene's test is larger than .05, which means that the variance of the outcome variable is equal in each group.

Bonferroni Correction

There are 11 indices of syntactic complexity investigated in this study, so there are 11 independent samples t-tests are conducted at the same time. Thus, the Bonferroni Correction is necessary to control the probability of committing a type I error and avoid the false positive. A stricter significance criterion is applied, which is .0045 (.05/11).

4. MAIN RESULTS

Table 5 shows the 11 syntactic complexity indices and the corresponding average scores of the two groups.

As it shows in the table, Scores of all the 11 syntactic complexity indices of British university students' writing are larger than that of American university students' writing. However, values of "Amount of subordination" and "Amount of coordination" between the two groups are very close. Thus, it is not safe to conclude that British university students' writing is more syntactically complex than that of American students. In addition, most of the standard deviations of the syntactic complexity index values of American university students are larger than that of British university students, which suggests that the syntactic performance of American university students is more dispersed than that of British university students.

Table 5. Descriptive statistics of the syntactical complexity indices

Measure	Index	Mean (SD)	
		BR	US
Length of production unit	MLS	23.97 (5.55)	19.65 (5.64)
	MLC	11.36 (1.98)	9.88 (2.31)
	MLT	21.09 (5.73)	17.23 (4.04)
Amount of subordination	DC/C	0.42 (0.08)	0.39 (0.1)
	DC/T	0.81 (0.29)	0.73 (0.32)
Amount of coordination	CP/C	0.25 (0.09)	0.247 (0.14)
	CP/T	0.46 (0.191)	0.42 (0.194)
	T/S	1.15 (0.11)	1.14 (0.1)
Degree of phrasal sophistication	CN/C	1.44 (0.34)	1.13 (0.38)
	CN/T	2.66 (0.79)	1.96 (0.56)
	VP/T	2.48 (0.42)	2.33 (0.5)

Table 6 shows the results of independent samples t-tests.

Table 6. Results of independent samples t-tests

Measure	Index	Levene's Test for Equality of Variances			t-test for Equality of Means		
			F	Sig.	t	df	Sig. (2-tailed)
Length of production unit	MLS	Equal variances assumed	0.504	0.479	4.37	126	0.000*
	MLC	Equal variances assumed	0.082	0.775	3.89	126	0.000*
	MLT	Equal variances not assumed	4.160	0.043	4.41	113.14	0.000*
Amount of subordination	DC/C	Equal variances assumed	2.095	0.150	1.97	126	0.051
	DC/T	Equal variances assumed	0.376	0.541	1.52	126	0.130
Amount of coordination	CP/C	Equal variances assumed	3.287	0.072	0.14	126	0.892
	CP/T	Equal variances assumed	0.126	0.723	1.33	126	0.185
	T/S	Equal variances assumed	0.270	0.604	0.62	126	0.540
Degree of phrasal sophistication	CN/C	Equal variances assumed	0.015	0.904	4.73	126	0.000*
	CN/T	Equal variances not	6.265	0.014	5.81	113.26	0.000*

	assumed					
VP/T	Equal variances assumed	1.210	0.273	1.87	126	0.064

*: The mean difference is significant at the .0045 level after the Bonferroni correction.

The descriptive statistics show that the mean length of sentences, clauses, and T-units of British university students' writing is larger than that of American university students. Based on the results of independent samples t-tests in Table 6, t (126, 126, 113.14) = 4.37, 3.89, and 4.11 respectively, p = 0.000. Since the significant value is smaller than alpha at .0045 Bonferroni corrected level of significance, it can be concluded that the average "length of production unit", including sentences, clauses, and T-units, of British university students' writing is significantly larger than that of American students.

In terms of the amount of subordination, operationalized by DC/C and DC/T, the results of independent samples t-tests show that t (126) = 1.97 and 1.52 respectively and p = 0.051 and 0.13 respectively, which are larger than the alpha at .0045 level of significance. It can be concluded that the proportion of dependent classes in British and American university students' writing are not significantly different. For the amount of coordination, including the amount of coordinated phrases and coordinated sentences, no significant differences are found between British and American students writing (p > .0045). Generally speaking, there is no significant difference in subordination and coordination between the two groups. This finding is in line with what Trudgill and Hannah (2013) reported that there are relatively few grammatical differences between English English (British English) and North American English at the level of educated writing and speech. This is also in line with what Algeo (2006) reported that there are no differences between British and American English syntax for the most part.

Finally, in terms of phrasal sophistication degree, there are significant differences between the proportion of complex nominals in British and American university students' writing, since for CN/C, t (126) = 4.73, p = 0.000, and for CN/T, t (113,26) = 5.81, p = 0.000. However, no significant difference in the proportion of verb phrases between the two groups is found, since t (126) = 1.87, p = 0.064, which is larger than alpha at a .0045 level of significance. This suggests that the British university students use significantly more complex nominals, such as nominal clauses, noun phrases with pre- or post- modifiers, and infinitives and gerunds in subject position, than American university students do. This also to some extent supports the conclusion of Biber (1987) and Hermini (2019) that British English is more formal than American English.

5. CONCLUSION

This study used a corpus-based research method to give a comprehensive comparison of syntactic complexity in essays written by British and American students in four aspects: length of production unit, amount of subordination, amount of coordination, and degree of phrasal sophistication. This comparison has assisted us to answer critical concerns about whether and how much ENL university students' writing differs from that of British and American students.

There are disparities in syntactic complexity between these two groups. According to the findings, British students, on average, tend to utilize lengthier sentences than American students. In terms of the amount of subordination, no significant differences are found between the two groups. As for the amount of coordination, there are no significant differences in the proportion of coordinated phrases and sentences in writing of British and American students. The findings are in line with some previous studies that there are few syntactic differences between British and American English. Last but not least, in terms of phrasal sophistication degree, though the proportion of verb phrases is not significantly different between British and American university students' writing, there is a significant difference in complex nominals between the two groups, including nominal clauses, noun phrases with pre- or post- modifiers, and infinitives and gerunds in the subject position.

Though British university students use relatively more complex nominals and produce longer production units than American university students do, it is not safe to conclude that it is more syntactically complex in British university students' writing than in American university students' writing, because there is no significant difference in the amount of subordination and coordination between the two groups. Our results suggest that syntactic complexity is a valuable tool for delving into the writing proficiency of ENL students. Results from this study show the significance for teachers to recognize the variations between the four components of the syntactic difficulty of English and American essays.

There is also a limitation to this research. This study quantitatively compares the syntactic complexity between British and American university students' writing from perspectives of linguistic unit length, subordination, coordination, and phrasal sophistication. However, some of the syntactic differences between British and American English are failed to be investigated, such as the plurality of collective nouns and different prepositions usage. In the future, in-depth qualitative research can be done in these areas. Meanwhile, for further research, it would be possible to make comparisons between other disciplines and other academic genres.

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THE APPLICATION OF CRITICAL THINKING STANDARDS IN WRITTEN COMMUNICATION AT A CORPORATE ORGANISATION

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ABSTRACT

Critical thinking plays an important role at the workplace especially in corporate organisations. In the corporate world, communication is seen to be related to critical thinking in a way that effective and comprehensive communication only portrays its competency by applying manners of critical thinking in their written and oral communication. However, many types of written document in professional settings do not include this critical thinking manner in their writing which may lead to vagueness in receiving information. This paper is a preliminary study that analyses the use of language in written communication at a selected corporate organisation. The investigation is mainly based on three critical thinking standards which are clarity, precision and completeness. This study was conducted to analyse how the three critical thinking standards are applied in corporate texts and the importance of critical thinking standards in producing a successful text. This study also identifies which critical thinking standard should be enhanced in written corporate communication according to the readers' needs. Speech texts were selected for the purpose of data collection. A measurement tool was included in the survey forms to determine whether critical thinking standards are applied in the texts based on the respondents' perspectives. It was found that the samples were not generally written in exceptional manner of precision, clarity, and completeness. In sum, written corporate communication in this sector should be enhanced especially by following at least the three critical thinking standards: clarity, precision and completeness. Therefore, this study might be useful as a cue for other researchers and to whom writing corporate communication may concern.

Keywords: Critical Thinking, Standards, professional communication, corporate communication, Speech Texts

1.0 BACKGROUND OF THE STUDY

Critical thinking plays an important role at the workplace. People think every single second of the day. As a person who is in the field work, he or she is going through a lot of evolutions in learning new things, directly or indirectly. Critical thinking comprises the capability to categorise the assumptions of a specific argument and any related elements based on conclusions from the available information (Nussbaum, et al., 2020).

Focusing on critical thinking based on language aspect, Cavina (1995) defines critical thinking related to writing as "a reasoning process through which one clarifies ideas, supporting them with relevant facts, taking into account the assumptions on which they are based, and assessing their implications." There are three states to indicate whether a written text is precise which are vagueness, overgenerality and ambiguity. It is vital for any corporate communication to avoid vagueness, overgenerality and ambiguity.

The present study undertakes a notion to investigate competencies in language analysis because it is believed that this problem can address the issue of miscommunication as a result of failure to understand the message in written texts. The statistics speaks volumes about changing workplace realities.

Many researches on academic and professional level of critical thinking concentrate on the spoken language. People give instructions to others in many ways. However, we hardly see people judge the level of critical thinking skills through written language, especially in giving instructions. This inspired the researcher to have conducted a research on this area to prove that critical thinking is related to language. Therefore, this study focuses on the critical thinking aspects which are vital in written communication.

The influence of critical thinking skills must be applied in reading business correspondence. In order to think critically, the business correspondence document must have the elements of critical thinking standards which are clarity, precision, completeness, fairness, relevance, logical correctness, accuracy, consistency and so on (Bassham, et al., 2008). With varied survey form and measurement tools for assessing critical thinking, many previous studies were focusing on critical thinking skills among students such as Demeter, et al. (2019) and Fatmawati et al. (2019).

So, this study was conducted to analyse language used in corporate communication within a corporate organisation based on three critical thinking standards; clarity, precision and completeness. It is important to see the level of precision, clarity and completeness of the language used in written corporate communication in the corporate sector, so that it could pave away to upgrading and polishing English writing especially among the government servants.

The research questions guiding this preliminary study are:

1) How are the three critical thinking standards –clarity, precision and completeness– applied in selected corporate communication texts?
2) How crucial is the use of critical thinking standards (clarity, precision and completeness) in corporate communication?

3) Which critical thinking standard should be amended in written corporate communication according to the readers' needs?

2.0 LITERATURE REVIEW

Critical thinking ability plays a vital role in academic instruction (Gadzell et al., 2005), as well as in occupations that require careful analytical thinking to perform essential job functions (Spector, 2000). Furthermore, critical thinking is related to soft skills which are often referred to as interpersonal, human, people, or behavioural skills, and place emphasis on personal behaviour and managing relationships between people (Rainsbury et al., 2002). According to Bassham (2008, p.1-8), critical thinking is defined as disciplined thinking governed by clear intellectual standards or principles including clarity, precision, accuracy, relevance, consistency, logical correctness, completeness, and fairness. These eight (8) characteristics will lead to effective communication.

2.1 Critical thinking and communication

Communication is very important for some organizations to manage their business and get things done, which is usually requesting employers to do something forcefully (Nor Azni Abdullah, 2010). Communication seems so much related to critical thinking in a way that effective communication is referring to competency in critical thinking. UK Encarta (n.d) proposes another definition of critical thinking which is a disciplined intellectual criticism that combines research, knowledge of historical context, and balanced judgment. Thus people should view critical thinking as a process of analysing the interlocutor or writer, the context involved, and the interlocutor's ideas to make critical judgements and evaluations about the message delivered. Hence, the meaning of communication itself is "the process of using messages to generate meaning" (Pearson at. al, 2003; p.10). In addition, in pragmatics field, people use language to achieve their specific purposes according to two basic language principles: cooperation and least effort (Fuertes-Olivera at. al, 2000). This means that texts may have many (and opposing) interpretations not only because people use language indexically but also because what they mean is not at all the same as what they say.

According to Pearson et al. (2003), poor communication is the main cause of many problems while effective communication is a solution to the problems. That means, effective communication can avoid misunderstanding and miscommunication because the readers and listeners get the right meaning. Apart from that, efficient businesses should not tolerate inefficient memos, letters, reports, speeches and other business correspondents (Piotrowski, 1992). It means when a business stops or is getting slow, it might be a result of poor communication. Moreover, orders and instructions do not get delivered or they do not get delivered on time; tasks do not get done or they do not get done correctly as a result of misunderstanding. Productivity decreases while labour and supervisory costs increase. The morale of employees suffers, and it shows the image of an organization. In addition, "observation of the recent environmental changes in the marketing field reveals that it is necessary to establish a marketing and sales system which places further emphasis on the ties between the company and the customer, and thereby accurately grasps the characteristics and changes in the customers' preferences regardless of preconceived ideas" (Koyama et al., 2010, p.1). This also shows how important good communication is in every day's life especially in managing a relationship between company and clients.

Therefore, it can be seen that the workplace is very much a part of life, and effective writing is very much a part and parcel of the workplace. The ability to write well – clearly, concisely and precisely – should not be considered an ancillary skill; it should be considered an essential skill. Good writing is good for business (Piotrowski, 1992). So, knowledge on critical thinking is so much needed to prepare effective written communication in order to avoid misunderstanding; either within public sector or private sector in Malaysia.

2.2 Public Speech and Critical Thinking

According to Lucas (2007; p.16), critical thinking, in a view point of the art of public speaking; is a focused, organised thinking about such things as the logical relationships among ideas, the soundness of evidence, and the differences between fact and opinion. In another sense, it is all about logic and being able to spot weakness in arguments and to avoid them. In organizing a speech, it is closely interwoven with critical thinking (Lucas, 2007). A speech writer can be considered as an effective critical thinker if he expresses ideas in clear and accurate language (Lucas, 2007). Furthermore, organizing the body of the speech is very important. Lucas (2007) also defines strategic organization as putting a speech together in a particular way to achieve a particular result with a particular audience. That means to make sure the audience understand the messages in a particular speech. Hence, it is considered organised if a speech contains connectives, for instance is a transition.

As discussed in Lucas (2007), transitions are defined words or phrases that indicate when a speaker has just completed one thought and is moving on to another (Lucas, 2007; p.219). Technically, the transitions state both the idea the speaker is leaving and the idea she or he is coming up to. Instead of using transition signals such as next, moreover, furthermore and so on, transitions can be in the forms of other phrases. For example, 'Now we have a clear understanding of the situation, let me tell you more on its harmful impacts'. This kind of phrase reminds the listeners and readers of the thought just completed as well as reveal the thought about to be developed.

One of the critical thinking standards is relevance (Bassham et. al, 2008). It is vital for an informative speech to be relevant to an intended audience. An effective speech will not overestimate what the audience knows. In most informative speeches, audience will be only considered *vaguely knowledgeable* (at best to assume) about the details of a particular topic (Lucas, 2007). The listeners or readers must be led step by step, without using shortcuts and overgeneralizing information. The writer or speaker must always consider whether the speech will be clear to someone who is hearing about the topic for the first time (Lucas, 2007).

It is suggested to use simple and clear statement in speech. According to Lucas (2007), people hesitate to use simple words and sentences in speech because they are afraid that they will sound simpleminded. However, a test conducted has revealed that a good speaker communicate even the most complex ideas clearly and simply (Lucas, 2007). These explanations really suggest that an effective speech must follow critical thinking standards.

3.0 METHOD

The study focuses on analysing language used in corporate communication within a corporate organisation setting based on three critical thinking standards; clarity, precision and completeness. So, a specific type of corporate writing was collected as the samples of this study. Each sample had been thoroughly evaluated based on three critical thinking standards; clarity, precision and completeness. Basically, the methods used to collect the data were based on the three research questions.

Corporate speech texts were chosen to be analysed because a company speech text is one of the most important corporate writings in a particular company. It is to be read by someone's with a high designation in the company, whereby it is listened by the public in a particular huge programme. Furthermore, the printed speech texts were also given to the invited journalists so that they were able to report the event in the local news or other media such as on television news, radio news, magazines and so on. The speech texts were usually compiled with other informative printed materials such as press releases, brochures and tentative of a programme. Therefore, it is important for a speech to be clear, precise and complete as it will be used as a source.

First and foremost, this research was conducted in one of the government offices in the area of Shah Alam, Malaysia. Shah Alam is the best place to conduct this research because it is a center point of Selangor Darul Ehsan. All main offices of Selangor State Government are based in Shah Alam. SURIA Berhad had been chosen as it is wholly-owned company by the Malaysian Government under the Ministry of Finance Incorporated, which is using English as their instructional language especially in written communication. SURIA Berhad is a fictitious name used in this study to keep the company's real name confidential. Name of SURIA Berhad President and Chief Executive is also fictitious.

Corporate Communication Section had been chosen as this section deals with producing all English materials such as monthly, weekly or daily publications including pamphlets, flyers and brochures, editing, assisting local media and press and entertaining The Board of Directors. In fact, the members of the office are all editors (4 people) who have experiences in professional writing.

In order to analyse the language used in corporate communication within a corporate organisation, a specific tool of measurement was used as attached in appendices. It was called a survey. There were also questionnaires included to get more effective results. The survey form consisted of three parts.

As a type of survey form was created in order to analyse the language used in both speech texts based on clarity, precision and completeness, ten (10) survey forms were distributed to 10 respondents from 5 different categories, PhD holders, TESL holders, English language teachers, English for Professional Communication (EPC) students and diploma holders. Each category has 2 respondents who are called as 'raters'.

All answers written on the survey forms would be recorded in tables and are not presented in this paper. Each answer is turned into percentage to find the highest score. The highest percentage means the highest number of readers have chosen a particular answer. The findings are discussed in the next section.

4.0 FINDINGS AND DISCUSSION

4.1 Incompleteness

Generally, people view completeness as a state when they have no question to be aroused in their mind after being given enough the details. Speech 1 is believed to be incomplete in certain ways, whereby some details were moderately complete and some were ambiguous. Some details were recognized to be missing and left out as it was agreed by more than half of the respondents. According to Longman Dictionary (2003), complete means including all parts, details, facts with nothing is missing. For examples, paragraph 11 and paragraph 12 were explaining about what SURIA offers, whereby examples were completely given.

One of the critical thinking standards is relevance (Bassham et al., 2008). It is vital for an informative speech to be relevant to an intended audience. However, there were paragraphs that were recognized as incomplete which were from paragraph 3 to paragraph 7. The paragraphs mentioned were supposed to be the inductor part of what LCA means. However, the speech did not give a single definition of LCA. The writer seemed taking things for granted by simply assuming the readers know the definition of LCA. An effective speech will not overestimate what the audience knows. In most informative speeches, audience will be only considered vaguely knowledgeable (at best to assume) about the details of a particular topic (Lucas, 2007). The writer or speaker must always consider whether the speech will be clear to someone who is hearing about the topic for the first time (Lucas, 2007).

Furthermore, Speech 2 was believed to be fair in certain ways; whereby some details were moderately complete and some details were missing and left out as it was agreed by half of the respondents. The listeners or readers must be led step by step, without using shortcuts and overgeneralizing information (Lucas, 2007). For instance, paragraph 11 and paragraph 12 contained informative details but yet incomplete because it included the importance of MYLCID, how SURIA and MOSTI related to MYLCID, what MYLCID meant, but the definition of MYLCID was left out. Complete sentence may give a good impact in understanding its content so a reader does not have to read back and forth to re-comprehend.

Therefore, in term of completeness, both speeches were written in fair manner of completeness. Some details were moderately complete and some were ambiguous. Some details were missing and left out.

4.2 Vagueness

Vague language was agreed by approximately one third of the respondents and it is to be the most barriers to critical thinking seen in Speech 1. For instance, paragraph 7, line 26 was written with vague language which offered vague meaning. "until the product is thrown into the trash bin" can be understood in many ways according to the reader's background.

Furthermore, overgenerality was agreed by less than half of the respondents to be the most barriers to critical thinking seen in Speech 1. For instance, paragraph 3, line 12 was written with overgenerality as there were no evidences given and the writer simply assumed the fact.

There were two respondents who agreed that ambiguity is the most barriers to critical thinking seen in Speech 1 because both of them assumed that the very long sentences used had distracted them to comprehend the text. They did not read it twice, so they came out with such assumption which is quite right. Some were complete but quite a number were ambiguous. In some cases, misperception results in what is known as a verbal argument, which occurs when people appear to disagree on an issue but they do not actually figure out what the ambiguity key term is all about. On the other hand, a factual disagreement occurs when opponents disagree over the relevant facts and they do not agree over the meanings of words.

Long sentences do not actually make the information statement complete. Without explaining the details on the core issue, a long sentence may contain a lot of information on unrelated matter. Frankly, filing a speech with long sentences and multisyllabic words only marks the speaker as stuffy and pretentious (Lucas, 2007). To avoid long sentences in speech, which may lead to misunderstanding, Lucas (2007) suggests choosing concrete words (more specific) rather than using abstract words (more general).

In paragraph 12, for example; instead of stating how the eco-design helps to save cost, it explained on SURIA services- which audience who do not have background knowledge on the issue (LCA). An effective speech will not overestimate what the audience knows. In most informative speeches, audience will be only considered vaguely knowledgeable (at best to assume) about the details of a particular topic (Lucas, 2007).

Overgenerality was agreed by half of the respondents to be the most barriers to critical thinking seen in Speech 2. For instance, paragraph 8, line 34 was written with overgenerality as there were no evidences given and the writer simply assumed the fact. According to Bassham et al. (2008) overgenerality is often misunderstood with vagueness. There is an important distinction between the two. In contrast, words are overgeneral if the information provided is too broad and unspecific in a given context. However, there were almost one third of the respondents agreed that Speech 2 was not written with vague language, overgenerality or ambiguity. They might have missed paragraph 8 and took it for granted. Based on Question 6 for both Speech 1 and Speech 2, almost all respondents said it is necessary for corporate communication to avoid vagueness (subtlety in language), overgenerality (too broad) and ambiguity in order to save face. In the meantime, very few said it depends on the issue discussed. So, overgenerality and vagueness seemed to be the most obvious barriers to critical thinking in both Speech 1 and Speech 2 that respondents found.

4.3 Blurriness

According to Pearson et al., 2003), poor communication is the main cause of many problems while effective communication is a solution to the problems. That means, effective communication can avoid misunderstanding and miscommunication because the readers and listeners get the right meaning. All respondents agreed that clarity is very important to think critically and understand both speech texts. This is because critical thinking ability plays a vital role in academic instruction (Gadzell et al., 2005), as well as in occupations that need vigilant analytical thinking to perform important job functions (Spector, 2000).

Almost all respondents said it is very important to think critically and understand both speech texts, while the rest said it is just moderately important to be precise. Generally, completeness seems to be very important to think critically and understand Speech 1. However, in understanding Speech 2, approximately one third of the respondents said it is moderately important to think critically and understand Speech 2. So, all respondents agreed that clarity, precision and completeness are all very important to think critically and understand both speech texts.

4.0 CONCLUSION

Therefore, based on the above sections, it is proven that business correspondence especially in corporate communication really need the elements of critical thinking standards which are clarity, precision, completeness in order to be effective. As this preliminary study is complete in the language used in corporate communication based on three critical thinking standards; precision, clarity, and completeness. It is hoped that it could pave way to more detailed study of the same topic in upgrading and polishing English writing amongst the government servants. So, the ability to write well – clearly, completely and precisely – should be considered an essential skill that every company writer or editor (especially in public sector) should learn.

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MH370 CRISIS: IMAGE REPAIR STRATEGIES USED BY MALAYSIA AIRLINES

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ABSTRACT

Malaysia Airlines System (MAS) is a state-owned airline controlled by the Government of Malaysia. On March 8, 2014, one of its flights, MH370 disappeared from the radar while flying 12 crewmembers and 227 passengers of 14 nationalities from Kuala Lumpur to Beijing. To date, the cause of the tragedy as well as the plane's whereabouts still remain unknown. This study focuses on the image repair strategies used by MAS in their written press conferences and press releases during the MH370 search and rescue operations. Based on Benoit's Image Repair Theory, content and thematic analyses were carried out to identify the image repair strategies and the main themes used in the strategies. The findings show that the main types of image repair strategies applied by MAS were corrective action, bolstering, and mortification while collaboration in search and rescue operation, support for the victims' families and transparency in information updates were prominently used as their image repair themes. Even though this study offers some insights on how image repair strategies were applied by an organization when handling an international crisis, further studies on the language discourse of image repair strategies are needed as they would be useful for language teaching and learning.

Keywords: image repair, crisis management, MH370, airlines

1. INTRODUCTION

The aviation industry is one of the vulnerable industries, easily exposed to crises which can happen due to numerous factors such as terrorism, financial constraint, and management failure (Warsihantari & Putra, 2018). Plane crashes caused by pilot error, mechanical failure, and weather may also cause fatal aviation accidents (Statistic Brain Research Institute, 2016).

On March 8, 2014, Malaysia Airlines flight MH370 disappeared from the radar while flying from Kuala Lumpur to Beijing (Argenti, 2016). At 1.30 am (Malaysian time) the signal disappeared from the Malaysia's Department of Civil Aviation and MAS responded to the crisis 10 hours after the incident (Azmi et al., 2016). The tragedy is still a mystery as the plane's whereabouts and the cause of the disappearance are still unknown. The Malaysian government formally declared the disappearance as an accident and all the passengers plus the crews on board were presumed dead in January 2015 (Barquin, 2015). MH370's disappearance is considered as a notable crisis in history considering its magnitude and how it has attracted the eyes of the world (Shiang, Chibundu & Wilson, 2020).

A crisis is a major catastrophe that may happen either naturally or as an outcome of human error, intervention, and suspicious intent (Argenti, 2016). A crisis tends to happen unpredictably, attracts unwanted public attention, and it usually requires a considerable investment of time and resources to resolve. Most organizations would encounter crises which have a tendency to challenge the organization's core values (Canny, 2016).

Crisis management is a strategic planning to prevent and respond to a crisis and negative occurrences. Crisis management plays an essential role for all organizations as all organizations would experience a crisis (Gordon, 2011). Crisis communication which is a part of crisis management is where an organization would carry out interactions, dialogues, or conversations with their stakeholders. As emphasized by Hearit and Courtright (2003), it is vital for an organization to carefully plan and conduct a proper communication during a crisis as one of the efforts to gain public support.

Organizations that encounter crises have to gear up to restore their public image through excellent crisis management which comprises several strategies. As defined in Argenti (2016), image is how the public and communities view an organization or corporation. Argenti (2016) also stressed that if a corporation responds well to a crisis and restores its positive public image, its credibility can be elevated and reputation be sustained (Argenti, 2016). Equally important, reputation can be termed as a form of judgement pertaining to a company that takes place in the minds of the public (Ott, 2013). Consequently, companies with strong and positive reputations can attract the best talent, loyal customers as well as business partners that work together in contributing positively to the companies' further growth.

The disappearance of MH370 was said to have tainted Malaysia's state owned airline, (MAS) credibility and reputation (Baharun et al., 2015). Warsihantari and Putra (2018) further added that being a state-owned airline which is controlled by the Government of Malaysia, the disappearance and any poor crisis handling process can also affect the reputation of the Malaysian government.

Using Benoit's Image Repair Theory, this study intends to investigate the image repair strategies used by the Malaysian Airline System (MAS) to manage the tragedy or crisis of MH370 while sustaining the organization's image and reputation. It will be based on the written press conferences and press releases provided in the Malaysia government official site. This study focuses on fulfilling two research questions which are:

Research Question 1: What are the types of image repair strategies used by MAS?
Research Question 2: What are the themes used by MAS to repair its image?

2. LITERATURE REVIEW

2.1 Crisis Management

Crisis management can be described as a process of how an organization prevents crises and alleviates damages that take place (Coombs, 2007). Ho, Wong and Kong (2015), highlighted that if a crisis is not managed properly and strategically, it can give rise to serious complications to the stakeholders, losses for an organization and eventually lead to the failure of a business. It has been emphasized by Ott (2013) that an organization can restore its public image by responding well to a crisis. In this context, public image is important to sustain an organization's reputation.

Benoit (1995) proposed several recommendations to enhance the crisis management process especially during a crisis. Firstly, the affected organization ought to be quick and should secure initial responses within the first hour of when a crisis occurs. Secondly, the information conveyed to the public needs to be exact by having the facts carefully verified and checked to avoid any misleading information. Benoit also highlighted that the spokesperson should be well-informed of the crisis event and key facts so that the consistency in delivering the statement can be ensured. After all, as a crisis will attract huge attention from the public, it is essential to control all the available communication mediums such as the Internet, Intranet, and social media.

2.2 Prominent Crisis Management Theories

The Situational Crisis Communication Theory (SCCT) and Model of Benoit's Image Repair Theory are two main theories which have been often referred to by crisis managers when responding to crisis events while improving their reputation (Dypiango, 2017).

In SCCT, the main priority is to adjust and instruct the information to the stakeholders, rather than to save the organisation's reputation (Holmqvist, 2018). It is vital to tell the stakeholders what they have to do to avoid the physical threats resulting from the crisis (Coombs, 2007). Apart from that, as explained by Coombs (2007), SCCT focused on how the audiences will respond to the crisis response strategies utilised to manage the crisis. Hence, it helps the crisis managers to decide the strategies for post-crisis communication (Coombs, 2007). Additionally, SCCT is an approach which emphasizes that each crisis needs to be assessed separately, in order to come up with the relevant crisis response strategies and to estimate the severity of the reputational threat. In this approach, there are several factors that can be put into account in assessing the level of reputational threat which are the initial crisis responsibility, crisis history, and prior relational reputation (Warsihantari & Putra, 2018). Kyrychok (2017) categorized SCCT into several categories which are denial, prosecutor attack, responsibility shift, using excuse, using argumentation, strategy of flattery, and apology.

Benoit's Image Repair Theory focused on the descriptive system of messages strategies that can be employed in crisis communication and the consequences on an organisation's reputation (Benoit, 1997a). Unlike SCCT, this theory focuses on the message options instead of describing different types of crisis stages (Heikkinen, 2020). Most importantly, it guides organizations on what to outline or say when they encounter a crisis. Due to this fact, the approach is relatively relevant to linguistic research, specifically to discourse analysis (Heikkinen, 2020). Benoit (1997b) asserted that one of the crucial goals is to maintain the positive reputation of the organization. It is also highlighted in Nair et al. (2020) that the purpose of communication after the crisis is to create a positive public image as an effort to restore the organization's reputation and credibility. Benoit (1997b) mentioned that it is essential to restore the public image as the image or 'face' is a valuable asset for an organization or individual. The typologies are integrated into a comprehensive model with five general strategies made up of denial, evasion of responsibility, reduce the offensiveness, correction action, and mortification (Benoit, 1997a).

2.3 Benoit's Image Repair Strategies

All the strategies classified in Benoit's Image Repair Theory are explained further in the following:

Denial

Denial is a form of strategy when the organization denies the accusations performed by them and insists that they are not responsible for the crisis (Sumer, Demir, & Satir, 2017). There are two types of denial which are (a) shifting the blame; and (b) simple denial. Shifting the blame is when the organization shifts the blame to another party and claims the offensive act is performed by the accused subject. Similarly, the organization will simply deny and claim that they do not commit the act when it comes to simple denial (Cooper, 2015). To compare between both types, Heikkinen (2020) outlined that shifting the blame may be more effective than simple denial as it supplies a target for the public's negative feeling while shifting away from the accused. Xu and Yan (2020) stressed that denial is one of the least appropriate and effective strategies. In a case study illustrated in Benoit and Czerwinski (1997c), Pepsi-Cola accused Coca-Cola of charging its other accounts higher than it charged McDonald's. To refute the accusation, the senior vice president and general manager of Coca-Cola released a printed letter highlighting that the accusations were totally false.

Evasion of Responsibility

The organization attributes the crisis to the actions of another party is considered as evasion of responsibility. It can be done in four options including (a) provocation; (b) defeasibility; (c) an accident; and (d) good intention (Cooper, 2015). When an organization employs provocation, it claims that the offensive act is a reasonable response to another offensive act. Next, defeasibility can be used when the people stated that they have lack of or insufficient control over the crisis (Grace Lee, 2019). Similarly, an accident occurs when the wrongful act happens by accident and is uncontrollable within the organization's power. Last of all, the organization evades responsibility by claiming the act is committed with good intention. It can be done by legitimizing the act in order to convince the stakeholders that the company would not be held accountable for the act (Briki, 2019).

For further understanding, in a case study related to Sears, a retail company in the United States, the company was accused of overcharging the customers for the auto repair shops (The New York Times, 1992). The Chairman of Sears asserted that the company was running with good intention by mentioning that they would never intentionally violate the trust that customers have shown for their company for 150 years" (Benoit & Czerwinski, 1997c).

Reducing the Offensiveness

To diminish the negative feeling related to the act, reducing the offensiveness strategy can be used by the organization. This strategy acts as a minimizer to make the offence appear less offensive to the public and convince the stakeholders that the offence is minimal. Cooper (2015) divided the strategy into six general types which are (a) bolstering; (b) minimization; (c) differentiation; (d) transcendence; (e) attacking the accuser; and (f) compensation.

Steiner (2012) highlighted bolstering can be used to elevate the audience's positive feelings for the organization as an effort to eliminate the negative feelings. It can be accomplished by presenting something that is cherished and valued by the audience (Briki, 2019). Next, minimization is used when the organization tries to reduce the actual damages from the act. Grace Lee (2019) suggested that this strategy can reduce the amount of ill feelings associated with the offensive act by convincing them that the act is not terrible. According to Holtzhausen and Roberts (n.d), the organization can use transcendence by emphasizing other essential considerations apart from the crisis and put the act in a more positive context (Steiner, 2012). Moreover, the company can attack the accusers such as the competitors, media, or government agency. It can function as a diversion as it may divert the public's attention from the original accusation (Heikkinen, 2020). Finally, Steiner (2012) said another way to diminish the negative feelings is by giving out compensation. It can be described as an reimbursement by the offender to the victims hurt in the act (Xu & Lin, 2020).

In the 1989 Exxon Valdez oil spill accident, Chairman Rawl used a minimization approach to reduce offensiveness. For instance, in a statement "Exxon has moved swiftly and competently to minimize the effect this oil will have on the environment, fish, and other wildlife." , the words "swiftly" and "competently" showed that he tried to reduce the damage (Benoit & Czerwinski, 1997c).

Corrective Action

Corrective action is the company's plans and steps which function as the solutions to solve the problem. In addition, it is also a preventative action from the crisis to happen again in the future (Cooper, 2015). Xu and Lin (2020) asserted that it is important for an organization to appear as the source of solutions rather than the cause of a problem. It can be said that the stakeholders are eager to know who should be accountable for the crisis, but they care more about the initiatives taken to resolve the problem (Xu & Lin, 2020). This strategy can be categorized into two types which are, (a) the organization may offer to correct the damage; or (b) may offer to take small steps as the preventive action to ensure the act will not happen again (Cooper, 2015). The author stated that the action can be done together as one or separately. Note that, corrective action is vary to compensation. In the former, the actual source of offense is addressed, meanwhile the latter utilises a gift or reimbursement which aims to reduce the offensiveness (Grace Lee, 2019). Corrective action is perceived as the most appropriate strategy that can be used compared to the other options (Xu & Yan, 2020).

In 1973, a provider for telecommunications, media, and technology services named AT&T, experienced a server breakdown. The chairman used corrective action by announcing "the company had taken corrective and preventive action at the affected facility including a thorough examination of all facilities and practices, from the ground up" (Benoit & Czerwinski, 1997c).

Mortification

Mortification is when the company takes full responsibility and apologizes. Steiner (2012) stressed that the organization will offer a simple confession and apology. Moreover, it would not offer any corrective actions or compensate the affected victims (Steiner, 2012). In contrast, Sumer et al. (2017) argued that mortification can only be dealt with full apology if there are no victims involved. However, Katila (2018) asserted that by showing the expression of empathy and condolences to the affected people can be deemed as mortification. As stated by Kim et al. (2009) and cited in Sumer et al. 2017), the authors supported that mortification can be used positively and negatively by the organization depending on the crisis situation. Aforementioned, AT&T used corrective actions during a server breakdown issue. To add on, the company also used mortification in its crisis management plan. The chairman released a statement stating that he will take the responsibilities and apologize to the affected users (Benoit & Czerwinski, 1997c).

3. METHODOLOGY

The aim of this research was to analyze the image repair strategies used by Malaysia Airlines System (MAS) to communicate with the stakeholders and restore their public image after the disappearance of flight MH370. This study adopted the qualitative approach to explore which image restoration strategies executed by MAS amid the crisis, in reference to the Model of Benoit's Image Repair Theory.

Written press conferences and press releases delivered by the spokesperson of MAS and the government were analyzed by using content analysis and thematic analysis. Content analysis allows the researchers to analyze data qualitatively to figure out the trends and pattern of words used, as well as the frequency. It can be done by having a systematic coding and categorizing approach to explore the textual information available. Similarly, through the thematic analysis, the authors found and analyzed the patterns or themes that appeared within the data collected. The authors chose the written press conferences and official press releases as data samples since the sources of information are credible and unobtrusive.

There were 27 transcripts consisting of 4 written press conferences and 23 official press releases collected from two official sites which were "Official Site for #MH370" managed by the Ministry of Communication and Multimedia Malaysia, and the official site of the Ministry of Transport Malaysia. The written press conferences were retrieved from the site in the specific timeframe of March 10, 2014, to March 11, 2014. Meanwhile, the official press releases were collected in the timeframe of March 30, 2014, to July 6, 2014. To fulfill the purpose of the study, a total of 143 excerpts from 27 transcripts have been analyzed.

4. MAIN RESULTS

4.1 The Main Types of Image Repair Strategies Used by MAS.

The findings show that the main types of image repair strategies applied by MAS were corrective action, bolstering, and mortification.

Table 1. The image repair strategies used by MAS

Types of Image Repair Strategies Used	Frequency (Number of excerpts)
Corrective Action	91
Bolstering	22
Mortification	12

4.1.1 Corrective Action

From the table, corrective action is the most frequent and main image repair strategy used in the press release and official statements delivered by the spokesperson. Corrective action can be defined as the steps implemented to resolve the problem (Sumer et al., 2017). The excerpts portrayed that MAS used corrective action strategy to show the company tried to resolve the mystery by using an abundance of alternatives. It helps to display that MAS put huge efforts in the rescue and search operation by cooperating with various nations and agencies. In addition, by showing the necessary and serious measures taken by the company to find the missing plane, the strategy could help to alter the views of the public, especially the victims' families and friends.

Benoit (1997a) suggested that corrective action is the most proper image repair strategy compared to other options that a company can use in managing a crisis. In the same study, he highlighted that by using this strategy, it seems rational for an organization to offer alternatives or solutions to resolve the problem and to ensure the occurrence is preventable in the future. This strategy was also said to work for Johnson & Johnson (J&J) which managed to gain the trust from the public after implementing the corrective action by pulling off all the Tylenol capsules from all stores when seven people died after the poisonous capsules (Argenti, 2016). Murugi and Mberia (2019), however, opined that corrective action would not work all the time. They reported that the strategy was not effective in repairing the image of Kenya after several terror attacks that took place in the country.

4.1.2 Bolstering

The authors discovered that MAS used bolstering to reduce the offensiveness in the eyes of the stakeholders towards the organization. Bolstering can be described as an effort to elevate the audiences' positive feelings towards the organization by emphasizing their positive achievements and traits (Cooper, 2015). The excerpts conveyed that MAS constantly show their positive attributes throughout the rescue and search operations. It can be seen in several press releases as the spokesperson drew attention to the good characters of MAS and the government despite the difficulties stumbled upon in the operation. From the excerpt, the spokesperson tried to depict that MAS was transparent and focused in managing the crisis by mentioning phrases like 'we have nothing to hide' or "Malaysia Airlines is fully committed to support all efforts….". MAS also provided the public, especially the victims' families with necessary information needed to show their transparency.

An organization can use bolstering in overseeing a crisis as a way to strengthen the public's positive feeling towards the affected organization (Benoit, 1997a). It was confirmed in Dejene (2017) where Samsung persistently used bolstering in their press statements in the crisis where the Samsung Galaxy Note 7 encountered some complications which resulted in device explosion. The outcome was that it strengthened the credibility and elevated the legitimacy of Samsung. Adding to the discussion, excessive use of bolstering sometimes may appear as self-serving and boastful. It can be pictured in the case study on President Trump and Hurricane Maria when Trump directly contrasted the other stakeholders' voice by pointing out his past good work in the previous hurricane recoveries (Holmqvist, 2018). Thus, it can be inferred that MAS used bolstering as a supporting strategy to the corrective action as according to Leeflang (2017), bolstering functions as a tool to minimize the reputational damage because it gives supplementary effectiveness to corrective action.

4.1.3 Mortification

In reference to the table, mortification attempts can be observed in the excerpts as an alternative to rebuild trust from the public. In the Model of Image Repair Strategies, mortification is one of the effective strategies which potentially aids in improving one's image (Benoit, 1997b). Katila (2018) suggested that in certain circumstances, expressing condolences and sympathy can be considered as mortification. MAS used a mortification strategy by showing their concern to the victims' families as well as expressing their heartfelt sympathy. MAS also expressed compassion by acknowledging the pain that the families went through and uttering words of remembrance to comfort them. It can be seen in the excerpts where the spokesperson mentioned, "*In the meantime, our thoughts remain with the family and friends of those on board"*. Similarly, he also expressed, "*As the chair of the next of kin committee, I understand the anguish and pain the families are going through and I give my personal assurance that our committee is keeping the families' best interest close to our hearts*". MAS put the affected stakeholders' feelings as priority because this strategy as explained by Heikkinen (2020) can shift the way stakeholders perceive an affected organization.

Coherent to a study related to the BP's oil spill crisis, Korte (2018) asserted that if BP employed clear and genuine mortification in their response, it might help BP to be perceived less negatively by the public. Even though Champion (2015) mentioned that it is risky for corporate organizations to engage with mortification, Mehta (2012) argued that the strategy would help to picture an organization positively and enable it to rebuild their reputation such as the case of BP. Hence, MAS can be seen as choosing the right strategy along with corrective action and bolstering to uplift the effectiveness of crisis management.

4.2 The Main Themes Used by MAS

In this section, collaboration in search and rescue operations, support for the victims' families and transparency in information updates were prominently used as their image repair themes will be justified in detail.

Table 2. The themes used by MAS

Themes Used by MAS	Frequency (Number of excerpts)
Collaboration in rescue and search operation	56
Transparency attempts in updating information	30
Support for the victims' families	28

4.2.1 Collaboration in Rescue and Search Operation

The most frequent theme used in the press releases conducted by MAS is collaboration in rescue and search operations from various nations and agencies, locally and globally. From the excerpts, it portrayed that the Government of Malaysia worked together with several governments from other countries especially those with their citizens on board. In other words, it can be interpreted that the search and rescue operation was not solely managed by the Government of Malaysia. It can be seen in the transcript as the spokesperson informed in the press conference, *"I just received a delegation from China based on my conversation with the Chinese leadership and they have been operating very close to three aspects."* Furthermore, it can also be inferred that the Government of Malaysia were using the best experts in the fields when they announced their cooperations with several local and international agencies such as the Royal Malaysian Navy, PETRONAS, DEFTECH, and Phoenix International which provided their assets to help with the search and rescue operation. In the transcript, the author noticed that the spokesperson mentioned, *"PETRONAS together with DEFTECH and Phoenix International will deploy a Prosas Side Scan Sonar which will be mounted on a mother vessel."* As discussed in Chiu et al. (2020), the greater the disaster, the more necessities and resources needed to maintain the efficiency of the search and rescue work.

4.2.2 Transparency Attempts in Updating Information by MAS

Transparency is often displayed when information is updated by the spokesperson. For instance, statements such as "I would like to share with you the development", "I would like to state again, we have nothing to hide", and "In line with Malaysia's stand in ensuring greater transparency in communicating…". The words and phrases of 'transparency' and 'we have nothing to hide' and to keep the stakeholders updated were used frequently in their press statements. MAS representatives also highlighted the organization's plan to release the data communication logs and the technical description of the analysis for the public to acknowledge.

Cheung and Leung (2016) elaborated that transparency is a top priority especially with the wide usage of technology and social media where the information flows faster and it is difficult to hide the truth from the stakeholders. It was in a case study on Top Pot Bakery in Taiwan which claimed to only use natural ingredients in their products. However, a blogger wrote a blog post claiming that the company used artificial ingredients as the flavoring is not natural. The company refuted the claim and reacted to charge the blogger for spreading false information. Consequently, Taipei City Government investigated the post and found 9 artificial ingredients in the products. It leads to the downfall of Top Pot Bakery in Taiwan (Cheung & Leung, 2016).

4.2.3 Support for the Victims' Families

The third often used theme was the support provided for the victims' families. Statements such as *"We again take this opportunity to honor the memory of those who have lost their lives and acknowledge the enormous loss felt by their loved ones"* and *"We cannot even begin to understand the pain that they are going through".* With words and phrases such as 'families', 'understand the pain', and 'support' in most press conferences and statements, display the emotional support that MAS was trying to show. Statements like *"In the meantime, our* *thoughts remain with the families and friends of those on board."* display that MAS through its spokesperson tried to express their thoughtfulness and shared feelings of grief for the loss experienced by the victims' families. By stating that *"We are resolute in finding a closure to this tragic chapter in aviation history."*, MAS intended to appear as an organization that took full responsibility for the tragedy and was an entity that the families could rely on. The announcement where *"A Family Assistance Centre (FAC) will be established in Perth…"* as the center point for all activities for the families including briefing and prayer services, MAS can be seen to have tried to provide some emotional support and to look into the welfare of the families. Similar efforts were taken by Air Asia when they had the crisis on QZ8501 airplane crash in 2014 (Adi & Kartikawangi, 2016). In the study, the author pictured that AirAsia put the welfare and wellbeing of the victims' families as their top priority by showing the expression of sympathy and support directly to the affected family (Adi & Kartikawangi, 2016).

5. CONCLUSION

A crisis can occur to all organizations and it is vital for them to plan and have proper crisis management plans. Equally important is the language used while communicating the plans to the public so that a crisis can be handled while the organization's image can be repaired. This study offers more insights on how Benoit's Image Repair Theory was used to manage an international crisis faced by a Malaysian organization. The findings reveal that when faced with the crisis of a missing flight, MH 370 from Kuala Lumpur to China, the Malaysian Airlines System (MAS) made attempts to repair their image by mainly using a language that shows they were taking corrective actions, were building positive feelings among the victims' families and that they were mortified with what had happened. In their press conferences, they frequently communicated transparency, their compassion towards the victims' families and announced all their big efforts to look into the crisis.

The small data for this study were gained from a limited source namely, from the official website for #MH370, written press conferences and press releases. The data was also analysed by using only Benoit's Image Repair Theory. Thus, the findings obtained shall not be generalized as the whole crisis management efforts done by MAS. On top of that, the MH370 crisis is an ongoing crisis. The causes of the occurrence and the current location of the flight remain unknown. So, the effectiveness of the image repair strategies employed by MAS to resolve the tragedy cannot be said for certain or be measured.

Further studies on the language discourse of image repair strategies are needed as language is obviously important in ensuring that the strategies can be applied effectively. It will also allow language learners to understand how to communicate better at the workplace especially when handling a crisis. Further studies based on other theories of Image Repair strategies can also provide more information on how language is applied in different image repair strategies and possibly on how the strategies are developing or evolving. More research can be done on how local companies are repairing their images when faced with international crises. Cultural influences on the language used in image repair strategies are also worth looking into.

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IMPROVING PRESENTATION SKILLS OF POLYTECHNIC STUDENTS USING FLIPGRID

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ABSTRACT

Since June 2020, Malaysia Polytechnic lecturers are required to conduct online teaching for certain courses as to follow the guideline of operation by The Department of Polytechnic and Community College Education for teaching and learning which to be implemented during and post Movement Control Order (MCO). Semester 3 students of Politeknik Sultan Haji Ahmad (POLISAS), Kuantan who took Communicative English 2 in December 2020 session, learned the subject via the combination of both synchronous and asynchronous learning. As part of the subject, they were required to practise and present about products and services. In a normal setting, the students were able to practise before the presentation in front of the lecturer and classmates. However, for the new normal, the students were instructed to utilise Microsoft Flipgrid, which functions similarly to other video-based social networking applications. The students were given tasks to record their presentation practice using Flipgrid. This qualitative research aims to find out selected POLISAS students' perceptions towards using Flipgrid in improving their presentation skills. 9 students with different English language proficiency (Good, Intermediate and Low) were chosen for the interview. The data were presented in vignettes to answer the research questions. Based on the interview, the students revealed that Flipgrid is a user-friendly application which allows them to redo their presentation video until they are satisfied with the outcome. They also believed that the application reduces their anxiety to speak in front of the class. The students also recommended that Flipgrid not only be used for learning English but other subjects as well.

Keywords: presentation skills, online learning, Flipgrid, polytechnic students

1.0 INTRODUCTION

The presence of education applications commonly used in almost all stages of education is one of the results of technological advancements. Educators from all over the globe use all sorts of education applications such as Quizizz, Kahoot, Quizlet and many more when the Covid-19 pandemic affected the education sector since March 2020. In order to ensure that education persists, the emphasis has shifted to online learning as more than just a replacement. This is a chance for Malaysian students and educators to 'enculturate' a new passion for learning (Rahman, 2020). The use of technology in learning is therefore considered as vital. Many learners think that the use of technology is prepared for the digital future in the classroom. These skills of the 21st century is vital to success in this day and age. Jobs that in the past may not have a digital component now have one. Education is not only about learning information and vocabulary phrases, it is about addressing complicated issues and working with others.

Flipgrid is a free video application from Microsoft that allows educators to see and hear from all of their students while encouraging fun and supportive social learning. Educators can post video prompts on Flipgrid and the students can answer or respond with short videos no matter where they are as long as they have their laptop or smartphone with Internet connection. Students love technology because it makes studying more exciting and enjoyable. They prefer computers and tablets in particular. Things that students consider to be tough or dull may become more exciting using virtual lectures, a video or a tablet. The technology of today allows students to learn at their own speed. Almost all apps, for example, provide specific instructions. Students can learn depending on their skills and requirements. This kind of instruction is also beneficial for the instructor, because it provides them time to deal individually with challenging learners (Cox, 2019).

On 29 June 2020, the Department of Polytechnic and Community College Education (JPPKK) has issued the operational guidelines for teaching and learning to be adopted by polytechnic and community college lecturers during and after the Movement Control Order (MCO). All institutions must guarantee that all courses are implemented in accordance with the course syllabus' learning objectives and are delivered through online learning and teaching (PdPDT) whether synchronous or asynchronous. Lecturers have the freedom to organise and deliver their online lessons on the basis of three methods: 100% synchronous learning, 100% asynchronous learning or combining synchronous and asynchronous learning (JPPKK, 2020).

Polytechnic lecturers specifically those who teach Communicative English 2 mostly resorted to combining the synchronous and asynchronous learning for the course. Communicative English 2 is a compulsory course for semester 3 students at Malaysia Polytechnic. The subject focuses on the students' ability to describe products, services and processes at the workplace. It also emphasises the abilities of students to both provide and receive instructions. Students will also be able to initiate and respond to inquiries and complaints after completing the course. In a normal setting, the students were able to practise before the presentation in front of the lecturer and classmates. However, for the new normal, the students were asked to use the Flipgrid application by Microsoft which functions are similar to video-based social media platforms.

1.1 Research Objectives

This study sought to find out selected Politeknik Sultan Haji Ahmad Shah (POLISAS) students' perceptions towards using Flipgrid in improving their presentation skills.

1.2 Research Questions

i. What are the polytechnic students' perceptions towards using Flipgrid in improving their presentation skills?
ii. What are the views of polytechnic students towards using Flipgrid in the course of Communicative English 2?

2.0 LITERATURE REVIEW

2.1 Oral Presentation Skills

Oral presentation skills in academic and professional environments are important that lead to a growing number of courses offered at both public and private higher learning institutions which emphasise oral presentation abilities. As the result of technological advancements today, oral presentation may considerably benefit from the availability of a range of types of assistance. Multimedia texts are now widely available on the Internet in the form of video and audio files. Inexpensive, easily available, and user-friendly technology can give interesting information that may be used in the classroom or at home to create real and varied communication scenarios (Busà, 2010).

According to Tsang (2020) oral presentations are prevalent in tertiary settings worldwide. Presentations contribute to students' knowledge acquisition and are frequently used as a technique of evaluation across all disciplines. After graduation, presenting abilities are still useful in a variety of situations, such as job interviews and employment tasks. On the whole, and consistent with education's purpose of cultivating global citizens in the twenty-first century, presenting skills, one of the components of communication skills, are required of any tertiary-level student. Hadi, Izzah & Masae (2020) stated that anxiety has a detrimental influence on language learners, who are more inclined to withdraw from interactions in the classroom. Many of us have been in situations as language learners where the instructor has requested us to come forward and perform or participate in English class, and we have avoided doing so because it makes us feel uncomfortable.

The lecturers should be aware of the students' issues when doing oral presentation and help them find ways and answers so that they may recognise that they can accomplish the work orally better and more efficiently. Students will be more ready for their own oral presentation if they are prepared with knowledge of metacognitive strategies and oral presentation skills. Their readiness will reduce their anxiety and lead to their success, and they will be more motivated and have a positive attitude toward their learning (Panggabean & Triassanti, 2020). Mon, Hlaing & Thu (2020) suggested that teachers should provide additional advice and training for students to practise presenting skills in groups and individually so that students may see a peer's presentation modelled before giving their own, which will inspire and encourage them to complete the given task.

2.2 Flipgrid in Teaching and Learning

Miskam & Saidalvi (2019) proposed that students should be given plenty of time to organise, prepare, and practise giving an oral presentation. Students will benefit from using the Flipgrid platform because they will be able to practise their oral presentations indefinitely because they will be able to record and view them before submitting them, and if they are unhappy with their performance, they will be able to create a new video with just one click. This is seconded by Stoszkowski (2018) who mentioned that Flipgrid is beneficial to students who live outside campus and are more likely to face challenges in terms of their participation outside of the classroom, because it can be done asynchronously and is neither time or location dependent.

Taylor & Hinchman (2020) mentioned that Flipgrid video platform provides students with more learning paths and improved opportunity to obtain the constructive feedback needed to acquire skills. This platform streamlined information transmission, student evaluation, and student interaction. It also expanded course time for hands-on teaching activities and tailored feedback needed for student improvement. Flipgrid allows educators to increase learning possibilities outside the course calendar. Working in groups or individually enabled students to become more sensitised to evaluate and criticise one other constructively, thus enhancing individual learning.

Additional benefits were identified through the usage of Flipgrid to emphasise its significance in helping students to show themselves effectively and to promote conversation. Students' opinions indicated that the efficacy of the tool is important to the learning process and that it is an asset they enjoy (Keiper et al., 2020). Agan et al. (2019) claimed that utilizing FlipGrid help students' communication, as well as their learning experiences and outcomes.

3.0 METHODOLOGY

This study employed a qualitative approach on the polytechnic students' perceptions towards using Flipgrid in improving their presentation skills and their views of using the application in the course of Communicative English 2. According to Legard et al. (2003), interviews allow the respondents to give their own personal point of view which presents a salient, more profound significance to the study.

The respondents of the study were nine students of Diploma in Business Information

System who took the course Communicative English 2 at Politeknik Sultan Haji Ahmad Shah (POLISAS) in December 2020 session. Three students from each level of language proficiency i.e Good (obtained grade A for Communicative English 1), Intermediate (obtained grade B for Communicative English 1) and Low (obtained grade C for Communicative English 1) were chosen and interviewed using Microsoft Teams.

A comprehensive semi-structured interview was done with the respondents since it is a constructive strategy for qualitative data collecting that the researchers used to collect open-ended data and analyse the participants' ideas, feelings, and ideas about a particular topic. The qualitative data were presented in vignettes to answer the research questions.

4.0 RESULTS AND DISCUSSION

The results of the data collected for this study are categorised into the polytechnic students' perceptions towards using Flipgrid in improving their presentation skills and their views of using the application in the course of Communicative English 2.

4.1 Polytechnic Students' Perceptions Towards using Flipgrid in Improving Their Presentation Skills

4.1.1 Improving Language, Pronunciation and Confidence Level

*R1: Yes because can correct the **language** and **pronunciation** before posting the video*
*R2: Yes because we have a little **confident**.*
*R3: Yes, because I can present more **differently and creatively**.*
*R4: Yes , I think when using Flipgrid I able and brave to present because do not one can see me in live . I am very **confident** when using Flipgrid.*
*R5: Ya because it helps me to **practice** oral presentation skills in Flipgrid.*
*R6: Yes. I believe so…because I can **check** how I did before I click submit.*
*R7: Yes, it is can **improve** my presentation because I only talk in front my phone that only see my face*
*R8: I think by using Flipgrid I can **improve** your presentation skills in English for this subject as it doesn't make me feel nervous and I can view and edit it before submitting.*
*R9: Yes, that is true, because Flipgrid is a training app that make you speak and try harder to **improve** your skills in presentation and give you a spirit to be better in English communication.*

All of the respondents agreed that by using Flipgrid they were able to improve their presentation skills. The respondents suggested that the improvement can be done in terms of language, pronunciation and even their confidence level. This is similar to the findings by Tuyet & Khang (2020) in which they found that most learners felt by utilising Flipgrid to practise gave them confidence and made them feel more comfortable. They also had more opportunities and sufficient time to prepare for their oral presentation. With the help of Flipgrid, they will have more expressive practises for improving their speaking skills. Furthermore, because they belonged to the Z generation, which was made up of those who were very tech-savvy, using technology to inspire language acquisition would interest them (Budiarta & Santosa, 2020). Lowenthal et al. (2020) stated that the asynchronous aspect of video communication may provide greater reflection, more fair participation possibilities and more active learning.

4.1.2 Reducing Anxiety

*R1: Yes. I am way more **confident** when we do our presentation practice on Flipgrid. I tend to get anxious if my friends are watching me presenting in front.*
*R2: I think maybe yes because **people not looking** straight at us when we present.*
*R3: Yes, it does **reduce anxiety** and the fear to talk in front people of in a video because we **overcome the fear** by stopping the fear from controlling us.*
*R4: Yes, because when **speaking in front** classmates, I **will shy** and I did **not** speak very well.*
*R5: Yes. cause it make me **feel confident to speak** and presentation in front my classmates compared face to face.*
*R6: Actually yes, because I just **talk to myself without anyone to judge***
R7: Yes, it is absolutely right because student don't need to think about standing in front of all classmate.
*R8: I think that by using Flipgrid I can **reduce my anxiety** to make a presentation or speak in English in front of my classmates because I am easily irritable and can't do it well.*
*R9: Yes, because **most of us are shy** when doing presentation in class or in front of classmates. That's why students prefer this the most.*

The students were in agreement that Flipgrid helped them in terms of reducing their anxiety of doing an oral presentation. They said they were more confident as people were not looking and judging their errors. The students felt that they were shy and would not be able to do well if the practises were done face to face. This is in accordance with the findings by Tuyet & Khang (2020) that Flipgrid can assist students in reducing their anxiety associated with learning to speak English. This is because, the majority of learners feet that practising English speaking with Flipgrid help them build their confidence and make them feel more at ease and less apprehensive. Numerous learners mentioned a decreased fear of unfavourable assessment as a result of the opportunity to practise speaking in a fun and safe atmosphere.

4.2 The Views of Polytechnic Students' Towards Using Flipgrid in the Course of Communicative English 2

4.2.1 The Advantages

*R1: Can **comment** at others video. I wish that other courses use Flipgrid as well.*
*R2: Features that I like is **making video***
*R3: The short video feature is the most used one and among the best because we can **record** ourselves speaking English and **publish** it to others and we can see other people's videos too.*
*R4: I like compare features of two products because I can tell many about two products and I also can **training to speak mostly**.*
*R5: I like the Flipgrid options drawers and view a topic. because I can **add the video from my device** to recording Flipgrid.*
*R6: To **watch** my friend making videos together*
*R7: I very like about it features can **combine** many videos. If we make a mistake, we can delete it then insert the new video.*
*R8: The Flipgrid feature that I like the most is when **editing** videos because it has many **effects**.*
*R9: Of course, sending video, this feature is great because we can **see each other performing in English** speaking and skill about how did they do when making a video.*

Based on the interview, the students mentioned that they preferred the feature of Flipgrid. On the application, once their friends uploaded the videos, they can watch and leave comment. The students also can add video from their own device. Besides that, they can do the video editing such as combining and adding effects. The respondent even suggested for other courses to use Flipgrid in teaching and learning. Koivula (2015) stated that asynchronous video may be used to get to know classmates as 'real' people, and connect with them. One of the advantages of getting to know the classmates through videos online is the feeling of community, and asynchronous video feedback may help with that. The asynchronous video shows peers' gestures, facial expressions, tone of voice, and animated replies that are generally unavailable in a synchronous learning situation. Petersen et al. (2020) claimed that when students overwhelmingly approved of their videos being seen by their classmates, this demonstrates that they were able to use the video for English-based activities with ease.

4.2.2 The Challenges

*R1: One problem that I face is that I don't have a laptop. I **only have my smartphone**. It's a bit difficult to use Flipgrid using my phone sometimes…because it **hangs**.*
*R2: The challenges are when we stayed at the campus, sometimes students **lost focus** because of friends. But when at home, we actually more focus because we're alone. Somehow, at home when someone didn't understand they afraid or shy to ask the questions.*
*R3: Lack of eye contact and sometimes the **internet connection** me makes hard to communicate effectively*
*R4: When taking online English class, I think the challenges is **internet problem** because,*

when stay in kamsis , wifi does not reach at my room .
*R5: Sometimes I have problem with **internet network***
*R6: **Speaking fluent English**…I think that is a challenge for me. Another I think my **Internet data**…sometimes I cannot open Flipgrid because I don't have data*
*R7: I think i only facing with **network problems**..sometime, when everyone using the same network.*
*R8: The challenge I faced while taking online English classes was **network disruption** while studying online.*
*R9: Yeah I have, and my only problem is I have an **old laptop**…since it use intel i3-3rd gen. Next about **connection**, as long me, or my friends in class are stay at home, not POLISAS it okay because in POLISAS, its **wifi connection are too slow**, even my basic data are better.*

When asked about the challenges that the students faced when using Flipgrid when taking Communicative English 2, they mentioned that having just their smartphone can sometimes create problems when the phone hang and having an old laptop is not helping either. The main issue that the students faced were related to Internet and WIFI connection. Since Flipgrid is an online application, a stable network and Internet connection are a must. According to an article in Malay Mail dated 17 January 2021, the two main obstacles hindering Malaysians from fully embracing the new normal of teaching and learning is subpar Internet connectivity and a shortage of teaching and learning resources i.e gadget.

5.0 CONCLUSION

In conclusion, the researchers found out that the use of Flipgrid were able to enhance students' presentation skills. This is due to the contributing factors such as making videos, recording them, and uploading them to Flipgrid. Thus, in order to prevent making mistakes when producing a video, the students must evaluate and practise the message they wish to convey. They may improve their vocabulary and grammatical abilities by picking the words to express. Additionally, their fluency may improve as a result of the extensive repetition they perform prior to shooting the video.

6.0 LIMITATION OF THE STUDY

This paper is hoped to be a positive contribution in improving polytechnic students' presentation skills using Flipgrid. However, this study has limitations that must be mentioned. Firstly, the respondents involved for the interview were only 9 students. Therefore, this small sample cannot not be assumed representing all polytechnic students in Malaysia. Secondly, the researchers only looked at the use of Flipgrid in the presentation task for English language subject. Thirdly, the researchers interviewed the students after they have completed three tasks using Flipgrid. The researchers believed that the more tasks given to them will show their positive feedback significantly.

Biography:

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A REVIEW ON THE IMPACT OF SELF-REGULATED LEARNING (SRL) ON LEARNING OUTCOMES DURING COVID 19 PANDEMIC

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ABSTRACT

Since the beginning of COVID 19 pandemic, education landscape and classroom practice have gone through a drastic change. Through the implementation of the Movement Control Order (MCO), teachers have to resort to using online learning platforms as the replacement of the actual face to face class. The study intends to identify the impact of self-regulated learning (SRL) on Learning Outcomes during COVID 19 pandemic. Findings revealed that many studies supported the notion of the positive effects of SRL on online learning. However, the most significant strategy is peer assessment while metacognition, time management, effort regulation, and critical thinking strategies showed a less significant impact on academic performance. Hence, it is plausible to focus on the peer assessment strategy more in an online learning context. Findings from this study validates the role of SRL in online learning in producing the desirable learning outcomes.

Keywords: (Self-Regulated Learning, Online Learning, COVID 19)

1. INTRODUCTION

COVID 19 pandemic has left indelible marks in today's world. The increasing number of deaths and people being infected is at an alarming rate. 168 599 545 cases of COVID-19 were recorded with fatality of more than 3 million as at May 2021 (Statistics, World Health Organization (Statistics, World Health Organization). The government has been actively taking precaution to flatten the curve by placing thermal scanners at all points of entry, increasing the number of hospitals that could treat COVID 19 and also imposing a Movement Control Order (MCO) (Bernama, 2020)The pandemic changes the education scenario in Malaysia significantly. A circular was issued from the office of Deputy Director of General Malaysia instructing all classes, sports activities, seminar, workshop and all programs involving face to face interaction between students and teachers to be suspended. Teachers are encouraged to utilize any online learning platform to ensure the continuity of the lesson (Ministry of Education, 2020). However, the drastic shift from traditional to online classes has not been warmly welcomed as it lacks of sensibility which can only be provided by teachers in the traditional classroom setting. (Chung et al,2020).

During COVID 19 pandemic, it is imperative to exploit students' learning style as it can help them learn better. The ability to self-regulate learning has become an indispensable tool in learning as it can affect academic achievement (Lim et al, 2020). As online classes provide more flexibility and learners autonomy, strategizing learning and understanding the impact would help learners improve the learning outcomes better. As mentioned by (Boekaerts, 1999) individual who self-regulate learning effectively can produce a successful academic result . Hence, it is necessary to incorporate SRL in online learning as students need to become more independent in their learning (Lehmann, Hahnlein, & Ifenthaler, 2014). On that note, the purpose of this study is to identify the impact of SRL on students' performance in the online class. The following research questions will be answered in the literature review:

1. What makes Self-Regulated Learning relevant in online teaching?
2. What are the impacts of SRL on learning outcomes?

2. LITERATURE REVIEW

2.1 Self-Regulated Strategy in Online Learning

Self-Regulated Learning theory has a substantially long history of model improvisation by several researchers (Boekaerts, 1997). SRL started to be recognized in the field of psychology when it was being compared to metacognition strategy from the earlier studies (e.g, Zimmerman, 1986; Pintrich et al, 1993). Then, many researches have been done on the SRL theory resulting in several revised and upgraded models specifically in the conceptual development area (Sitzmann and Ely, 2011).

Self-Regulated theory encapsulates three elements which are cognitive, motivational and emotional aspects in learning. Zimmerman (1989, 1990) believed that learning outcomes are greatly influenced by these elements. As mentioned by Wong et al. (2019) motivational factors and learning strategies rooted from a social-cognitive perspective in a heavily independent learning is the essence of Zimmerman's model.

Zimmermen (2001) defined SRL as 'self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals' (p. 14)'. According to Puustinen and Pulkkinen (2001) SRL social cognitive model derived from Bandura's (1986) social cognitive theory and all factors underlying Zimmerman's model are separately compartmentalized but co-dependant on each other.

The models which are triadic and cyclical are grounded by self-regulatory processes, environmental and behavioural factors. All three models which comprise of forethought, performance, and self-reflection elements (Zimmerman 1989, Zimmerman & Campillo, 2003) function in a cyclical manner. In this cycle, learners are involved in the task analysis and setting self-motivation belief in the forethought phase, self-control processes and self-observation in the performance phase and self-judgement and self-reaction in the self-reflection phase (Zimmermen, 1989). In the forethought stage, learners need to understand the task and plan on the strategy on how to achieve the objective by taking account of their self-assurance. Meanwhile, in the performance stage, learners need to execute the task according to the plan while observing the quality of the work. Finally, in the self-reflection stage learners need to evaluate the outcomes of the task. At this stage, if the result is less desirable, the impact or changes can be seen in future strategy planning (Zimmerman, 2011)

In this challenging time, online learning has become a necessity for learning to take place. However, limited data, slow internet speed and unconducive learning environment can directly affect learners' emotions. Therefore, learners would experience difficulty to self-regulate their studies (Carter,2020). Besides that, some of other problems identified during online learning were students lack of response and focus during online class (Atmojo and Nugroho, 2020). Hence, it can be said that students struggled to strategize their learning in order to cope with the new learning and teaching norm.

During COVID 19 pandemic, various online platforms and applications are employed to replace the face to face class. Some of the commonly used online platforms are Zoom, Microsoft Teams, Google Meet, WhatsApp and also Telegram. Although the platforms are useful and convenient to be used in the classroom, it is important to note that many teachers struggle to adapt to the new norm of teaching using the online platform, especially those who are less savvy in using the technology. Several issues associated with the use of technology are lack of internet data, poor internet coverage, students' use of basic handphones and also disturbance from other family members when learning from home (Atmojo & Nugroho, 2020). Since there is an absence of face to face interaction, group activity as well as physical activities, the ability to self-regulate learning deserves to be given a priority by all parties to optimize students' learning experience.

In another study by (Atmojo et al., 2020) on 200 students to determine the level of self-regulated and self-awareness in the science learning process during era of the Covid-19 pandemic, findings revealed there is a correlation between self-regulated learning score with self-awareness and academic achievement. It was also found that classes that used Whatsapp outperformed the classes that used Zoom and Google Classroom in academic achievement due to the ease of use of using the application itself. This shows that selecting the suitable online learning method has a strong impact on the learning outcomes produced (Pila et al., 2019).

Therefore, as stated by Wong et al (2019), academic success should be supported by SRL in online learning. SRL supports online learning by helping learners to organize the information (conceptual support), assessing their learning (metacognitive support), utilizing the resources (procedural support) and giving alternatives in doing the task (strategic support)(Hill and Hannafin, 2001). Zheng (2016) stated these supports are given in the forms of equipment, responses, feedback, guidance and also suggestions for improvement in online learning.

2.2 The Impact of Self-Regulated Strategy on Learning Outcomes

In a study by Chen (2020) on the impact of Self-Regulated Learning on academic performance, the results proved that there is a positive correlation between peer assisted learning and academic performance. The results showed that students benefited significantly when learning with peers although it was not reflected in their academic performance. The study also found that peer-assisted learning and SRL strategies are interconnected in online as well as face-to-face classrooms. On a contrary, findings from Chen et al., (2020) showed that peer assessment and feedbacks improved learners' theatre performance. The improvement is due to the critical comments made based on the rubrics, watching sample videos, referencing other people's works as well as putting some efforts by taking note on feedbacks given for other groups. In a similar study by Hsia and Hwang (2021), findings showed that mobile peer assessment could improve learners' choreography and motivation significantly. It is also revealed that receiving feedbacks can help to enhance learners' creativity as well as social skills given that learners understood the format of assessments and putting in their own perspectives into their dancing practice.

Finding from Alghamdi et al. (2020) on the effect of multitasking on academic achievement between male and female learner's university students in both online and conventional classrooms showed that students scored poorly when they multitask. However, findings from the study also clearly showed that better academic performance was achieved when female learners utilized a higher level of SRL when multitasking online as compared to male learners. This correlates with Bai et.al (2020) studies that found that there is a differences in the use of SRL strategies in writing between male and female primary school learners. Girls were found to be employing the SRL strategies (planning, responding to feedback and independently produce the strategies themselves) more compared to boys.

Findings in a study by Broadbent and Poon (2015) on correlation between 9 SRL strategies namely metacognitive, time management, effort regulation, critical thinking, elaboration, rehearsal, organization, help seeking and peer learning on online academic performance from 12 studies revealed that there are 4 SRL strategies which correlated with online learning academic success. The successful strategies identified are metacognition, time management, effort regulation, and critical thinking. The effectiveness of metacognitive strategy in learning is also supported from a study on the influence of Metacognitive SRL strategies on the language achievement in which a positive correlation between the two variables can be seen (Mahadi et al. 2021). Notably, not all SRL strategies are able to produce a desirable outcome. However, as highlighted by Wong et al.(2019) there could be other SRL strategies yet to be identified, hence, SRL strategies should still be considered as an element to a successful online learning.

A study combining prompts and feedback using an intelligent tutoring system by Duffy and Azevedo (2015) showed that prompt and feedback impacted the learning process positively. In his study, feedback on the strategy used in writing the summary impacted the learning process significantly. The study also reveals that learners visited the important pages longer when prompts and feedback were given. However, the learning outcomes do not match with the use of prompt and feedback as the result showed performance-oriented learners scored better than supported mastery-oriented learners.

In another study on the relationship of SLR and online academic success by Azevedo and Hadwin (2005) showed that studying complex topics online without SRL support resulted in poor understanding of the concept. However, the effectiveness of external SRL role in conditioning learners' thinking and its impact in conceptual understanding are amplified when assisted with adaptive human scaffolding focusing on the core content and SRL processes. In this study, the effectiveness of the success was measured based on the improvement from the way learners think, pre-test and post-test results as well as data obtained from processes involved in SRL behaviours(Azevedo et al., 2012).

In a study by Zhu et al. (2020) on the connection between SRL and learning ability, interaction, intention and learners' attitude, findings showed that there were four factors that governed learners' motivation to continue learning online. The four factors identified are students' innate desire for comprehension 2) yearning for improved performance 3) awareness of metacognitive strategy and 4) self-regulated learning. The impact of SRL from this study are displayed based on learners' positive attitudes towards online learning as well as the interactions with the teachers in the online setting governed by the SRL factors.

3. DISCUSSION

Generally, there are many studies that support the notion of the positive effects of SRL in learning (Wong et al, 2019; Broadbent & Poon, 2005; Duffy & Azevedo, 2015, Wang & Wu,2008). However, as reported by Broadbent and Poon (2005) only four from nine SRL strategies correlated with a successful academic performance. The most significant strategy is peer assessment while the remaining 3 strategies showed a less significant impact on academic performance. Hence, it is plausible to focus on the peer assessment strategy more in an online learning context. It is also important to analyze the type of feedback as some feedback may draw unwanted reactions from the learners. As mentioned by Lim (2020), peer assisted in online learning enables learners to foster better friendship, organization and goal setting which would directly influence the academic result. This is also supported by a study to compare online traditional peer evaluation on pre-service teachers in Turkey. The findings from this study revealed that combination of online peer, teachers' assessment and self-assessment provide a clearer objective and accuracy to the assessments. Online peer assessments was found to be objective in this study although some disadvantages such as difficulty in using handheld device as well as different score given by the instructors were observed (Akçay et al., 2021).In addition, peer assessment can also help motivate students, increase concentration and help them to evaluate their performance better even though learners felt pressure at first (Hsia and Sung, 2020).

Many of the studies listed by Broadbent and Poon (2005) selected the respondents by gender, age, course and duration. Findings from Chee et al. (2020) study also found that learners' ability to self-regulate their learning varies according to the courses they enrolled at the university. On another note, Cho et al. (2020) stated that examination status has a significant impact on the use of SRL and knowledge transferability. Findings from the study revealed that students who understand the importance of the assessments in terms of fairness and learning purposes prefer to employ the metacognitive strategies (planning, assessing and evaluating) more in their learning. Moreover, findings also showed that these learners perceived learning as a commodity that has value beyond the classroom boundaries.

4. LIMITATIONS

There are several limitations from this study. Firstly, the findings cannot be generalized to all students across multiple disciplines and level of education. Secondly, age factor as well as technological knowledge in using the online application in learning during COVID 19 pandemic are also not discussed in this study.

5. CONCLUSION

As a conclusion, learners need be made aware of and be taught on how to self -regulate their learning in order to achieve the objectives especially during COVID 19 pandemic. As the teaching and learning scenario has drastically changed, it is only natural that learning strategy should accommodate the current situation learners are experiencing. It is also recommended for teachers to plan lessons that include online peer assessment by providing specific guidelines for the students to refer to when assessing their friends online. Moreover, anonymity in online peer assessment does not have any significant effect on students' engagement level (Kobayashi,2020), hence, teachers can be less concerned on that and focus more on the lesson. Online peer assessment should also be taken into consideration as teachers might find it to be very challenging to monitor students' performance in class with a large number of students. Hence, online peer assessment could significantly help students to obtain instant feedback and also lift off some burdens off the teachers’ shoulders. The implication of this paper is that it can help educators to plan lesson which allows learners to self-regulate their study more during the COVID 19 pandemic. It is also suggested that SRL study on the effect of socio economic status to be conducted in future research.

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THE RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES AND KLM STUDENTS' READING COMPREHENSION IN READING FOREIGN LANGUAGE TEXTS

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ABSTRACT

In the recent years, Malaysia has witnessed the importance of learning and mastering other foreign languages through the growing number of language centres and learners enrolling in language classes. Looking back at the history of language learning in Malaysia, the implementation of language education at the tertiary level started back in the 1960s, with the establishment of Department of Languages by the University of Malaya in 1966. Pursuant to that, many local universities slowly establishing their own language centre. Sokip in his study listed out among the crucial elements in learning new language is the ability to read the text or reading comprehension. Although the growing number of learners enrolling in foreign language classes are quite promising, some of the learners are struggling in acquiring and mastering the chosen foreign language. Thus, this paper is intended to study the relationship between language learning strategies and students' reading comprehension in reading foreign language texts with the objectives to: 1) identify the level of language learning strategies and reading comprehension among KLM students in reading foreign language texts, and 2) examine if there is any significant relationship between language learning strategies and reading comprehension of foreign language texts among KLM students. Employing quantitative research design, an online survey consisted of 27 items from Strategy Inventory of Language Learning (SILL) and 19 items of reading comprehension from Saskatchewan Education, has been administered towards 100 Kulliyyah of Languages and Management (KLM) undergraduates. Based on the findings, it can be concluded that some of the language learning strategies played important roles in aiding students' reading comprehension, especially in reading foreign texts. The overall findings of the study are yet to be discussed in detail in the paper.

Keywords: learning foreign language, language learning strategies (SILL), reading comprehension, reading foreign language texts

1. INTRODUCTION

In the recent years, we have seen the growth of Malaysians learning and mastering other foreign languages. For instance, English, Mandarin, Arabic, French, Spanish, Japanese and many more. In the Malaysian education context, schools across all states are encouraged to offer foreign language classes to the students as part of the effort to emphasize the importance of mastering a foreign language in this field (Noor, Yusof, Yasim & Kamaruddin; 2016). According to the report titled 'Future Direction of Language Education in Malaysia (2010) done by the Study Committee for the Future Direction of the Language Education in Malaysia, the execution of language education into the tertiary level began in the 1960s, when the University of Malaya established it Department of Languages in 1966. Pursuant with this action, most local universities took a collective step with founding their own language centers or units like the establishment of Language Section for Universiti Putra Malaysia (back then 2 when the college was formerly recognized as Agricultural College of Malaya) followed by University of Science Malaysia, also known as Universiti Sains Malaysia (USM) and National University of Malaysia, also known as Universiti Kebangsaan Malaysia (UKM) in 1972. Despite that, the scenario is different in International Islamic University Malaysia (IIUM) where the official language for communication and instruction is English language whereas Arabic as the second language of instruction.

Referring to the context of Malaysian education system, the implementation of English into the landscape of teaching and learning of a foreign language started from primary until secondary level with a total of estimation 11 years of learning and teaching has illustrated the necessity for a person to master at least one global language. Further with the development and the growing of additional language usage across the globe, the world has witnessed the changes in the education arena where universities: public and private institutions, slowly introducing and implementing the learning and teaching of foreign languages in the universities such as Japanese, Arabic, Spanish, French, German, Mandarin and many more. Not only that, in Malaysian universities context, all language courses were considered as the 'university required courses' although the proficiency course for every university is different from the aspect of teaching and management process. The emphasis on learning foreign languages among students at the tertiary level has been increasing in the past few years as employers all over the world slowly putting values on any potential employees who possess additional language apart English language. This additional skill, the mastery of any foreign language, gives a bonus point to the fresh graduates as it enables them to be one step forward in the job market both international and 3 global level as compared to their peer pressure who are not taking any additional foreign language.

In learning foreign language, it is highly recommended for the students to be introduced various language learning strategies as the preparation step before proceeding to the actual teaching and learning activity. The right usage of strategies in learning new language will assist students throughout the process of learning foreign language. Mehmet, Eyüp and Ibrahim (2016) defined strategies in language learning as the actions that language learners take to enrich their learning process. The word 4 strategy itself derives from the Greek word with almost similar spelling, "strategia" that carry the meaning of the war art. Essentially, strategy is a specific method, specific plan, and steps that meant to help the users achieve their aims when using it. According to Cohen (1998), language learning strategies are the intended measures that language learners take to assist them in acquiring the language and while using a language. Bensen and Gao (2008, as cited in Mehmet, Eyüp and Ibrahim, 2016) mentioned that learning strategies is not an individual difference, instead it is a preference of the strategies that have distinctive characteristics among one another.

Reading is an interactive activity that requires the readers to read in between texts which later resulted in reading fluency and reading comprehension. According to Anderson et al. (1985, as cited in Pourhosein Gilakjani, and Sabouri, 2016), reading can be defined as the process of readers deriving meaning based on the produced texts. Reading can be categorized into two different kinds of reading which are known as extensive reading and intensive reading. Hedge (2003, as cited in Pourhosein Gilakjani and Sabouri, 2016) declared that extensive reading is highly influenced based on learners' motivation and material resources whereas intensive reading involves with the learners' purpose of reading a book which is to find the meaning and to familiarize themselves with the strategies of writing (Pourhosein Gilakjani and Sabouri, 2016). On the other hand, reading comprehension as per defined by RAND Reading Study Group (2002, as cited in Pourhosein Gilakjani and Sabouri, 2016) is the process of synthesizing and processing meaning through the interaction and involvement between the readers and written language.

Statement of the problem

Although the growing number of learners enrolling in foreign language classes are quite promising, there are still some foreign language learners struggling in acquiring and mastering the chosen foreign language. Sparks (2012, as cited in Adreou and Segklia, 2017), in his study revealed that there is a relationship and interdependence between the first and second/foreign language and the growth of students' skills in his/her first language determines his/her second/foreign language learning. Among the crucial aspects that need to be considered when learning foreign languages is the reading comprehension. Looking at the context of English language in Malaysian educational setting, English is known as a foreign language (EFL) despite 11 years of learning and teaching of the subject in both primary and secondary levels (Sidek, 2017). The assessment of English language on four different areas: reading comprehension, listening, writing, and speaking, can be performed by taking an EFL test known as Malaysia University English Test (MUET). The reading comprehension will be measured based on the students' ability to read the passage provided, identify, and link the points according to suitability of the paragraph, and have clear understanding on the presented ideas in the given paragraph.

The expected outcome from having a good reading comprehension is reflected on the necessary language skills which are for the social skill, academic performance, and occupational purposes (Study Committee for the Future Direction of the Language Education in Malaysia, 2010). Therefore, it is essential for every language learner to equip themselves with a strong basic of reading comprehension skills when acquiring additional language. Sokip (2020) listed out that these four skills: speaking, listening, writing, and reading, are the important skills in need to be mastered for in learning 6 language and this can further be supported by findings on previous research done in the field. Therefore, this study is going to be conducted with the purposes to identify the level of strategies in language learning and reading comprehension within Kulliyyah of Languages and Management (KLM) students, as well as to investigate the relationship between language learning strategies and students' reading comprehension in reading foreign language texts.

Objectives of the study

1. To identify the level of language learning strategies and reading comprehension among KLM students in reading foreign language texts.
2. To see if there is any significant relationship between language learning strategies and reading comprehension of foreign language texts among KLM students.

Research Questions

1. What is the level of language learning strategies and reading comprehension among KLM students in reading foreign language texts?
2. Is there any significant relationship between language learning strategies and reading comprehension of foreign language texts among KLM students?

2. LITERATURE REVIEW

Language learning strategies

Learning strategies can be defined as "specific actions, behaviors, steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a different language task – used by students to enhance their own learning" (Scarcella and Oxford, 1992, p. 63). Wenden (1983, as cited in Liu J., 2010) classified language learning strategies as the strategies that adult foreign language learners use to maneuver their own learning. Cohen (2000, as cited in Liu J., 2010) mentioned that language learning and strategies used in learning a language can be defined as processes which the learners purposely select them. Thus, it is important for students to have ample knowledge on their preferred learning strategies as choosing the strategy that match with his or her learning style would enable the learning process to become easy, smooth, and students can independently self-regulate themselves in learning, especially in learning foreign language. Oxford (1990) classified strategies in language learning into six categories, which are: cognitive, metacognitive, memory, compensation, affective, and social. The explanation for each learning strategies is as per follows:

1) *Memory strategies*: a technique employed to retrieve and remember any new information, by creating mental linkages between the received information; applying images and sounds to the received input; reviewing; and using action upon the new input.

2) *Cognitive strategies*: a type of strategy implemented to further understand and produce the language, through the process of practicing; receiving and sending messages; analyzing and reasoning; and creating structure for input and output.

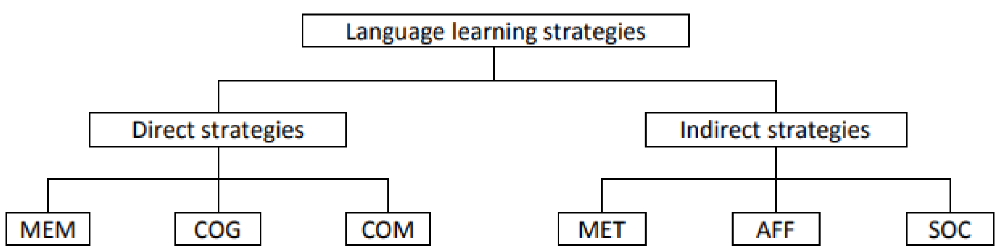
3) *Compensation strategies*: type of strategies that enables the learners use the language confidently although lack of knowledge in that language, like guessing; and overcoming the obstacles in writing and speaking.

4) *Metacognitive strategies*: employed to coordinate and evaluate the learning process, such as: involved in the centering of one’s learning; responsible in making arrangement and plan for one’s learning and help students to evaluate their learning.

5) *Affective strategies*: used to help learners regulating their emotions, such as: help in reducing the anxiety level; self-encouragement; and regulating students’ emotional level.

6) *Social strategies:* the last type of strategies that employed for learning process with others, for instances: asking questions; give cooperation between one another; as well as exhibit empathy with people.

These 6 learning strategies can be classified into direct and indirect strategies as shown in Figure 1.



Note. MEM = memory, COG = cognitive, COM = compensation, MET = metacognitive, AFF = affective, SOC = social

Figure 2.1. Strategy system according to Oxford (1990, p.16)

A study conducted by Ho and Ng in 2016 on differences of gender in language learning strategies in Malaysian public university’ among undergraduates exposed that metacognitive strategies were the most preferred strategies in language learning by them, and the difference in term of gender in using language learning strategies is significant as female students have high preference towards memory, cognitive, metacognitive, and affective strategies in learning language as compared to male undergraduates. However, findings from this study showed that both compensation and social strategies have no significant differences for both gender in learning language.

In comparison to the differences in gender and the usage of strategies in language learning between language learners, a study done by Mahmud and Nur (2018) portrayed that both genders applied learning strategies differently, without specifically mentioned the preferred language learning strategies for male and female students. Apart from that, another finding of this study showed that gender differences can be an influencing aspect in using language learning strategies, however, other aspects such as familiarity and age differences also play its role in influencing students to choose their preferred language learning strategies. This study employed mixed methods, by interviewing students and distributing the questionnaire. For the questionnaire part, Strategy Inventory for Language Learning (SILL) was adopted to suit the objective of the research.

Also, a study carried out in 2017 by Alhaysony on the strategies used in language learning by Saudi EFL students in the context of the effect of duration of English language classes and gender showed that cognitive strategy is ranked as the most frequently used by EFL students, followed by metacognitive strategy, and compensation strategy in learning English as a foreign language. Findings from this research also revealed that there was not statistically significance in the overall strategy used by students of both genders, and the relationship between the strategy used and study duration was positive. The more years students spent in studying the language, the higher the usage of all the strategies in learning language.

In the aspects of users' emotions in using language learning strategies, a study performed in 2018 by Mohammadipour, Md Rashid, Rafik-Galea and Ngee Thai showed that the difference between frequent users and under-users of language learning strategies in the aspect of positive emotions was significant, where frequent users exhibit more positive emotions as compared to the under-users of learning strategies. This research discovered that the relationship between students' usage on strategies in language learning and their positive emotions was significant, statistically. Pertaining to students' perception upon the usage of various language learning strategies with correlation in exhibiting positive emotions, it showed that majority of the students have positive perceptions towards the relationship between the positive emotions and the use of various language learning strategies.

Muniandy (2016) carried out a research toward styles in learning, strategies in language learning and study fields among ESL students found that most Management and Communication students at USM prefer to use kinesthetic and auditory learning styles in learning English for Business Communication course. In relation to the frequently strategies used in language learning, cognitive and metacognitive learning strategies are among the frequently employed by the students, and as for the relationship between styles in learning and strategies in language learning, the outcomes of this research showed that visual learners were linked to significantly have correlations with compensation, memory, affective and metacognitive strategies. Albeit the analysis shows that the gap of others learning styles in relation to the language learning strategies is not that significant.

Reading Comprehension

Reading comprehension, as per defined by Pressley (2000) and Birsch (2011) is the ability to get the meaning from what is read. Rayner (2001), Foorman, Perfetti, Pesetsky, and Seidenberg (2001) and Tompskins (2011) defined comprehension of reading as the level users achieved in comprehending a text. Adams (1994) mentioned that learners' proficient reading comprehension is highly influenced by the capability to recognize words easily.

A study was conducted on investigating the strategies employed to improve students' reading comprehension among EFL learners in tertiary level by Hamza Al-Jarrah and Salina Ismail (2018). This study employed a qualitative method by interviewing the respondents. The collected information was later sorted out according to the inductive thematic approach. The outcomes of this study illustrated that most used reading strategies are the logical knowledge, followed by formal construction, cultural knowledge, and prior and conceptual knowledge. The authors emphasized the need for curriculum designers, English language teachers, education policy makers, educationists and the EFL students for collective efforts to improve reading strategies.

Pursuant to that, in the same year, Hamza Al-Jarrah and Salina Ismail carried out a study to investigate the difficulties faced among EFL learners in the aspect of their comprehension in reading in the university level. The results showed that most of the difficulty faced by the learners is their inability to apprehend the types of text or read the text structure. This study highlighted that the insufficient of comprehension in reading among undergraduates is the most apparent issues encountered by language instructors nowadays.

On the aspect of studying the impact of teacher-centeredness method versus learner-centeredness method on Iranian EFL learners' reading comprehension, a study done by Nourdad and Asghari in 2017 revealed that both methods have positive impact in improving the Iranian EFL learners' comprehension performance in reading. In comparison to the significant relationship between these two methods on learners' reading comprehension performance, the result indicated that learner-centered method was more effective that teacher-centered method in improving the learners' reading comprehension performance. The Quick Oxford Placement Test (the homogeneity test) and Reading Test (pre and post reading test) were used as instruments in assessing students' reading comprehension performance.

Relationship between language learning strategies and reading comprehension

Marzban and Barati (2016) carried out a research to investigate the relationship between the ability to think critically, strategies used in learning language, and comprehension in reading among intermediate EFL undergraduates. Among their objectives for this study was to inspect if there is any relationship between participants' usage on strategies in language learning and the participants' reading comprehension scores. Employing quantitative method as the research design for this research, they adopted California Critical Thinking Skill Test to measure students' level of critical thinking, Strategy Inventory for Language Learning (SILL) to measure students' preferred strategies in language learning, added with a section of the TOEFL reading test. The outcomes of this study showed that the is a positive relationship between the strategies used in language learning and respondents' scores in reading comprehension without specifically mentioning which language learning strategy used prove its significance to the scores of students' comprehension in reading.

3. METHODOLOGY

Participants

100 undergraduates from Kulliyyah of Languages and Management (KLM), International Islamic University Malaysia (IUM) Pagoh Campus was picked based on the main criteria of this study; undergraduates foreign language learners. The participants comprised of 27 local male students and 73 local female students, and no foreign students were participated in this study. A total amount of 74 respondents aged between 21 – 23, followed by 15 respondents aged between 24 – 26, and the remaining 11 respondents were aged between 18 – 20.

Instruments

Two types of questionnaires were administered to assess students' preference on strategies in language learning and comprehension in reading. For the first part, which is in identifying students' preferred strategies in language learning, 'The Strategy Inventory of Language Learning (SILL) which was developed by Oxford (1991) was used. This original questionnaire consisted of 50 items to assess the six-language learning strategies: *memory, cognitive, compensation, metacognitive, affective,* and *social.* However, several items from the questionnaire were removed for its impracticality to include all the 50 items in the online survey, considering the long screen time exposure by students due to online learning. The removal items of the SILL questionnaire were based on a study conducted by Ardasheva and Tretter (2011). The students were asked to give their responses on the 27-items in the questionnaire according to the 5-point Likert scale, ranging from 'Strongly Agree' to 'Strongly Disagree'. A reading comprehension survey by Saskatchewan Education (1998) was adapted as an instrument to measure students' reading comprehension. This survey consisted of 19 items where the items would be categorized into three different categories: pre-reading period, reading period, and post-reading period. Same as the above process, the students were asked to give their responses on the listed items in the questionnaire based on 5-point Likert scale, ranging from 'Strongly Agree' to 'Strongly

Disagree'. The validity and reliability test has been conducted prior to the distribution of questionnaire to the respondents where the content validity has been verified by an Assistant Professor of Kulliyyah of Languages and Management (KLM). For the reliability part, a pilot study has been performed and the Cronbach's Alpha value for each language learning strategies are as per follows: 0.621 for Memory strategy; 0.272 for Cognitive strategy; 0.685 for Compensation strategy; 0.780 for Metacognitive strategy; 0.799 for Affective strategy, and lastly; 0.746 for Social strategy. For the dependent variable of the study, the reading comprehension, the value of its Cronbach's Alpha is 0.881.

4. MAIN RESULTS

The proposed research questions of this research will be answered through the analyzed results obtained during the data collection process. The level of strategies in language learning and comprehension in reading among KLM students, together with the relationship between language learning strategies and KLM students' reading comprehension in reading foreign language texts will further be investigated and explained.

Research Question 1: What is the level of language learning strategies and reading comprehension among KLM students in reading foreign language texts?

The independent variables for this study are the six language learning strategies as per follows: Memory, Cognitive, Compensation, Metacognitive, Affective and Social, whereas the dependent variable of this study goes to Reading Comprehension. To answer research question 1, the data collected were administered in the SPSS to get the actual score value of each variable. The level of each language learning strategy and reading comprehension were based on the score obtained. Table 4.1 illustrated the level of language learning strategies (LLS) and Reading Comprehension.

Table 4. 1 The level of Language Learning Strategies (LLS) and Reading Comprehension

No.	Variables	N	Mean	Std. Deviation	Level
1.	Memory Strategy	100	3.6186	.51128	Average
2.	Cognitive Strategy	100	3.7750	.66048	High
3.	Compensation Strategy	100	3.7520	.57498	High
4.	Metacognitive Strategy	100	4.2200	.62187	High
5.	Affective Strategy	100	3.1367	.85161	Average
6.	Social Strategy	100	4.0150	.71317	High
7.	Reading Comprehension	100	3.8626	.48520	High

Based on the table above, five out of seven variables obtained high value compared to the others. Metacognitive Strategy has the highest score with value of 4.2200, followed closely by Social Strategy with a mean score of 4.0150. Next is Reading Comprehension with a mean score of 3.8626. Both Cognitive and Compensation Strategy obtained quite similar scores with value of 3.7750 and 3.7520, respectively. Memory Strategy has the second lowest score with value of 3.6186, and the lowest mean score was obtained by Affective Strategy, with a mean score of 3.1367. Therefore, the highest level of this study goes to Metacognitive Strategy, followed by Social Strategy. The third highest goes to Reading Comprehension.

Research Question 2: Is there any significant relationship between language learning strategies and KLM students' reading comprehension in reading foreign language texts?

Pertaining to answering Research Question 2, a multiple regression analysis was executed with the purpose to establish the relationship between independent variables and dependent variable. The findings were tabulated and discussed in this section.

Table 4.2 Multiple Regression between Language Learning Strategies and Reading Comprehension (n=100)

Model	Standardised Coefficients Beta
Memory	.050
Cognitive	.349**
Compensation	.048
Metacognitive	.334**
Affective	.103
Social	.100
R	.709
R^2	.502
Adjusted R^2	.470
F	15.623
Significance F Change	.000
Durbin Watson	1.971

Table 4.2 depicts the results based on the conducted multiple regression between language learning strategies and reading comprehension. As per displayed in the above table, the F value was 15.623, indirectly pointing out its significance ($p<0.05$). The F value in the table is meant to show the existing relationship between the regression and the residuals. The R^2 of 50.2% was the variance in the reading comprehension, affected from the language learning strategies.

Despite that, observing the significant value of each independent variables, both cognitive strategy and metacognitive strategy scored a significant value of 0.000 as per stated in the Coefficient Value table in Appendix A, hence proving ($P<0.05$) thus indicates its significance on reading comprehension. Memory, compensation, affective, and social strategy, were insignificance toward reading comprehension due to its significance value; memory strategy (0.572); compensation strategy (0.544); affective strategy (0.257); and social strategy (0.265) (refer Appendix A).

Therefore, cognitive strategy and metacognitive strategy are the strategies that have significant relationship with KLM students' reading comprehension in reading foreign language texts.

Discussions and Implications

The implication of this study allows the researcher to confirm with previous findings pertaining to the significance of language learning strategies in students' reading comprehension especially in reading foreign language texts where cognitive and metacognitive are among the language learning strategies that significantly impacted reading comprehension. In the anticipation of this study, the students are more aware of the strategies in language learning that are helpful in ensuring the learning process goes smoothly for them. The findings of this study give its contribution to the future research in the same field by highlighting the existing gap of the previous studies as well as pointing out elements or aspects that are possible to be studied or explored in future research.

5. CONCLUSION

As the number of foreign language learners increasing progressively, it is important for the learners themselves to enlighten their minds on strategies pertaining to language learning. By conducting a research to identify the level of language learning strategies and to study the relationship between language learning strategies and reading comprehension among KLM students in reading foreign language texts, this study managed to establish that metacognitive attained the highest level as compared to other language learning strategies, and there are positive relationship between metacognitive strategy with reading comprehension, and between cognitive strategy and reading comprehension. Future research into language learning strategies should focus more on establishing other language learning strategies with other elements or aspects such as students' achievements, gender, motivation, and many more. Furthermore, while this study measured the level of strategies in language learning and relationship between strategies in language learning strategies and comprehension in reading, observational studies are required to gain more insights on students' pattern of usage, as individuals have different usage on each language learning strategies.

Limitations of the study

The limitation faced while conducting this study was to get an equal number of respondents for all courses within the community of Kulliyyah of Languages and Management (KLM), International Islamic University Malaysia (IIUM) Pagoh campus. The proportion of the participants were not equal between ENCOM and TPHM students as responses from ENCOM was 49 whereas for TPHM, the responses were only 6 respondents. An imbalance number of respondents for each course made the data obtained not fully accurate to represent the overall findings for the population of this study.

Apart from that, there was lack of participation from international students as none of the data collected comprised any of the international students at the kulliyyah. Therefore, no comparison can be made to compare the usage of language learning strategies and reading comprehension between local students and international students in reading foreign language texts.

Recommendations for future study

This section is expected to give some recommendations and suggestions to improve the quality of future research in investigating the relationship between strategies in language learning towards comprehension in reading. The recommendations are as per below:

1. It is highly recommended for future studies to employ a mixed method on data collection as this study only used a quantitative approach to investigate the relationship between all the strategies in language learning onto comprehension in reading. Instruments such as interviews could help the research to have a realistic information and provide accurate results for the study.
2. Future research on areas of how the usage language learning strategies impacted gender, students' academic achievement, attitudes, and motivation is recommended. This is because language learning strategies might impact those mentioned areas differently, depending on the geographical, educational background, as well as extrinsic and intrinsic motivation.

Biography: Ms. Nurul Sakinah binti Nordin is a local undergraduate at International Islamic University Malaysia. This abstract is the overview of her final year project research paper titled "The Relationship between Language Learning Strategies and KLM Students' Reading Comprehension in Reading Foreign Language Texts. She can be reached through her email address at sakinahnordin98@gmail.com.

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Appendix A

COEFFICIENT VALUE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.014	.356		2.845	.005
	Mean_Memory Strategy	.048	.084	.050	.567	.572
	Mean_Cognitive Strategy	.256	.064	.349	4.002	.000
	Mean_Compensation Strategy	.041	.067	.048	.608	.544
	Mean_Metacognitive Strategy	.260	.067	.334	3.857	.000
	Mean_Affective Strategy	.059	.052	.103	1.140	.257
	Mean_Social Strategy	.068	.061	.100	1.121	.265

a. Dependent Variable: Mean_ReadingComprehension

Lg/Eng/ID: **74**

THE USE OF ENGLISH LOANWORDS IN MALAY: PERCEPTIONS OF STUDENTS FROM A LANGUAGE FACULTY

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ABSTRACT

The increasing western culture and economic influence all over the world after the World War Two (Jones, 2007) has seen the growing use of English language as a second language in Malaysia. Despite some resentment towards the language as a colonizer's language (Stephen, 2013), the influence of the English language can be seen in the Malay language in the use of English loanwords. Using the qualitative research design, this study investigated the language students' perceptions of the use of English loanwords in the Malay Language. The research questions are: 1. What are the factors that influence the language students' choice of English loanwords?; 2. What are their opinions about the use of English loanwords among Malaysians in general? Six language students from Kulliyyah of Languages and Management, International Islamic University Malaysia were interviewed online via the Google Meet platform. The data were analysed using the thematic analysis by Braun and Clarke (2006). The findings revealed that the factors that influenced the students to use English loanwords are familiarity, filling lexical gaps and the media influence. They also had mixed opinions on this phenomenon. While they were able to recognize the importance of English loanwords in communication, they were also concerned that it can compromise the authenticity of the Malay Language. This shows that despite the benefits of borrowing words from other languages, the native language is perceived as more than just a means of communication; it represents culture and identity. There were also suggestions that the Dewan Bahasa dan Pustaka (DBP) should control the number of English words being borrowed and adopted into the language.

Keywords: English Loanwords, Malay Language

1. INTRODUCTION

The increasing western culture and economic influence all over the world after the World War Two (Jones, 2007) has seen the growing use of English language as a second language in Malaysia. During the British colonization in Malaysia, English was widely used as the language in administration and educations. After the independence of Malaysia, the language of instruction in schools had gradually shifted to Malay. Policies were made to preserve Malay as the national language. Hashim and Low (2014) outline how English are being taught in school as secondary schools, but this pro-Malay policy was deemed unsuccessful. This is due to English being used as medium of instruction for mathematics and sciences in schools for years before a bilingual method was implemented to teach these subjects. Universities are also given the freedom to choose their medium of instruction either in Malay or English. Recognizing the importance of the English language at an international level, many private institutions had opted for using English.

The changes of language policy and the influence of the English language had made Malaysian fluent at least in two languages. The English spoken by Malaysian had also undergone few changes due to historical, political, and cultural forces, which had shaped trough the other languages spoken in Malaysia and its dialects. Linguistic features such as the phonology, syntax, lexis, pragmatics, and sociolinguistics of Malaysian English had become a wide research topic to recognize the existence of the English variety. It is safe to assume that English had been generally accepted by Malaysians. However, there are some resentment towards the language as a colonizer's language (Stephen, 2013).

Despite the negative stigma surrounding the use of English language in Malaysia, the Malay language have borrowed many lexical terms from English, especially in written media. In fact, the Malay language had been borrowing from many other languages too such as Arabic and Tamil. Arabic loanwords are mostly related with religion with a higher frequency for the words to be fully absorb into the Malay Language because the words are not integrated so that the meaning could be maintained. The Arabic words that were borrowed are related to religion concepts, therefore integrating the words into the Malay Language could potentially change the meaning of the words (Zaidan et al., 2014). Meanwhile, the Tamil language had influenced the Malay language when Indian traders had traveled to the Malay Archipelago. Recent studies had also pointed out how the Sanskrit language are able to grow in the archipelago due to the influence Tamil had over the language (Ramasamy, 2020). Borrowing from other languages essentially helped the expansion of the Malay lexical. Arabic and Tamil loanwords were borrowed into Malay to fill the lexical gaps exist in the language.

Similarly, English words are being borrowed into Malay to fill up those gaps. During the shift between language policy, particularly during from English to Malay, it was noted that the are not many terminologies in Malay that can equivalently translate from English. Thus, the Malay language start borrowing words from English such as petroleum, diesel, zink, elektronik, telekomunikasi, debit, kredit, invois, import, eksport, birokrasi, korporat, insentif, ego, kaunseling, etc. for academic purposes (Shamimah, 2009). At present day, the move from an agriculture-based economy to technology-based economy, Malay language is keeping a close contact with English as it possessed a more advance technology and modernized communication system. The increasing numbers of English loanwords are reflected in many Malay books and media.

Research surrounding English loanwords in Malay language are limited to adaptation strategies used in loanwords (eg. Naziman & Jaafar, 2018) and English loanwords in printed media (eg. Shamimah, 2009 and Stephen, 2011). Universities students' perception on English loanwords usage in the Malay language have yet to be uncovered despite much research had been done in several countries (eg. Murtisari & Mali, 2017; Olah, 2007; Relić, 2020; Rüdiger, 2018 and van Meurs et al., 2018). Moreover, Murtisari and Mali (2017) found that social science students tend to oppose English loanwords in the Indonesian language as they are aware of the social and sociolinguistic issue surrounding the area. Resentment towards English language as a colonizer's language can be a factor that influence student's perception in using English loanwords in Malay language. Therefore, this study would like to investigate language students' perception on the usage of English loanwords in Malay language with the research question as follows:

1. What are the factors that influence the language students' choice of English loanwords?
2. What are their opinions about the use of English loanwords among Malaysians in general?

2. LITERATURE REVIEW

The uniform appearance will assist the reader to read paper of the proceedings. It is therefore suggested to authors to use the example of this file to construct their papers. This particular example uses an American letter format with 25 mm margins left, right, top and bottom.

All text paragraphs should be single spaced, with first line intended by 10 mm. Double spacing should only be used before and after headings and subheadings as shown in this example. Position and style of headings and subheadings should follow this example. No spaces should be placed between paragraphs.

2.1 Borrowing and LoanwordsFonts

Cited by Shamimah (2009), borrowing is a natural phenomenon that occurs due to language contact (Ansre, 1971; Hock, 1986; Bokamba, 1988; B. Kachru, 1989; Y. Kachru, 1982; Mkude, 1986; Pandharipande, 1982; Thomason and Kaufman, 1988; Viereck and Bald, 1986, Weinreich, 1953). A language's diction is able to expand due the transfer of linguistic items from one language to another (Bloomfield, 1933; Hock, 1976; Aitchison, 1985; B. Kachru, 1986 and Bokamba, 1988). Speakers learn words that are not in their native language and became fond to utilized them in their language. According to Hock (1986: 380) the term "borrowing" refers to "the adoption of individual words or even large sets of vocabulary items from another language or dialect." The process is called borrowing even though the lending language does not lose the words, nor does the borrowing language return the words. This process may be best described as copying, but borrowing has long been established in this sense and words that are borrowed are called loanwords (Trask, 1996).

According to Kachru (1994), an expert in contact linguistics, there are two hypotheses about the motivation for lexical borrowing in languages: deficit hypotheses and dominance hypotheses. Kachru (1994: 139) mentioned that "deficit hypothesis presupposes that borrowing is to remedy the linguistic deficit, especially in the lexical resources of a language." In short, words are borrowed into a language because there are no equivalents. Words are also borrowed for new concepts and ideas that have no local equivalents especially when the concept is introduced in a particular country. For example, technologies that are invented in the west such as television, computer and telephone are borrowed into Malay as 'televisyen', 'computer' and 'telefon'.

Higa (1979) has also contributed to the understanding of language contact and come out with dominance hypothesis. He mentioned when two culture comes into contact, the direction of culture learning (and subsequently word-borrowing) come from the dominant culture to subordinate. There are also words borrowed and used even though there are already equivalence in the borrowing language because they seem to have prestige. This is the case in a prolonged socio-cultural interaction between the ruling countries and the countries governed. For instance, English has many French loanwords due to the French colonizing the Britain land. On present day, the English speaking countries have become advanced and English became one of the most influential language of the world that it tends to lend more words than it borrows. This contact between a language and English is termed as Englishization.

2.3 Reason for Borrowing Words Tables and Figures

While there are two hypotheses about the motivation for lexical borrowing in languages, recent studies had found multiple of reasons as to why words are being borrowed into a language. Similar to deficit hypothesis, many languages borrows from other language to fill in lexical gaps. It is easier to borrow existing words form another language rather than coining a new one from nothing. It is a practical strategy in enriching language vocabulary. In Malaysia, Shamimah (2009) pointed out how English loanwords are used and preferred as they have semantic advantages that lexical in the Malay language lacks. Even on recent studies in other languages by Dashti and Dashti (2017) and Mostafa and Jamila (2012), they found that English loanwords are mainly used to fill lexical gaps exist in the Kuwait Arabic and Bengali languages respectively.

Another reason for a language to borrow words from other language is due to prestige the borrowed language. This reason is similar to dominance hypothesis. Al-shahrani (2020) found that students in King Khalid University will opt to use English loanwords in Arabic to mark modernity, prestige and cultivation. Similarly, Rüdiger (2018) found that Koreans uses English loanwords for expressive reasons as to appear intelligent and to achieve education attainment. He also concluded that Koreans uses English loanwords as a way to practice their English.

Besides that, another recurring reason found by past studies is for practical reasons and habits. Al-shahrani (2020) and Rüdiger (2018) had found that Arabic students and Koreans uses English loanwords out of habit. They point out the convenience and simplicity of the loanwords had made it practical for them to constantly uses English loanwords in their everyday speeches. Al-shahrani (2020) also found that his participants indicate that English borrowings are easier to remember comparing to their Arabic equivalents.

Figure captions and table headings should be sufficient to explain the figure or table without needing to refer to the text.

3. METHODOLOGY

3.1 Research Design

To answer the research questions for the current study, a qualitative mode of research method is used. Cresswell (2012) defined qualitative research as an unfolding model that occur in a natural setting. Since borrowing words from another language is a recurring phenomenon in the Malay language, this mode is suitable in understanding the reason for student choice of English loanwords.

Moreover, a qualitative research is effective in obtaining specific information about the values, opinions, behaviors, and social context of a population (Farrelly, 2013). Thus, it is suitable in gathering the perspective of language students on the use of English loanwords in Malay language.

Furthermore, direct interaction between the researcher and participant during data collection process produce a more detail and subjective perspectives in using English loanwords in the Malay Language.

3.2 Sampling

Purposive sampling was used to determine the participants for the current study. Purposive sampling strategies are non-random probability sampling technique that ensure participant possess the criteria for the subject of the study (Etikan, 2016). Additionally, purposive sampling is one of the techniques that is quick and inexpensive way to collect data that are able to utilizes available resources.

In order to explore determine student's perception on English loanwords in Malay language, six (6) students from Kulliyah of Languages and Management, International Islamic University Malaysia (IIUM) were chosen to participate in the student. Selection of participant is based on their abilities to bring sufficient information and resources for the current study. The participant are also students who often use English loanwords I their daily conversations and communication. The criteria of selected students are as follows:

1. Students from Kulliyah of Languages and Management, International Islamic University Malaysia
2. Are aware of English loanwords being used in the Malay language
3. Often use English loanwords in communicating with others.

Personal interviews were conducted with two students majoring English for International Communication, Arabic for International Communication and Malay for Communication respectively. This is because the students are well-educated with the natural phenomenon of English loanwords being borrowed into the Malay language. Murtisari and Mali (2017) found those studying social science or language had a negative attitude towards English loanwords used in their mother tongue as they are aware of the consequences of said phenomenon.

3.3 Instruments

The six students were personally interview with semi-structured questions to gain an in depth understanding of their reasonings and opinions. This interview approach is flexible that it provides a large amount of detail (Farrelly, 2013). Additionally, interviews allow information to be gained without being asked directly. The questions were open-ended, and the students were allowed to answer them in mixed language in order for them to express their opinions more naturally.

The interview questions were adopted and adapted from Murtisari and Mali (2017) a quantitative research that discussion the same area of study. A total of 3 questions were asked with another 8 additional questions in case they fail to elaborate on their opinions. The questions were reviewed multiple times by an assistant professor from Department of English for International Communication, KLM IIUM to ensure the question is relevant and appropriate with the study. A pilot study was then conducted with two people to help the research learn the flow of the interview, as well as allowing improvements for the real interview. These steps are conducted to ensure the validity of the questions as instruments for the topic.

3.4 Data Collection Procedure

The six students were schedule a personal interview through Google Meet. Key concepts were explained firsthand to ensure that the students understood the questions that were asked. The interviewees were allowed to ask questions that they do not comprehend. They are also allowed to answer the questions in both English and Malay in order to express their opinions better.

The data were collected through a personal interview vie Google Meet. Google Meet is a video conference tool that uses internet connection that allows virtual meetups. Since the pandemic Covid-19 hits, video conference tools are widely used to set up meetings and act as a mode for classes. A face-to-face interview would be the best option to collect data as it offers more reliable information due to the immediate and natural reaction that could also become part of the data. However, due to Covid-19 safety restrictions, a video conference became an alternative to replace the face-to-face interview. The video feature through Google Meet allows researchers to monitor participant's reaction almost similarly to a natural reaction if the interview was done face-to-face.

Possible participants that fit the criteria were reached out on their availability to proceed with an interview. Only six language students from Kulliyah of Languages and Management had agreed to continue with an interview. Data for the current study were obtain trough semi-structured interviews with the six students. 15 to 20 minutes were allocated for each interview session. The interview was schedule from 1 December 2020 to 4 December 2020, depending on each individuals' availability to perform the interview. For safety purposed and ethical conduct, students' personal information was kept confidential. Prior to the interview, participant had given their consent to use participate in the current study. Then the students were also brief on key concepts on the study to ensure they can anticipate what is being asked. The interview was recorded using a voice recorder, and the data was transcribed.

3.5 Data Analysis

The data collected were analyzed using thematic analysis. Braun and Clarke (2006) defined thematic analysis as a "method that identify, analyze and report patterns or themes within the data". They had also developed a step-by-step guide in performing thematic analysis. A total of 6 phase were outline starting with familiarization with the data. An excellent way to start familiarizing with the data was trough transcribing the interviews and read them over again. The second phase would be generating initial codes. Similar feature of the data (semantic content or latent content) was identified and group together. Then, the grouped codes were re-focused into a broader level of themes. The themes are then refined and reviewed multiple times. This is the third and fourth phase. The fifth phase is defining and naming the themes. The essence of each theme was identified and defined into a phrase. The last phase would be to produce a report on the themes.

4. MAIN RESULTS

The findings and discussion will be presented based on the themes found in the data. Figure 1 shows a summary of the main findings.

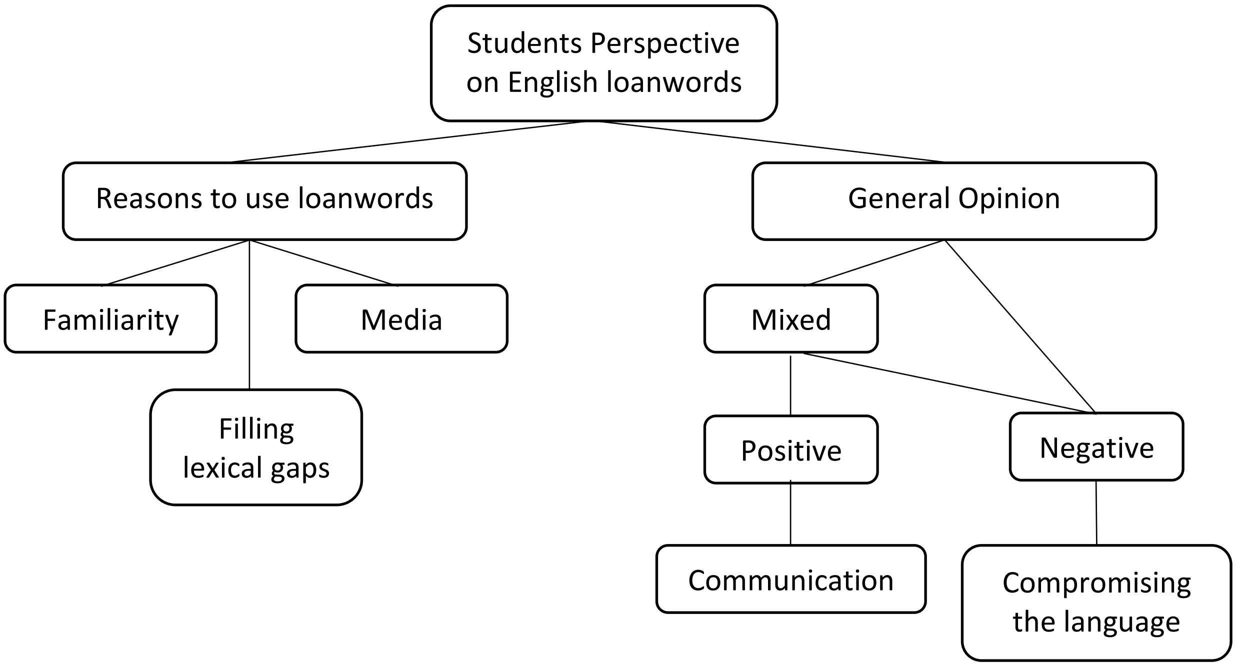

Figure 1 Findings for Students Perspective on English Loanwords

4.1 Familiarity

Familiarity is one of the theme that answers the first research question: What are the factors that influence the language students' choice of English loanwords? The most common answer given was that the students are used to hearing the loanwords thus making it easier to understand and use them frequently. The students mentioned how some words in Malay are odd and out of place making the lexical item awkward to be used compared to English loanwords that carries the same semantic meaning.

Student 1 mentioned that the loanwords are heavily embedded in our daily conversations. Similarly, student 3 also said that using English loanwords had become a norm in daily conversations that some English loanwords such as 'platform' are much easier to use compare to the Malay counter path (pelantar). Student 4 also said it is much easier to use them as they are being heard every day. Apart from that, student 2 said that it is common to use English loanwords as it easier for the listener to understand as they had heard the loanwords more often than the Malay counter path. Student 6 also mention how it is more simple in terms of using the English loanwords. She also mentioned that some English loanwords are more common to be use. Student 5 also highlighted that she's surrounded by friend and family who are English speakers, thus contributing to the fact that they also find it is more common to use English loanwords. Having to use and hear the

English loanwords every day and is constantly being expose to other using them as a common lexical shows that the reasons the students use them are because they are familiar with it.

The abundance of English loanwords used to fill in lexical gaps as well as aiding communication create a sense of familiarity in the Malay language. The habit of opting for using English loanwords in daily conversations does not only happened in the Malay Language. In fact, in Korea, Japan and Arab countries, English loanwords are often used in daily conversations and communication that students believed that the habit helped them improve their English proficiency (Al-shahrani, 2020; Dashti & Dashti, 2017; Olah, 2007; Rüdiger, 2018).

4.2 Filling Lexical Gaps

The second theme that influence student choice of English loanwords is filling lexical gaps. Besides being easy to be use as it is much common to find English loanwords, another recurring reason to be using them is to fill up the lexical gap in the Malay dictionary.

Student 2 highlighted that, lexical items in the Malay language are quite limited, that is why we borrowed from Sanskrit, Arabic and English. Student 5 said that there's no Malay equivalence to certain words in English such as the ideologies and the matter of religion. Student 6 also mention how some words are originated from English, so when Malay speaker cannot find a counter path lexical to the word, we would use the word and it became a common usage in the language. Due to limited choice of lexical items in the Malay language, these students had to use English loanwords to fill in the lexical gaps.

Words borrowed from other languages are primarily used to fill in lexical gaps. It is easier to borrow existing words form another language rather than coining a new one from nothing. It is a practical strategy in enriching language vocabulary. In Malaysia, Shamimah (2009) pointed out how English loanwords are used and preferred as they have semantic advantages that lexical in the Malay language lacks. Even on recent studies in other languages by Dashti and Dashti (2017) and Mostafa and Jamila (2012), they found that English loanwords are mainly used to fill lexical gaps exist in the Kuwait Arabic and Bengali languages respectively.

4.3 Media

Besides, another theme that could was pointed out is media influence with the students choice of words. A couple of the students had highlighted how media plays an important role in introducing the English loanwords to consumers and speakers.

For instance, student 3 said that the norm in communicating via social media could also influence how speakers use English loanwords. Besides that, he also stated that even mainstream media outlet like in the news and newspaper also use English loanwords in reporting news to their audience despite having other suitable Malay lexical. Student 5 had similar opinion mentioning that since the media also uses the English loanwords abundantly, society accept it as common lexical in the Malay language to use it. It is safe to conclude that the media had also influence and became one of the reasons these students using English loanwords.

Media is also one of the factor that influence students choice of English loanwords they would use. This is supported by many studies by Demiral and Tugran (n.d), and Tatsioka (2010) where recurring loanwords used in media such as in the newspaper, television programmes, magazine, books and social media will be preferred to be used. Dashti and Dashti (2017) also found that students believed how twitter had become a reliable source of novel vocabulary and idioms. Petryshyn (2014) also pointed how in the pressure of globalization, the use of English loanwords in media is a natural development that makes it impossible for languages to function in isolation.

4.4 Communication

For the second research question, the students' opinion can be categorized into two: a mixed and negative opinions. Those who have mixed opinion pointed out the positive outcome of using English loanwords. The students are aware of the benefits of borrowing English words into Malay language especially in communicating and expanding the Malay vocabularies. These points are analyzed under one theme: improving communication.

Student 3 generally pointed out that that in term of communicating, there is a need to used English loanwords because society are constantly exposed to mixing English into Malay and vice versa. Student 2 and student 4 on the other hand had mention how is good in term of expanding the Malay vocabulary. Expanding the diction of a certain language shows that students are using loanwords to improve communication by ensuring the communication is successful.

There are instance that loanwords were used to ease communications. Especially for concepts that are associated with English, it is better to borrow the words as it captures the meaning concisely (Shamimah, 2009). Murtisari and Mali (2017)found that students in Indonesia believed that English loanwords in Indonesia Language significantly enhances the functions of Indonesian as a communication tool in various fields. Similarly, Rüdiger (2018) found that English loanwords in Korean are use due to practical reasons in communication.

4.5 Compromising the Language

At the same time, these students also highlighted the negative outcome of using English loanwords. Similarly, with those having negative opinions, the students saw how this phenomenon may impact the authenticity of the Malay language. This narrows to a theme of compromising the Malay language.

Student 1 believed that the English language does not resemble the Malay culture, thus when English words are being borrowed abundantly and adapted into the Malay language, it seems like the language does not resemble the culture. Student 3 said that borrowing English words will tarnish the Malay Language because there will be no originality to the sentences and words in Malay Language. Student 4 said there will be no differences between the two languages if we keep on borrowing from other languages instead of coming up with the Malay word. Student 6 also said that the identity of Malay language will not be recognize compared to the English Language if English loanwords are constantly being adapted in the language. The students had concern on the authenticity of the Malay language. All of the students believe how that the increasing usage of English loanwords are going to undervalue the Malay language as well as compromising the authenticity of the language.

Besides that, some also point out the if borrowing from other languages keeps up, the Malay speaker will fail to acknowledge and appreciate the beauty of the language. Student 2 said that using English loanwords frequently, the original Malay vocabulary will be extinct as the original speaker refuse to use them. Student 5 also said that it is such a shame that the Malay Language, the language that we should cherish will be forgotten. People may still use it but are not able to appreciate the value of it. Student 6 also mention how it is such a shame that even though there are counter path words to replace existing loanwords (such as selfie) we still tend to use the loanwords. It seems as if the Malay language are not being held up to a value.

This finding is in lined with Stephen (2011) findings. They concluded that students did neither have a strong positive nor negative attitudes towards borrowing English words. In fact, the students had various opinion on the topic. Murtisari and Mali (2017) had also found similar findings where even though those students believed that English has become a valid source for the Indonesian vocabulary, they have concern on how it can also impact of English in Indonesian. In Kuwait, negative attitudes are also displayed when English loanwords were used instead of existing equivalents available in Arabic and Kuwait Arabic. Diniz de Figueiredo (2010) on the other hand had thought otherwise, borrowing from English should not be threatening. Bagno (2000) claimed that ‘A language does not need to be “defended”, much less defended from its own speakers, who are its legitimate users and as such ought to have the liberty to do with it what it best pleases them to do’ (as translated by Rajagopalan, 2005).

Based on the themes, it seems that students are aware of the reasons and benefits of adopting loanwords into daily communications. At the same time, they are also worried that this phenomenon might threaten the Malay language as the national language. It is a known fact how language and culture are inseparable, and students express their worries that the loanwords adopted into the language does not represent the Malay culture.

Additionally, some students have pointed out initiative that should be taken in order to preserve the Malay language to its originality. For instance, student 3 mention how the Dewan Bahasa Pusaka (DBP) plays an important role in expanding the Malay vocabularies. However, if adding loanwords despite already having an already existing lexical in Malay, the lexical will not be use in the future. If we can control the amount of words we borrow, it will more stable. Student 5 also express how as a Malay speaker, we should also try to preserve the Malay language, as authentically as it is. She also expressed concerns that these phenomena might have rooted from the constant back and forth changes in the education system.

5. CONCLUSION

Current research had an insight of language students' perception on the use of English loanwords in the Malay language. While the students may have concerns regarding the value and identity of the Malay language, they acknowledge the reasons and benefits from this phenomenon. This finding would be useful for DBP and language policy in planning the expansion of vocabularies in the language as well as in promoting existing words in Malay that are closer to the culture.

Biography:

Aliah Eilina Alias is a final year English for International Communication (ENCOM) undergraduate student from Kulliyyah of Languages and Management, International Islamic University Malaysia. She will be presenting her work 'The Use of English Loanwords in Malay: Perceptions of Students from a Language Faculty'..

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Lg/Eng/ID: 77

GENDER REPRESENTATION IN CHUCHU TV BEDTIME STORIES

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ABSTRACT

Male and female have been subjected to gender identities which often lead to stereotypes that segregate the two genders in various aspects of life. The stereotypes have been found in many types of discourse where male and female were often represented in different ways. Thus, the purpose of this study was to identify the social representation constructed for males and females characters in *ChuChu TV Bedtime stories,* a channel with children's content on Youtube. ChuChu TV was chosen as the data of this study because of the cartoon's global popularity which was reflected in the significant increase in subscribers and viewers over the past few years. This qualitative research used Membership Categorization Analysis (MCA) as the framework that helped to identify the categories bound predicates and categories bound activities associated with the characters. The findings suggested that there were some differences in the way male and female characters were represented in the cartoon. The existence of gender stereotypes in children's discourse indicates that there is a lot more needs to be done in order to educate the community on this matter, especially children who often interpret the messages brought by the media about gender as the representation of the real world.

Keywords: *Gender, Stereotypes, Representation, Children's discourse.*

1. INTRODUCTION

Generally, cartoons have become one of the most important parts in the life of children. According to Wijethilaka (2020), children can absorb dozens of information from cartoons because the audio, visual effects and colours used by cartoons are considered attractive to them. Some of the important information children learn from cartoons are how genders are represented and they often use cartoons as one of the tools to internalize their perception on genders.

Historically, male and female have been subjected to gender identities which lead to stereotypes that differentiate between the two genders with male being associated with masculinity traits such as strong, tough and dominant while female commonly associated with femininity traits such as weak, timid and submissive. The way males and females are viewed in real life can be seen reflected in the representation of both genders in various types of discourse and vice versa. Gabriela and Tavares (2017) stated that the social ideas expressed by cartoons are often a reflection of societal ideas at the time of production.

It is inevitably that gender stereotypes have been instilled in most people through the media and Wijethilaka (2020) stated that the way genders are portrayed by the media are often being viewed by the people, especially children as the representation of the real world. This contributes to the real world problem which includes discrimination and prejudice against certain people. Furthermore, the advent of technology and the popularity of online video platform like Youtube, make it easier for children to get access to cartoons without supervision from adults.

This research focused on traits and social roles because traits and social roles are some of the subjects that are typically stereotyped by the media and it is often seen through the way both subjects are associated with certain gender. Thus, this research aimed to answer four research questions which are:

i. Research question 1:
   a. What are the traits constructed for the male adult characters?
   b. What are the traits constructed for the male child characters?
ii. Research question 2:
   a. What are the traits constructed for the female adult characters?
   b. What are the traits constructed for the female child characters?
iii. Research question 3:
   a. What are social roles constructed for the male adult characters?
   b. What are the social roles constructed for the male child characters?
iv. Research question 4:
   a. What are the social roles constructed for the female adult characters?
   b. What are the social roles constructed for the female child characters?

This research also sought to achieve four objectives which are:

i. Research objective 1:
   a. To identify the traits constructed for the male adult characters.
   b. To identify the traits constructed for the male child characters.
ii. Research objective 2:
   a. To identify the traits constructed for the female adult characters.
   b. To identify the traits constructed for the female child characters.
iii. Research objective 3:
   a. To identify the social roles constructed for the male adult characters.
   b. To identify the social roles constructed for the male child characters.
iv. Research question 4:
   a. To identify the social roles constructed for the female adult characters.
   b. To identify the social roles constructed for the female child characters.

2. LITERATURE REVIEW

This part of the paper focused on the review of past studies on identity and discourse, gender, gender representation in cartoons and also the Membership Categorization Analysis (MCA).

2.1 Definition of identity

An individual can have a number of identities and each of it is considered as important parts of one's life. The way one uses a language to interact with people can be one of the ways to display the identities.

The concept of identity is difficult to pin down because the conceptualization of it varies significantly across and within different disciplines. However, there are several studies that used quite similar terms in defining identity. For instance, identity was defined by Hassan and Nadzri (2016) as how a person is identified by others and similarly Gao, Jia and Zhou (2015) stated that identity is the understanding of who a person is and how he or she relates to the others and the world they live in. Nematzadeh and Narafshan (2020) mentioned more precisely that identity is one's self image, consisting of multiple self attributes, including negatively, neutrally, positively evaluated characteristics that text in figures should not smaller than 10-point font size.

2.2 Definition of discourse

Hassen (2015) refers to discourse as a formal way of thinking that can be expressed through language and it is shaped by various factors such as language, culture and history which in return shape discourse back. Discourse can also be found in various forms of communication including written and oral, and it varies depending on the participants that are involved in it.

Identity and discourse are related to one another in a way that identity shapes

discourse and vice versa. Hassen (2015) stated that discourse cannot be conceptualised without the people, and the people cannot be conceptualised without their discourse. Olayemi (2015) further explained that discourse is a product of social ideology within a social context and the ideology is shaped by the society which also shapes the society.
Figure captions and table headings should be sufficient to explain the figure or table without needing to refer to the text.

2.3 Definition of gender

Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women (Gabriela & Tavares, 2017). Similarly, Halim and Rubble (2010) describes gender as a social role that is given to male and female and it is an individual's sense of self as the said gender. Precisely, Hidayat (2019) stated that gender is a division of roles, behaviour, and men and women's manners based on culture or the community's view of biological differences between men and women.

2.4 Gender representation in cartoons

Overall, the findings obtained from majority of the studies conclude quite similar results in which they indicate that both gender were presented based on the gender stereotypes and female was more likely to be subjected to negativity, even in the newly produced cartoons. Wijethilaka (2020) stated that the way genders are portrayed by the media are often being viewed by the people, especially children as the representation of the real world and this contributes to the real world problem which includes discrimination and prejudice against certain people. Hence, the current study

A study by Jaggi (2015) who looked into the representation of male and female in top five highest rated cartoons in India showed that the personalities of genders created in famous Indian cartoons are not diverse, and each cartoon reflects a stigma towards women in some ways. Result obtained from a study on Turkish cartoon called *pepee* by Kalayci (2015) exhibited similar outcomes. The appearance of male and female characters in the cartoon were limited by traditional gender roles and stereotypes and inequality were also presented in a very natural way that children and even adults believe that the messages delivered by the cartoon were part of the Turkish culture.

In Malaysian context, a few studies were conducted to study the representation of gender in locally produced cartoons. One of Malaysian popular animated series called *Upin Ipin* has been proven by Hidayat (2019) to have portrayed gender bias. The characterizations in animated series showed the tendency of gender imbalance and stereotypes. As an example, the male characters was indicate to be strong, dashing and daring while female was not.

2.5 Membership categorization analysis (MCA)

Membership categorization analysis is a sub-set of Conversational Analysis (CA) that was introduced by a sociologist named Harvey Sacks who became interested in the way in which categorization relies on social categories. It focuses on providing researchers with a primary interest in categorical or 'topical' topics with an empirically tractable approach for researching such issues as representatives' rather than analysts' groups as stated by Stokoe (2012). Membership Categorization Devices (MCD) refers to the related social constructs that can be grouped into lists based on shared characteristics. One of the problems that was often discussed regarding the use of MCD was the "proper" definition of the concept, provided that an individual may be represented "correctly" in an infinite number of ways on any given occasion and according to Sacks, one such theory under which a description becomes appropriate is when it is heard as important rather than coming under a membership categorization device relevant to the discussion at hand.

There are several elements used to determine the membership categorization devices, for example, categories bound predicates and categories bound activities. According to Housley and Fitgerald (2015), categories bound predicates involve common-sense knowledge about the world and how social categories are expected or assumed to act in general and in particular situations while category bound activities are those that have personalities that are indicated by the activities done.

2.6 Current study

The key issue of this research derived from the findings obtained from the past studies that showed genders were represented differently in newly produced cartoons through the differences in the ratio of male to female characters in cartoons, traditional gender roles and characteristics carried by each gender.

Other than that, it was also discovered that there was a gap that has to be addressed based on the review of past literature. There was plenty of research concerning gender representations in various kind of children's discourse, but there was not much research that implemented MCA as a method of approach to study gender representation. Thus, this study has implemented MCA as a framework to find out the traits and social roles that were associated for each gender.

3. METHODOLOGY

Qualitative approach is used to answer the research questions and the collected data used in this study consisted of the top 10 most popular videos from ChuChu TV bedtime stories channel on Youtube. The process of selecting and analysing the data is stated below.

3.1 Process of collecting the data

Firstly, the selection of the cartoon was made based on the list of the most popular kids' content on Youtube and the list was searched on Google using the keywords "Most popular kids' content on Youtube." After using the keywords and the results showed up, the first result that appeared on Google was chosen and it was a chart provided by Statista titled "Most popular children-themed on Youtube as of January 2021, ranked by number of subscribers" with the numbers of subscribers provided for each Youtube account listed. Based on the chart, ChuChu TV Nursery Rhymes and Kids Songs was selected as the data of this research because it was ranked as the most popular channel with children-themed on Youtube with 44.8 million subscribers from across the globe, as of January 2021.

ChuChu TV Nursery Rhymes & Kids Song was used as keywords to search for the channel on Youtube. After reviewing the channel, it was discovered that the said channel is the main channel for ChuChu TV and it provides nursery rhymes and kids' songs as their main content. As of January 2021, there were 11 subsidiary channels that operated under the main channel and the subsidiary channels were divided into two categories; ChuChu TV English Channels and ChuChu TV in other languages. There were four channels under the first category; ChuChu TV Bedtime stories (2.15 million subscribers), ChuChu tv Surprise Eggs Learning Videos (6.43 million subscribers), ChuChu TV Funzone 3D Nursery Rhymes (2.31 million subscribers) and ChuChu TV School Learning Videos (86 thousands subscribers).

Since this research focused on gender representation in cartoon, ChuChu TV Bedtime Stories was chosen as the data for this research because the concept of the content is cartoon oriented instead of children's song and nursery rhymes like the other subsidiary channels. In order to narrow down the selection of the data, only 10 videos were chosen based on their popularity and the process of sorting out the 10 videos was done by selecting "most popular" on the channel's menu. After the results of the most popular videos showed up, the videos that contained compilations of several episodes were excluded and the top 10 videos that left on the top of the list were chosen.

3.2 Process of analysing the data

Firstly, the process of watching all the 10 videos took place and all the characters that appeared in the videos were listed down based on their age, gender and role in the cartoon. Only the characters that speak in the videos and also the characters that are mentioned by the narrators were listed down.

Since this research used Membership Categorization Analysis (MCA), the two elements of the framework which are category-bound predicate and category bound activity were identified and extracted from the characters. For example, the way the characters behave, speak, and referred to by others and the activities that were associated with them were observed and listed down. The extracted data were then grouped and labelled under the same themes based on the shared characteristics. For example, "You look sleepy! Come on Chuchu. It is bedtime." (video one at minute 4:22) and in the same video at minute 4:29, Chuchu's mother was seen tucking her kid into bed". Both of the category-bound were grouped into one theme which was labelled as "bringing kids to bed." The final process was done by grouping and labelling all the themes into traits and social role. For example, "Good morning sweetheart!" (Video one at minute 1:13), "I love you little one" (Video two at minute 2:54), and "It is your day today Cussly. So we will do whatever you like dear" (Video nine at minute 1:53) indicate the situation where the characters used terms of endearment to address others and therefore, all of these are grouped into one theme labelled as "using terms of endearment". Another theme was labelled as "Giving kisses to others" and some of the category-bound that were listed under this theme were "Miss Dorothy blew kisses to the kids (Video 2 at minute 4:11) and "Chuchu's mother hugged and kissed her children" (Video eight at minute 3:20). Both of these mentioned themes were grouped into one trait which was affectionate.

3.3 Limitation

Membership Categorization Analysis (MCA) is a framework that is not widely utilised. Therefore, it was difficult to discover any previous research that used it or clearly mentioned the usage of it as a method in their studies.

4. MAIN RESULTS

In the top 10 most popular videos from ChuChu TV Bedtime Stories, a total of three social roles and ten identities were discovered from the characters. All of the research questions were presented and discussed below.

4.1 Research question 1(a): What are the traits constructed for male adult characters?

The only trait that was identified for male adult characters in ChuChu TV Bedtime Stories was aggressive. An example to prove this trait can be seen in video five at minute 2:41 when the man decided to paint a monster's painting to scare the kids away as a revenge for disturbing his sleep. The action done by the character portrayed aggressiveness which is defined as any type of behaviour designed to cause physical or mental harm to another. It is clear that the behaviour of the character was meant to hurt the children mentally when the kids can be seen trembling and scared after looking at the monster's painting as shown in figure 1.

Figure 1: The kids trembled upon seeing the monster's painting

4.2 Research question 1(b): What are the traits constructed for male child characters?

There were five traits that were discovered from the male child characters and the identities are mischievous, careless, greedy, stubborn and impolite. The first identity that has been discovered was mischievous. The trait is described in Cambridge Dictionary as behaviour that is slightly bad but is not intended to cause serious harm or damage. In this cartoon, the mischievousness was observed when the characters behaved negatively in a playful manner. For example, it can be seen in figure 2 where Cussly wanted to have fun at the beach so he began squirting his water from his water bottle everywhere as a way to enjoy his trip there and that action fit into the definition of mischievous stated earlier because his action of squirting his water was not harmful to him or anyone else but it was still considered as unpleasant behaviour because it caused uneasy feelings among the people especially his friends who can be seen running away from him.

Figure 2: Cussly squirting his water bottle

The second trait discovered from male child characters is careless which is defined in Cambridge Dictionary as failure to give sufficient attention to avoid harm or error. For example, the characters often behaved in a very careless way and seldom aware of the surrounding and the appropriateness of their action. In video nine at minute 4:46, Chacha, one of the main characters accidentally hit a soup bowl with his hands after he had a quick dispute with his friends because he did not want to taste the soup that was served for him. Although his behaviour was inappropriate, it was still clear that the soup spilled by accident and he did not mean to do it or put others in danger.

The third trait constructed for male child character was greedy. In ChuChu TV Bedtime Stories, the identity of being greedy was showcased several times in several videos through the character called Cussly when the character often wanted to take everything for him and refused to share it with the other. For example, in video 10 in minutes 1:42 and 1:55, Cussly said that he wanted the equipment and the swing all by himself. The use of the words "all by myself" or "himself' were used to emphasize on the greediness of the character that wanted to claim his sole possession over something.

The fourth trait that was discovered from male child characters was stubborn or can also be described as defiant and strong willed. This was reflected in the male child characters where in several scenes; they refused to follow suggestions from others and wanted to do only what they wanted to do. For example, in video three at minute 1:09, the character named Cussly refused to listen to Miss Dorothy's advice after she caught him wasting water. The stubbornness was reflected through the action of Cussly who ignored the advice and walked away from his teacher.

The last trait was impolite and this can be seen in video seven in minute 0:35 where Cussly made fun of other children by calling Cacha "silly" and "booing" Chika and as seen in figure 3, his friends were not pleased with his action. These kinds of action were considered as impolite because hurting others intentionally especially with a demeaning remarks is often considered as rude behaviours.

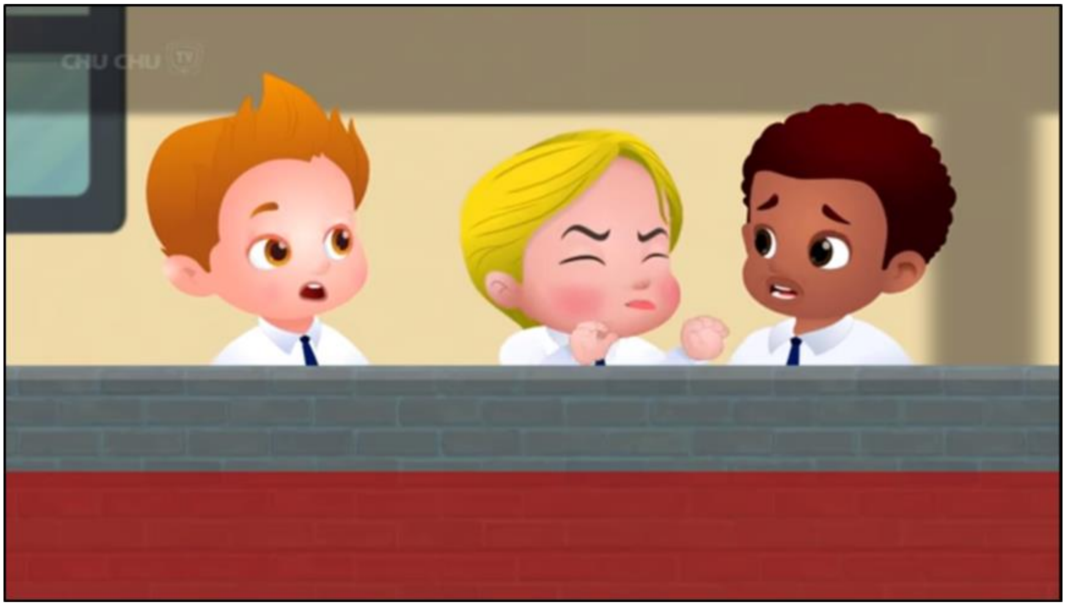

Figure 3: Cussly make fun of his friends

4.3 Research question 2(a): What are the traits constructed for female adult characters?

There were three identities that were discovered which are affectionate, sympathetic and authoritative. The first one which is affectionate was reflected through the terms of endearment used to address others, caring for others as well as trying to make everyone happy and comfortable. For example, in video one minute 1:13, Chuchu's mother said to her "Good morning, sweetheart!" and also in video nine at minute 1:53, Cussly's mother said "It is your day today Cussly. So we will do whatever you like dear." The words sweetheart and dear were used as an affectionate form of address for their loved ones and expressing affection verbally through terms of endearment is one way to show affection and love.

The second trait was sympathetic. The trait was portrayed through the way the characters understand other people's feelings, feel sorry for others and their effort to help people in need. For example, in video five at minute 3:23, Chuchu's mother was able to understand the fear that the kids had when they saw the monster's painting and she held the kids to calm them down. Her action can be seen in figure 4 attached below.

Figure 4: Chuchu's mother held the kids

The third trait was authoritative. Kaufmann, Gesten, Lucia, Saleedo, Gobloff and Gadd (2000), described authoritative as someone who maintains firm control at areas of disagreement while still recognizing the interest of the other party. Precisely, rules are created but they are also subjected to debate and adjustment based on the circumstances, views and the ideas of the other party as well. As an example, in video four at minute 1:42, Cussly's mother refused to buy him the toy he wanted but she finally had to give in after Cussly threw tantrum in public. This action showed that his mother set the rule by refusing at first but had to change her decision due to the circumstance which fit well into the explanation given by Kaufmann et al. (2000) regarding the authoritative behaviour.

4.4 Research question 2(b): What are the traits constructed for female child characters?

There was only one trait that was discovered from this group which was sympathetic. Showing concern, reassuring others and trying to help others were some of the things done by the female child characters that showed their sympathy. For example, in video five at minute 1:15, the character named Chuchu was very concern of the stranger man who felt sick at the park. She said to her friends "Should we find out whether he is sick or needs help?" as a suggestion to help the man. This line fit well into the explanation from Maibom (2009) that describes sympathy as the ability to experience concern.

4.5 Research question 3(a): What are the social roles constructed for male adult characters?

There was only one social role constructed for male adult characters which was professionals. In ChuChu TV Bedtime Stories, male adult characters were seen to have professional careers such as doctor and mayor. This can be seen in video five where the male doctor treated the patient at minute 4:57 and also in minute 2:27 showed the mayor of the city was a man. This showed the traditional gender role was present in the ten videos that were analysed.

4.6 Research question 3(b): What are the social roles constructed for male child characters?

There was no social role constructed for male child characters in the ten most popular episodes of ChuChu TV Bedtime Stories which was quite contradict to the findings obtained from previous studies. Literature review revealed that the characters of male child were often portrayed as hero and leader that lead the people but those social roles were not present in the data.

4.7 Research question 4(a): What are the social roles constructed for female adult characters?

The only social role that was constructed for female adult characters was housewives. Yuhaniz and Jusan (2016) suggested that housewives are often involves in the routine of cooking, taking care of the households and manage the children's early education. For example, in video one at minute 6:16, Chuchu's mother was expected to prepare the meal for her kid when Chuchu asked her "Can you make me two sandwiches?" This implied that the role of preparing meal was subjected upon her as a mother instead of any other members of the house.

4.8 Research question 4(b): What are the social roles constructed for female child characters?

The only social role that was identified for female child character was leader. In general, leaders share the same characteristics which include having the capability to make decision that will not leave anyone behind as well as being rational to solve any problems or conflict. As an example, in video nine at minute 6:34 Chuchu said "I think you should be fair to Chacha and forgive him." Chuchu's statement showed that she confronted Cussly politely for his behaviour and asked Cussly to apologise to Chacha for his unfair decision. This portrayed Chuchu as someone who made fair decision and tried to remedy the situation which is one of the good characteristics needed by a leader.

5. DISCUSSION AND ANALYSIS

Overall, male and female characters were presented in a different way because of the differences in traits and social roles that were constructed for each gender. For example, female characters were made to be affectionate and sympathetic which was consistent with the findings obtained from past studies that showed female characters were often portrayed as affectionate and caring toward others. Male characters, on the other hand, were presented as aggressive and having traits that often made them look insensitive such as being impolite, mischievous, greedy and stubborn. However, it was also observed that there was one trait constructed for female characters, which is authoritative trait that went against the gender norms because that trait was not very familiar with the characteristic expected for females. Another set of gender stereotypes were projected in ChuChu TV Bedtime Stories through the roles given for male and female characters which were different from one another. Male characters were given professional roles while females were mostly given the role as housewives. This finding was consistent with the findings from Hidayat (2019) that showed female characters were often being associated with domestic roles and appeared more in private areas compared to males. However, female child characters in ChuChu TV Bedtime Stories were also given the social role of a leader which was quite contrary to the findings from many previous studies.

The media, especially cartoons play a big role in shaping the audiences' views especially the children who commonly have cartoon as one of the socialization agents that they learn from. Therefore, gender stereotypes portray by the media such as males should be strong and aggressive while females are the opposite, is dangerous to the people as it can be wrongly interpreted as something that is true and this will then develop several other issues related to discrimination and injustice among the two genders. Cartoons as one of the agents that play an important role in the growth of children should eliminate gender stereotypes because it may influence how children feel about themselves and how they interact with others.

6. CONCLUSION AND RECOMMENDATIONS

The identification process was done to determine the traits and social role that were placed in ChuChu TV Bedtime Stories. In children's discourse, especially cartoons, females and males are often represented in different ways based on the social role that they are subjected with. In ChuChu TV Bedtime Stories, some gender stereotypes were found to be consistent with those found in previous studies but it was also discovered that the cartoon did try to break some of the gender stereotypes through some of the portrayal of female characters that were contrary to the gender norm.

However, the findings obtained from this research cannot be used to generalize gender representation in ChuChu TV Bedtime Stories due to the episodes in the cartoons that are not in continuation as they have different plot for every episode and the top 10 most popular videos that were used in this study were mostly focusing on certain characters only. Hence, the data taken from other characters and episodes will be useful to study gender representation in this cartoon. Other than that, future researcher can use the current research as a guideline for the study on gender representation in cartoons especially the ones that are published through Youtube and other video sharing platform.

Finally, the outcomes of this study can serve as a guideline for the community especially caretakers in providing children with contents that are free from gender stereotypes and the findings may also be beneficial for the people in the related industries as they can use these findings as a foundation in creating and formulating contents that portray gender equality to the young audiences.

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AGONY, RUMINATION AND DISBELIEF IN ALFRED TENNYSON'S IN MEMORIAM

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ABSTRACT

Many mainstream mediums in Western popular culture continue to use the concept of phases of grief for dying patients and bereaved survivors. It may reflect a desire to understand how the mind comes to recognise events and circumstances in the interests of humanity, and it may not be irrational. Responses to the question of whether or not discernible patterns occur in psychological reactions to loss will expose normative bereavement responses and recognise mechanisms needed to promote positive loss adjustment (Prigerson & Maciejewski, 2008). The ability to understand and process feelings after the loss of a loved one has ignited writers' interest in writing on the subject in literary studies as well. Alfred Tennyson and his work In Memoriam is an example. Tennyson's poem In Memoriam was inspired by his grief over the death of his friend, Arthur Henry Hallam. Thematic research was used to discover agony, rumination, and disbelief, which may reflect the psychological concept of grief. According to the findings, grief may represent an emotional willingness to acknowledge the loss of something precious as well as a sense of inner peace that comes with letting go of a struggle to recover what has been lost.

Keywords: agony, rumination, disbelief, Alfred Tennyson, In Memoriam

1. INTRODUCTION

Alfred Tennyson's *In Memoriam* is a vast poem of one-hundred-and-thirty-one sections of different lengths that include a prologue and epilogue. *In Memoriam* is inspired by the grief Tennyson felt at the death of his friend, Arthur Henry Hallam. The poem portrays several intellectual issues of the Victorian Age such as the meaning of life and death and becoming resigned or accustomed to the sense of loss. The verses, in general, show the development of the poet's acceptance and understanding of his friend's death. This paper will explore three notions that can be found in the poem which are agony, rumination, and disbelief.

2. LITERATURE REVIEW

The potential influence of storytelling extends beyond reflecting practices and welcomed empathy of memoir; fiction and poetry, too, may help us remember the basic oddities of the human situation. Indeed, as Oyebode points out, the goal of a fiction writer writing about insanity is to "disassociate the reader from the sign of insanity" (Oyebode, 2013). This separation allows people to recognise the shock of divergence from the usual as experienced in burnout. It is, as Oyebode puts it, a 'opportunity to step back from [the] world, to examine it, before immersing ourselves in it again, for better or worse' (Oyebode, 2013).

Perhaps now is a good moment to think about implementing such tactics for both professionals and patients. Many writers suggest that in medicine, humanities and poetry are often seen as purely recreational interests (Murphy & Franz, 2018). 'Within palliative care, however, there has been a long-standing interest in how poetry may assist patients and health workers find purpose, consolation, and delight,' writes Davies. Poetry has been shown to enhance listening, attention, observation, and analytical abilities. It helps junior physicians to reflect on their patients' disease experiences. It may encourage inventiveness, empathy, and the realization that much is outside the scope of doctors' abilities (Purton and Page,2010).

3. METHODOLOGY

The poem was analyzed using thematic analysis which uses 6 phases which are familiarizing self with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report.

4. MAIN RESULTS

The concept of agony comes first and foremost. According to Andrew Sanders in High Victorian Literature, the concept of sadness in the poem In Memoriam is a "...metrical representation of intense sadness [and] the 'mechanic exercise'... [of writing it]." (235.) These two elements may be found throughout the poem, particularly in section five. The first is a metrical representation of intense mourning. Each line in this part employs an ABBA rhyme scheme in order to be poetic while still conveying the gravity of the persona's anguish. Here's an example of a stanza from this section:

> I sometimes hold it half a sin (A)
> To put in words the grief I feel; (B)
> For words, like Nature, half reveal (B)
> And half conceal the Soul within. (A) (V, 1-4)

The protagonist in this stanza finds it difficult to convey his anguish as his heart breaks. The persona is also uncomfortable using words to express his pain since the words that come to him do not accurately portray how he feels. As a result, the persona believes he is lying and committing a sin by not being honest.

The second step is the'mechanic exercise' of writing about your sadness. The persona believes that writing about his sadness is limited by the words that come to mind at that given point of writing. Instead of being able to articulate how his heart and head feel into appropriate words, the process of writing down his sentiments seems limiting (mechanical). The words he writes can only serve to repress rather than relieve the anguish he is experiencing. This is evident in the third verse of Section 5:

> But, for the unquiet heart and brain,
> A use in measured language lies:
> The sad mechanic exercise;
> Like dull narcotics, numbing pain. (V, 5-8)

Aside from the two reasons raised by Sanders, there are two more noteworthy aspects of agony: loss is prevalent and the circumstance is gloomy. Losing a significant person in one's life is a difficult experience for everyone. Well-wishers who express their sympathies to a person who has experienced a devastating loss in their life will often mention that losing a loved one is a typical occurrence. However, the person who has lost a loved one does not totally agree with the preceding, since their loved one was taken away from them quickly and unexpectedly. The character in the poem In Memoriam feels precisely the same way, as though the person he loved was abruptly snatched away.

This is seen in the opening verse of Section Six:

> One writes that 'Other friends remain'
> That 'Loss is common to the race'

And common is the commonplace, (VI, 1-3)

The persona goes on to state that telling him that loss is a normal occurrence does not make it any easier for him to accept the reality that he had lost a loved one. It only briefly relieves the pain he suffers in the early hours of the day (morning), but by nightfall, the ache has reappeared.

This is evident in verse two of section six:
That loss is common would not make
My own less bitter, rather more:
Too common! Never morning wore
To evening, but some heart did break. (VI, 4-6)

Following that, the persona's position seems to be dismal. The persona's surroundings cannot help but shift his attitude from mourning to acceptance. Even when the persona is at home, he believes that his surroundings do not assist to change his attitude. This is seen in the opening verse of Section 7:

Dark house, by which once more I stand
Here in the long unlovely street,
Doors, where my heart was used to beat
So quickly, waiting for a hand, (VII, 1-4)

Home is often a location where the heart resides and where one may be happy and comfortable. To suggest a house is dark is to imply that it is a sad place.

Even when the character is at home, he is unhappy. He goes on to say that the street where his home is located is a "long unlovely street." The view from his window does not satisfy him either. Then, while glancing at the entrance to his residence, persona feels a need for human contact. It is safe to presume that the persona misses the presence of his loved one at home. This is because the door might be seen as a portal to his emotions and memories. By glancing at the front entrance of the house, the persona recalls happy times spent with his loved one and want to relive those times:

A hand that can be clasp'd no more-
Behold me, for I cannot sleep,
And like a guilty thing I creep
At earliest morning to the door. (VII 5-8)

The persona claims that he is unable to sleep since he is unable to clasp hands with his sweetheart. As a result, he acts irrationally. Instead of walking on two feet, the character goes slowly on his hands and knees ("creep") to the door early in the morning in the hopes that his lover would return to him and they would be able to enjoy one other's company. Unfortunately for the character, his wish to see his loves does not come true. As a result, the concept of sadness in the poetry In Memoriam demonstrates that the persona believes his condition is hopeless since his lover cannot return to him. The persona also believes that loss is uncommon, and that his lover was abruptly stolen from him. In addition, the persona claims that the act of writing about his loss does not adequately represent his sentiments. Because of his limited capacity to explain the actual thoughts he wishes to represent, he is unable to describe how his heart and mind actually feel at the death of his lover.

The second concept is that of rumination. According to Andrew Sanders in High Victorian Literature, the topic of reflection in the poem In Memoriam may be viewed via the passage of time: “the passing of time stand both for a personal progress in understanding and for a larger acceptance of...change” (325). Following the moment of sadness induced by the realisation of his lover's death, the persona enters a stage of reflection in which he examines the time spent together with his beloved.

Tennyson's anguish is palpable in the early sections of the poem. In an intricate way, he writes about his sadness and how it affects him. He is unable to really consider the current and future periods he will have to spend apart from his sweetheart. Tennyson recognises this, and in the latter sections of his poem, he spends time pondering how his present and future would come out. Section twenty-one, stanza one, is an example of this:

I sing to him that rests below,
  And, since the grasses round me wave,
  I take the grasses of the grave,
And make them pipes whereon to blow.   (XXI, 1-4)

According to the character, he is visiting his beloved's grave. He can now sing and play a tune for his loved one on a grass-made pipe. The persona's mood shift from mourning to acceptance may be seen here. A person who is still suffering from a great deal of sadness would be unable to sing, much alone play a melody on a pipe for the person who had died. Travelers passing by the beloved's tomb observe that persona acting strangely to them from their own views. One traveller considers the persona's conduct of singing and playing his pipe at his beloved's grave to be weak, while another considers it to be sincere devotion for his beloved:

The traveler hears me now and then,

  And sometimes harshly, will he speak;
  ‘This fellow would make weakness weak,
And melt the waxen hearts of men’.   (XXI, 5-8)

Another traveller saw the persona's activity at his lover's grave, singing and playing his pipe, as a method for the persona to accept the truth that his lover had died while remaining sane:
Another answers, ‘Let him be,

He loves to make parade of pain,
That with his piping he may gain

The praise that comes from constancy'. (XXI, 9-12)

These two travelers portray the outsider's point of view on the acceptance of the death of a loved-one. Although the persona had managed to accept the fact that his beloved had passed away, these two different travelers have opposing views on the way they think the persona should behave. The poet's intention in stating these two traveler's point of view shows how different people move on with their lives after a death of a loved one. The way a person chooses to move on with his life should be entirely up to him as each individual copes differently to change in their own lives. Some individuals can move on to other endeavors in their lives quite quickly while others need to take their own sweet time by letting a significant amount of time pass before doing so.

Personal growth is usually established when an individual can reflect and understand the past events and his current position in the world. When the persona reflects on his beloved's death, he realizes that his life is indeed short and he too will eventually die:

There sat the Shadow fear'd of man; (XXII, 12)

Who broke our fair companionship,

And spread his mantle dark and cold,
And wrap thee formless in the fold,
And dull'd the murmur on thy lip. (XXII, 15-16)
[…]
The Shadow sits and awaits for me. (XXII, 20)

According to the character, death ("the Shadow") has snatched his sweetheart and is now waiting for him. He was unable to recognise this reality since he was in a state of sadness. Only with the passage of time and the acceptance of change can the persona acquire personal development and an awareness of mortality.

As a result, the concept of reflection in the poem In Memoriam speaks to the persona's acceptance and knowledge of death. The third concept is scepticism. According to L. K. Hughes in Poetry, the concept of uncertainty in the poem In Memoriam is "...widespread theological uncertainty...increase in scientific knowledges and questioning of...authorities" (311).

This idea of disbelief occurs later in the poem, in sections fifty-four to fifty-six. The first is religious scepticism. Tennyson calls into question his own religious views by challenging the notion of divine punishment for good or wicked actions on Earth. He contends that a person or living creature may only expect for an equally good or equally awful punishment from God based on the conduct done on earth. This may be observed in the first two stanzas of Section 54:

Oh yet we trust that somehow good
Will be the final goal of ill
To pangs of nature, sins of will

Defects of doubt, and taints of blood; (LIV,1-4)

That nothing walks with aimless feet;

That no one life shall be destroy'd,
Or cast as rubbish to the void,
When God hath made the pile complete. (LIV,5-8)

Tennyson, on the other hand, believes that faith in divine punishment is exaggerated. Is it true that a person or living creature gets equal punishment from God for their actions on Earth? Tennyson is sceptical and provides an example of a natural occurrence. According to Tennyson, the worm is powerless against predators that may wish to devour it, but the moth is led to its own death by its infatuation with light from a fire:

That not a worm is cloven in vain;
That not a moth with vain desire
Is shrivell'd in a fruitless fire,
Or but subserves another's gain. (LIV, 9-12)

The second factor is a rise in scientific understanding. Nature, according to Tennyson, is not a nice entity. Nature seems to be more concerned with the survival of the fittest species than with individual individuals. This natural idea is inspired by Charles Darwin's On the Origin of Species, which pertains to the notion of natural selection performed by Nature. Tennyson portrays Nature as a person who just bestows life or death on every thing under its dominion and then brutalises them:

'So careful of the type?' but no.
From scarped cliff and quarried stone
She cries, 'A thousand types are gone;
I care for nothing, all shall go.(LVI, 1-4)

Instead of depending on the preceding section's belief in divine punishment, Tennyson now focuses on scientific data to determine the genuine notion of life and death on Earth from his perspective on life. Tennyson may now see life as an useless experience, since Nature is cruel to the beings under her control:

Who trusted God was love indeed
And love Creation's final flaw-
Tho' Nature, red in tooth and claw
With ravine, shriek'd against his creed- ((LVI, 13-16)

Tennyson now longs for the voice of his deceased sweetheart to comfort him and ease the affects of Nature's insensitivity, as it is the only thing that is not a lie hidden behind a veil:

O life as futile then, as frail!
O for thy voice to soothe and bless!
What hope of answer, or redress?
Behind the veil, behind the veil. (LVI, 25-28)

As a result, the poem In Memoriam's concept of doubt may be separated into theological uncertainty and a rise in scientific understanding. Religious doubt is represented by the questioning of the notion of divine punishment promised by God on earth. Tennyson prefers to perceive divine vengeance on Earth rather than in the hereafter. The advancement of scientific knowledge, and hence comprehension of nature, calls into question the futility of existence, since nature does not seem to care about the beings under its power.

5. CONCLUSION

To summarise, Tennyson's poem In Memoriam is more than just a eulogy for his late friend Arthur Henry Hallam. It is a descriptive poetry that encourages readers to focus on the concepts of sadness, contemplation, and uncertainty in their own life.

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REPRESENTATIONS OF FOREIGN WORKERS IN NEWSPAPER HEADLINES DURING COVID-19

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ABSTRACT

Malaysia has been relying on foreign workers to combat labour shortages in industries like agriculture, construction, and manufacturing. Due to this, there is an influx of foreign workers from countries like Indonesia, Bangladesh and India in Malaysia and has attracted local media's attention such as newspapers. One of the issues highlighted in the newspapers is the health issue. As an instrument of information, the newspaper is actively reporting about the cases of COVID-19, including the ones that involved foreign workers. Thus, this study was done to understand how the newspaper represents foreign workers in their headlines during COVID-19. To analyse the data, Reisigl and Wodak's discourse-historical approach (DHA) was employed to examine the discursive strategies and linguistic forms of the selected data from The Star. Based on the analysis, it is evident that the newspaper had employed a number of topoi (i.e., the topoi of threat, victimisation, number and control) to represent foreign workers in newspaper headlines. Furthermore, The Star has negatively positioned the foreign workers by highlighting their nationalities, where most of them originate from third-world countries or their illegal migrant status. The research also found that foreign workers are framed as threats more than victims despite being one of the most affected groups during the pandemic. Such representations bring negative impacts on their lives as they get easily discriminated against by others and could lead to other major issues such as getting denied their legal rights. This paper concludes by discussing the research contributions, highlights the need for better treatments for foreign workers, and suggestions for future research.

Keywords: Foreign workers, representation, news headline, critical discourse analysis, COVID-19

1. INTRODUCTION

Malaysia has been receiving foreign labours to fulfil the demand for a low-skilled workforce after experiencing rapid economic growth in the 1970s. These foreign labourers, or also known as foreign workers mainly migrated from Southeast Asian countries like Indonesia, Cambodia, the Philippines and Vietnam and West Asian countries like Bangladesh, India, and Nepal. According to the Immigration Department of Malaysia (n.d), foreign workers are only allowed to work in the manufacturing, construction, plantation, agriculture and services sectors. Most of them are working as unskilled labourers that make up a significant component of the labour market. Almost half of Malaysia's low-skilled workers are foreign and more than one out of 10 in semi-skilled jobs are foreign workers (Surendran, 2021).

There has been an increase in the number of foreign workers for the past two decades. This phenomenon happens due to the availability of jobs for them, especially in the industries that do not interest the local citizens due to lower wages and academic qualification that is much lower than what they have. Employers prefer foreign workers because of their willingness to receive low wages and work in any condition, including the 3D (dirty, dangerous and difficult) jobs (Mohd Arif et al., 2012). Although they have contributed to the country economically, socially, they are seen as a threat to the local citizens due to their presentation in the media.

As a reliable tool of information, mass media connects the audience to the current issues in society, nationally and internationally. Their primary role is to inform and educate the community on issues of importance. Mass media such as radio, television and newspaper are consumed by people of all ages in every part of the world to get updates on events and issues around them. The media has the power to influence their audiences' perception of topics that they covered. It is done by framing certain pieces of information into a frame that is desirable by the journalist. One of the areas of coverage in the media is on foreign workers. It is agreed by many that the image of foreign workers in the media, including newspapers, is negative which inducing the locals to have negative attitudes and stereotypes towards the workers.

The country is currently experiencing the worst pandemic yet, COVID-19. Coronavirus disease (COVID-19) is an infectious respiratory disease, caused by severe acute respiratory syndrome coronavirus 2 (SARS-Cov-2) (Cennimo, 2021). In May 2020, there was a spike in the number of COVID-19 among foreign workers. Clusters found in detention centres after a massive raid targeting undocumented workers in Kuala Lumpur. The number of cases among the workers continues to rise following the event with clusters outside the detention centres found in locations that employed many foreign workers such as factories and construction sites.

Despite the contributions of foreign workers to the nation's economy, the International Labour Organisation (2021) mentioned that the pandemic had heightened the stereotypes and stigma of foreign workers. They are seen as virus spreaders based on the study made in Kuwait and Jordan. The same can be observed in Malaysia where foreign workers are seen as the main reason to the increasing of COVID-19 cases in Malaysia, supported by the presumptions that the citizens have on them. Thus, this study aims to see the representations of foreign workers during the pandemic in Malaysian media, specifically newspaper by analysing the discursive strategies employed in newspaper headlines to discover how foreign workers are being attributed in newspaper headlines and to find out the representations of foreign workers in newspaper headlines during the pandemic.

2. LITERATURE REVIEW

Critical Discourse Analysis (CDA) is a set of tools that are used to analyse discourse in a more critical stance. Johnson and McLean (2020) stated that language is regarded by CDA scholars as a form of social practice and contains hidden power relations and ideologies. Therefore, discourses produced by political elites, business corporations or the media are the main interest of CDA as those social actors are controlling public discourse (Gyollai, 2020). Thus, CDA is employed to draw out ideologies to understand the power relations or social problems under investigation. There is no specific way of doing CDA; however, the most prominent scholars in CDA such as Norman Fairclough, Ruth Wodak and Teun van Dijk have proposed their own methodological strategies for tackling CDA.

As mentioned before, the media has the power to control public discourse. Because of that, CDA in media studies is not something new. Researchers have been extensively trying to decode the power relations and ideologies that are hidden in the media using CDA methods. Some of the areas of interest of CDA researchers are discourse and politics, discourse in discrimination. and discourse and identity. It was found that the grassroots of society's negative perception of foreign workers lie in the mass media. It is widely known that the impact of mass media on its consumers is prominent, especially in shaping one's view on specific topics.

From past studies, negative stereotypes of foreign workers are frequently highlighted in the mass media. The media amplifies the stereotypes that are associated with foreign workers which can influence the audiences' thoughts, ideas and attitude towards them (Ardevol-Abreu, 2010). This can be seen in newspapers as well. Past studies based on newspapers overseas have shown that foreign or migrant workers are represented negatively (Bauder, 2008; Lee, 2018; Liu, 2019; Utama et al., 2020).

Lee (2018) investigated the representation of immigrant workers in Korean news reporting using a text mining approach. He found that immigrants are treated as outsiders by using the first-person plural pronoun to refer to the Korean society, putting the immigrants as guests. Plus, the study also discovered that immigrants in Korea are often described as numbers and associated with crime and illegal activities. Utama et al. (2020) also discovered that the executed Indonesian migrants in Saudi Arabia are represented as perpetrators by using words related to crime such as 'stabbing', 'killing' and 'murder'. These connote a strong negative image of migrant workers amongst the readers.

In the same vein, previous studies on the representation of foreign workers in Malaysian newspapers found that most of the articles on foreign workers frame them as offenders, problematic and threats in terms of economic, social and cultural (Crinis, 2005; Kaur, 2005; Idrus & Ismail, 2012; Sheren, 2012; Zuraidah & Lee, 2014; Norealyna et al., 2017). Employing Wodak's DHA, Norealyna et al. (2017) discovered that Malaysian English language newspaper represents foreign nationals as offenders under six different genres which are illegal migration, violent crime, drug smuggling, robbery, scam and terrorism. The research also found that they are represented as victims due to exploitation of foreign workers and foreign-local relationships. Interestingly, Sheren (2012) investigated how the media manipulates people's perception on migrant workers regardless of their legal or illegal status. It was revealed that the media would still represent them negatively regardless their status.

2.1 Discourse-Historical Approach

The discourse-historical approach (DHA) is a three-dimensional approach that emphasises the discursive and linguistic elements, social practices and in-depth analysis (Puspalata et al., 2019). DHA aims to incorporate as much as genres and discourses and the historical dimension of a specific issue. This CDA method was first developed by Ruth Wodak to examine Austrian presidential campaign by looking at the stereotypes of anti-Semitic that appeared in public discourse (Wodak and Meyer, 2009).

The foundation of DHA is the principle of triangulation, where it refers to the process of using a whole range of information, data, theories as well as the background information to arrive at a conclusion (Reisigl and Wodak, 2008). DHA's triangulation approach can be best explained by looking at the concept of 'context' in four levels (Reisigl and Wodak, 2008). The first level is related to the immediate language or text-internal co-text. The second level is concerned with the intertextual and interdiscursive relationship between texts, utterances, genres and discourses. The third level is concerned with the extralinguistic social variables and institutional frames of a specific context and finally, the fourth level is related to the historical context and socio-political dominating the discourse.

Because DHA primarily deals with the deconstruction of text to understand the underlying meanings, it is vital to identify the discursive strategies that are used in the texts. Reisigl and Wodak (2008) have proposed five discursive strategies, i.e., nomination strategies, predicational strategies, argumentation strategies, perspectivation strategies, and mitigation and intensification strategies. The details are presented in Table 2.1.

Table 1 Discursive strategies

Strategy	Objectives	Devices
Nomination	Construction of in-group and out-group	Membership categorisation, deictics, metaphors, metonymies and synecdoche
Predication	Labelling the social actors positively or negatively	Stereotypical, evaluative attributions of negative or positive traits, and implicit and explicit predicates E.g., nouns, collocations, similes
Argumentation	Justification of positive/negative attributes	Topoi, fallacies E.g., Topos of threat, topos of disadvantage
Perspectivisation, framing or discourse representative	Expressing involvement and positioning writer's point of view	Reporting, description, narration or quotation of events and utterance
Intensification, mitigation	Modifying the epistemic status of a proposition	Intensifying or mitigating the illocutionary force of (discriminatory) utterances

2.2 Current Study

The literature review has provided insights on how media represent foreign workers and are reflected through the attitude of the locals towards them. As stated above, foreign workers are one of the most affected groups during the pandemic. Thus, the present study aims to discover if there are any changes in the representation of foreign workers in mass media, particularly newspapers headlines during COVID-19. Hence, Reisigl and Wodak (2008) Discourse-Historical Approach is used to find out the discursive strategies in terms of nomination, predication and argumentation that are employed in newspaper headlines to represent foreign workers to the public.

3. METHODOLOGY

This is a qualitative research in attempt to discover the representations of foreign workers in newspaper headlines during COVID-19. Firstly, all newspaper headlines related to foreign workers during the pandemic were collected from The Star online archive, due to its accessibility, following a specific topic and period of publication from March 2020 until February 2021. A survey conducted by Vase.ai in 2019 shows that The Star online has the highest readership for online English-newspaper, making it the No. 1 English Newspaper in Malaysia. Other than that, this research only focuses on the headline of news articles because it is the facade to a news report, attracting reader's attention and stimulating the communicative process (Ramos et al., 2009). They stated that "headlines are the first interpretation of media events, which are themselves interpretations of plain facts" (pg. 2). It shows that headlines are important in constructing the readers' understanding of a certain news.

To achieve the objectives of this study, the subject and the situation are the two important criteria that must be met in the selection of data. The subject must be foreign workers and the situation presented is during COVID-19. The search results were narrowed down to one specific section and time frame. The data were only taken from the 'Nation' section to ensure that the headlines are of news articles, not columns. Two keywords to address foreign workers were used in the data collection; foreign workers and migrant workers. A total of 181 headlines were collected and analysed. Below is the sample of the first 15 headlines in the list.

Table 2 The list of headlines collected from The Star online

No	Publishing Date	Headline
1	24 March 2020	FT Minister implores unregistered foreign workers, refugees and families to get tested for Covid-19
2	25 March 2020	Tabligh link: 10 foreign workers at Selayang Wholesale Market told to self-quarantine
3	13 April 2020	Foreign workers reaching out to social workers for aid
4	13 April 2020	MCO: Over 60 foreign workers arrested for allegedly celebrating Songkran outside hostel
5	16 April 2020	Relief sought for migrant workers
6	16 April 2020	MCA urges aid for abandoned foreign workers
7	17 April 2020	MCO: Daily wage workers struggle for survival
8	17 April 2020	Health DG: 601 foreigners test positive for Covid-19, three deaths recorded
9	20 April 2020	Indonesia closely monitoring its workers in Johor
10	20 April 2020	Sabah's large migrant population a big concern

In addition, only headlines of articles that were published between March 2020 and February 2021 were chosen. There was a rise in cases of COVID-19 in March 2020 due to a tabligh gathering and spread to other groups of people including foreign workers. Hence, the time frame is significant to see the representation of foreign workers in a span of a year after the big outbreak.

Then, they were analysed in three levels of analysis: identification, interpretation and explanation following the six phases of thematic analysis by Braun and Clarke (2006) and Discourse-Historical Approach (DHA) by Reisigl and Wodak (2008) to examine the discursive strategies and linguistic forms of the selected data from The Star. It is done by identifying the social actor from the headlines, investigating the discursive strategies employed in the headlines then examining the linguistic means and examining specific, context-dependent linguistic realisations. To achieve that, reading, finding keywords and generating codes are vital to identify the core information within the headlines. Then, the representations of foreign workers were identified and categorised into several categories before the write-up process.

Table 3 Methods of approach in data analysis

	Thematic Analysis (Braun and Clarke's six phases of thematic analysis, 2006)	**DHA** Reisigl and Wodak (2008)
Identification **identification of key words and representations**	**x**	
Interpretation **Categorise representations**	**x**	**x**
Explanation **Situate the explanation with the discourse social-historical context**		**x**

4. MAIN RESULTS

Identity of a person can be derived from several sources such as personal or professional roles, religion, ethnicity, geographical home and interest (Wondolleck et al., 2003). Under nomination strategy, foreign workers are being referred by their status (e.g., foreigner, migrant, illegal and undocumented), their working sectors (e.g., daily wage, construction, cleaning contractors and security guard) or their nationality (e.g., Indonesian, Myanmar). One could conclude that all terms (or most of them) are interchangeable as they all refer to ‘foreign workers’. The attribution of foreign workers is connected to negative phrases like ‘positive for COVID-19’, 'spike in infection’ and ‘infected’. They are depicted to have a higher risk of contracting and spreading the coronavirus. From the analysis, it could be seen that news articles on the COVID-19 situation among the workers were written separately.

Three main representations could be identified within the 182 newspaper headlines analysed: threat, victim, and economic necessity. Each representation will be discussed with the relevant topos applied in the related headlines.

4.1 Foreign Workers Represented as a Threat to the Nation’s Health

The most repetitive representation of foreign workers that could be detected from the newspaper headline is that they are a threat to the nation’s health. During this period, the news coverage on the COVID-19 situation among foreign workers was the ‘hot topic’ after a massive outbreak of COVID-19 cases involving foreign workers in the construction and manufacturing industries around May to December 2020. The newspaper has employed topoi of threat, numbers and control in reporting this issue.

Topos of threat is highly repetitive in the headlines. Wodak (2001, p. 75) mentioned that this topos is based on this conditional: "if there are specific dangers and threats, one should do something against them". The topos was utilised to bring front the danger brought by foreign workers, in this case, the coronavirus. The headlines on foreign workers during the pandemic have raised worries among citizens. Phrases such as "positive for COVID-19", "positive for virus", and "test positive" were used in the headlines to report the current situation of foreign workers during COVID-19. Below are some of the headlines containing the phrases mentioned.

H008 Health DG: 601 foreigners test **positive for Covid-19**, three deaths recorded
H150 Glove maker: Workers test **positive for virus**
H163 4,735 foreign workers **test positive** since Dec 1

A COVID-19 positive must be quarantined to avoid the virus from spreading to other people because this virus is highly contagious. Thus, the person becomes a threat to the people around him because the possibility of getting infected is high. The same case applies to the public view on foreign workers who are tested positive for this virus. They see this group as one of the main threats to their health because of the virus and the deeply engraved stereotypes towards foreign workers as unhygienic. By highlighting foreign workers as COVID-19 positive, it aggravates the negative perception of locals towards foreign workers as carriers of infectious disease into the country. Although the first case of COVID-19 in Malaysia did not originate from these workers, their history of bringing and spreading communicable diseases has threatened the nation's health. Lately, there is re-emergence of infectious diseases like Tuberculosis (TB), measles and hepatitis B in Malaysia, which are commonly found among the foreign worker community (Mastura et al., 2020). It is primarily due to the poor health situation in their home country deprived of clean water supply and poor hygiene practice.

The second topos found in the headlines describing foreign workers as a threat to the nation's health is topos of numbers. It can be found that the media often refer to foreign workers using statistics in terms of numbers (e.g., H153), percentage (e.g., H144) and phrases that refer to amount (e.g., H165).

H153 **3,520 foreign workers** test positive after compulsory screening
H144 Covid-19: Only **8.5% of foreign workers** have been screened under its programme between Dec 1 and 29, says Socso
H165 Covid-19: **Less than a quarter of Sabah's foreign workers** tested

The media has successfully utilised these topos to highlight the number of COVID-19 infections among foreign workers. Emphasis on the number of negative information such as death and injury may cause distress to the readers (Thapthiang, 2013). Interestingly, the media tend to put big numbers (e.g., H153) on the reports about positive cases while using small numbers or percentage (e.g., H144 & H165) when reporting the number of foreign workers who went for COVID-19 testing. For instance, the number '3,520' in H153 indicates such a large number enough to sell terror to the public. The fearmongering does not stop there as the number of foreign workers who went for COVID-19 testing is reported using statistics that show a small number. In actuality, the number could be bigger than what is shown because the number of foreign workers in Malaysia is huge. A significant number of positive cases illustrates a bigger threat towards the public and a small percentage on the testing of foreign workers meaning that there are a lot more that are still yet to undergo compulsory testing. Not only it induces fear among the locals about the pandemic situation among foreign workers but also increases the probability for the workers to be treated with hostility for fear of COVID-19 infection. In fact, the number of foreign workers who contracted coronavirus is lower than the locals but since it is not being compared with the total case from locals, they appear to be a bigger threat than other groups of people.

Other than that, the media has exhibited topos of control towards foreign workers as a whole. The topos of control is used to inform the readers that the government has implemented certain policies to curb infection among workers because the situation is deemed worrying. Due to the alarming number of positive cases among them, the government has taken a prevention step by making COVID-19 screening compulsory for all foreign workers in all states.

H015 Ismail Sabri: **Compulsory Covid-19 tests** for all foreign workers (updated)
H101 "Covid-19: **Swab tests on foreign workers to be compulsory** in several states, says Ismail Sabri"
H109 "Ismail Sabri: **Mandatory Covid-19 screening** for all 1.7 million foreign workers in Malaysia"

The examples above show that the control was announced by Datuk Seri Ismail Sabri, the Senior Minister (Security Cluster). He has become one of the key spokespersons for the government by providing daily security updates since March 2020. This control shows that the government is looking into this matter seriously, and they also see foreign workers as a threat to the country's health system. Therefore, the government is doing blanket testing for all foreign workers regardless of their status, nationality and industry.

Furthermore, evidence of topos of control can be seen in the examples below. In these headlines, the authorities use their power to hunt or capture foreign workers who escaped after the COVID-19 screening. As per regulations, a person who undergoes COVID-19 testing should self-quarantine while waiting for the test result. However, these workers did otherwise and exposed other people such as locals to the virus if they were found positive. Thus, the police searched for the missing workers to be brought to the hospital or quarantine centre for further treatment.

H021 **Cops on the hunt** for 134 construction workers who escaped after Covid-19 screening
HO28 Covid-19: **Cops on the lookout** for four foreigners who fled after being screened
H143 **Cops hunt** five Indonesians who ran away after Covid-19 screening, two of them

tested positive

From these examples, the media used the word "hunt" instead of "search". Oxford Learner's Dictionary (n.d.) defines the word 'hunt' as "to look for something that is difficult to find". When a person is trying to run away from someone, he will try his best to find the best hiding space for him to hide. The same goes for the workers who went missing. They would try to hide as best as they can to avoid getting caught by the authorities. The reason for them running away can be various, but it is likely due to their undocumented status in Malaysia. Undocumented workers can be detained under Section 34 of Immigration Act 1959/63 and removed from Malaysia under Section 33 of the same Act.

Another evidence of topos of control under this representation is depicted in the headlines below. The headlines were on the mechanisms adopted by the government in controlling and observing foreign workers.

H085 No change in policy, **borders still closed to foreign workers**, says govt
H097 Making all **foreign workers wear ID wristbands** is wrong, says FMM
H103 Over **100 CCTVs to be set up** at Selayang wholesale market to monitor undocumented migrant activities

Since the start of the movement control order in March 2022, Malaysia has closed its international border to foreigners, including those currently employed but are away from Malaysia. This restriction also applies to foreign workers such as Bangladeshi. The border remains closed as the COVID-19 cases worldwide are still critical. Thus, this is done to protect the citizens and non-citizens currently in the country from being exposed to other virus variants. In May 2021, it was reported that there are at least three types of COVID-19 variants found in Malaysia; the United Kingdom variant (B.117), the South African variant (B.1.351) and the Indian variant (B.167) (Bernama, 2021). Malaysia government sees foreigners, including foreign workers, as a possible threat to the country as they could carry COVID-19 variants into the country.

Next, it can be seen in headlines H097 and H103 that the government of Malaysia is putting the foreign workers under surveillance through two ways; tagging and CCTV. Headline H097 is a response by the Federation of Malaysian Manufacturers after the government proposed making it compulsory for foreign workers to wear identification wristbands to distinguish them from the locals to monitor their movement. Not only that, but the authority will also install CCTVs at a location that employed many foreign workers and had a history of COVID-19 cases. According to the Minister of Federal Territories, Tan Sri Annuar Musa, this is to curb the activities of undocumented workers in the market. However, this illustrates that the foreign workers are deemed to be a threat to the country, especially when the market is notorious for its huge number of foreign workers, documented or not.

This topos delegitimises the workers as they are seen as responsible for the worsening of the pandemic in this country that the government must intervene by enforcing certain operations to maintain the citizens' safety.

4.2 Foreign Workers Represented as a Victims of Situation

The media have drawn topos of victimisation to represent foreign workers as vulnerable individuals. The exploitation of foreign workers is a regular topic of discussion regarding foreign workers. In this case, the main issue discussed is foreign workers' accommodation. They are exposed to the virus not due to their choice but due to the negligence by the employers. Even before the pandemic started, the poor condition of their hostels has been a big concern and often discussed in studies about foreign workers in Malaysia. The authorities and the public are also well-informed about the failings on workers' housing. However, this issue prolonged because there has not been any harsh penalty imposed on employers who fail to comply with the workers' housing standard under Act 446 of Employees' Minimum Standards of Housing, Accommodations and Amenities Act 1990.

H024 Covid-19: **Crowded living quarters** is cause for the spread of the virus among foreign workers
H036 Country must address **cramped living condition** of foreign workers
H091 Covid-19: Health Ministry to look into **cramped worker conditions**

Sadarangani et al. (2017) reported that migrant workers have a higher risk for infections due to living conditions, occupational exposure and behavioural risks. This can be related to the first two representations. The examples above confirm that foreign workers' poor living conditions are the main contributor to the influx of positive cases. Adjectives like 'cramped' and 'crowded' can evoke readers' imagination on how stifling it is to live in a restricted space, having little to no room for movement. According to WHO, the virus spreads through close contact from person to person, within 1 metre. Unfortunately, the housing condition of foreign workers does not allow them to be physically distant from each other. Instead, it is an ideal condition for the virus to spread quickly to many people. Ironically, employers have made billions of profits, yet still placing the main contributors to their success in a dorm not better than a chicken coop. This shows that if the issues on the poor living condition was addressed seriously before the outbreak, this horrible situation can be avoided.

The media also employed topos of victimisation in headlines H003, H007 and H011 by highlighting struggles faced by foreign workers during the pandemic.

H003 Foreign workers **reaching out to social workers for aid**
H007 MCO: Daily wage workers **struggle for survival**
H011 Foreign workers in **a state of uncertainty**

Foreign workers find it challenging to stay afloat during the pandemic. Financially, foreign workers are poor. They originated from poor countries or came from poor families. It does not help that they are also receiving wages that can barely sustain their daily life. It can be seen from the examples above that they are seeking help from outside to get daily necessities.

Based on the articles, most workers mentioned that their employers did not show any sign of helping in terms of monetary or essentials such as food supply. Many of them could not work because all sectors were closed during the first movement restriction order, meaning the workers have less income to support their livelihood.

Not only that, but most foreign workers also migrated to Malaysia in a hope of finding a better life, primarily to support family members back home. They are attracted to the abundance of work opportunities in various sectors to earn a higher wage than in their home countries (Intan et al., 2020). Most of them remit a large portion of their earnings to their family members in their homeland for household income. However, the pandemic has trapped them into a tight financial situation, and they cannot afford to contribute to their family financially until they return to work again.

This is an important finding of this study because although there are studies on foreign workers that show that they are the victims of their employees' negligence, there is not much on representing them as victims in the media. This is confirmed by Puspalata et al. (2019). The study found that the representation of foreign women as victims of sex crimes was limitedly discussed in the newspaper. However, contrary to that, analysis shows that the victimisation of foreign workers is highlighted quite frequently in the newspaper headlines, subtly giving the message that foreign workers are also facing hardships during the pandemic.

4.3 Foreign Workers Represented as an Economy Necessity

It is widely known that foreign workers are employed to boost the nation's economy, especially in the manufacturing, plantation and construction sectors, inducing the topos of advantage. This topos relies on a conditional conclusion rule that if the out-group offers an advantage to the in-group, their presence is essential and should be allowed (Wodak, 2001). In the newspaper headlines, the media shows that restricting the hiring of foreign workers will bring more harm than good to the country. Example as below:

H062 **Allow plantation industry to hire foreign workers**, says Estate Owners' Association

H073 **Restricting foreign workers to only three sectors will devastate other industries**, says Employers Federation

H075 Malaysians **struggling without foreign help at home**

Through these headlines, it can be deduced that the presence of foreign workers is vital in operating Malaysia's economic sectors and households. In June 2020, the government announced a freeze on foreign workers intake in all sectors until the end of the year, prioritising locals to fill the vacancies. However, the exceptions were given to construction, agriculture and plantation sectors that require a high number of foreign workers. Despite that, the industry players believe that this can disrupt operations in other sectors because of a workforce shortage. Although foreign workers are seen as a threat to society, it does not change the nature of Malaysia's labour sectors that relies on them heavily to fulfil the human resources demand, especially for unskilled jobs.

The demand for foreign workers is still relatively high because locals are not attracted to low-end economic sectors that do not require a high educational background. Most Malaysians have at least a Diploma or bachelor's degree, positioning them to be too overqualified for the jobs, which encourages them to find other roles that would fit their educational qualifications.

This is not the first time that the government has tried to reduce the number of foreign workers in Malaysia. In 2019, Malaysia aimed to cut more than 130,000 foreign workers in five years to reduce its reliance on foreign workers and hire more high-skilled locals. However, the industry players were not happy with the announcement as they still need low-skilled foreign workers to take up the dirty, dangerous and difficult work. Moreover, employees are inclined to hire foreign workers to reduce their operational cost. Foreign workers are more preferred because employers can pay them much lower than locals.

This representation is the only positive representation found in this study. Previous research mostly shows that foreign workers negatively impact society and the economy (Sheren, 2012). By highlighting the problems faced by the local employers in the headlines, the media has amplified the need for foreign labourers to increase the productivity of the sectors involved even during the pandemic.

5. CONCLUSION

This study has shown that the representations of foreign workers during COVID-19 are consistent with previous studies on foreign workers in media. Applying Reisigl and Wodak's (2008) discursive strategies, particularly nominal, predication and argumentation strategies, provided insights on how foreign workers are represented in local newspaper headlines. Consistent with the findings from previous studies, foreign workers are referred to by their status, nationality and job occupation in the newspaper headlines. As for the representation, they are represented as a threat, victim and importance to the economy. Different topos are utilised to portray foreign workers during COVID-19 in a particular way, with the topos of threat, numbers, control, victimisation and advantage. It was revealed that topos of threat is the most salient one, showing that foreign workers are a huge threat despite the situation that they are currently in can be traced back to the negligence by the employers and the authorities. Other than that, the pandemic has shown that foreign workers as a vulnerable occupational group. Their presence is still highly crucial in the process of economy recuperation thus their welfare, safety and rights should be protected and at the same time, avoiding similar outbreak among foreign workers from recurring in the future.

This study has proven the effectiveness of employing DHA as a method of approach in looking into the representation of foreign workers during the pandemic. Other than that, it is believed that this study highlights the mismanagement of foreign workers even before the pandemic which has led to the significant number of clusters from them. However, the findings cannot be generalised to represent foreign workers in other time frames since the analysis of headlines was done from March 2020 until February 2021. It is recommended for future study to include another variable which is time difference to see the shift in tone and topic discussed on foreign workers during COVID-19 pandemic. Furthermore, future research can also investigate how government officials deal with the issues surrounding foreign workers during the time of crisis in Malaysia. Instead of just focusing on the headlines, the research can be done by analysing news articles reporting on statements made by the government, such as the relevant ministers to discover their position regarding foreign workers in depth.

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GENRE ANALYSIS AND TOURISM PROMOTIONAL TEXTS: A LITERATURE REVIEW

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ABSTRACT

Recent years have seen significant growth in genre analysis in English for Specific Purposes (ESP), specifically in academic and professional contexts. This paper reviews the use of genre analysis method and its models in analysing tourism promotional genres. Related studies were searched in online databases and google scholar using the keywords: genre analysis, genre-based analysis, tourism, and ESP. This paper found that very few studies conducted on tourism promotional genres used genre analysis and discovered that Swales (1990), Bhatia (1993, 2004) and Kathpalia (1992) were the most used models in analysing tourism promotional genres. It concluded with recommendations for further genre analysis studies in the tourism field.

Keywords: genre analysis, tourism, ESP

1. INTRODUCTION

Language studies can be presented in two main areas: language structure and language use (Biber, Conrad, & Reppen, 1998). Studying language structure is known traditionally as linguistics, attributed to its pioneer Ferdinand de Saussure, which aims to identify structural units and classes of a specific language such as morphemes, grammatical classes, and phrases. In addition, it describes how the combination of small units forms grammatical units; this can investigate how words are combined to form phrases and how phrases are combined to form clauses. On the other hand, language use is described by Boye and Engberg-Pedersen (2010) who state that understanding language should be based on its communicative and cognitive purposes by investigating how a writer and/or speaker uses language cognitively to achieve specific communicative purposes. Therefore, language use is not only about the relationship between the texts and their structures but also about writers/speakers' purposes and readers/listeners' conceptions. These two approaches of language analysis have helped in developing genre analysis theory and led to the rise of three approaches to genre analysis which are highlighted by Paltridge (1997), Hyon (1996) and Wan Fakhruddin and Hassan (2018) as Systematic Functional Linguistics (SFL), Rhetorical Genre Studies (RGS**)**, and English for Specific Purposes (ESP).

Genre analysis in ESP typically focuses on the rhetorical organisational patterns and features of a particular genre of language. The common definitions of genre analysis in ESP, which are related to this study, are Swales (1990), Bhatia (1993) and Dudley-Evans (1994).Swales (1990) defines genre as "a class of communicative events, characterised both by their communicative purposes and by various patterns of structure, style, content and intended audience" (p. 58). He presented genre by its characteristics, contents and audience. It is described as a special discourse for a specific audience with a particular structure and writing style to achieve specific communicative purposes.

Bhatia (1993) elaborated on Swales' definition of genre and defines it as:

a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often, it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s). (p. 49)

Bhatia considers communicative purposes as an essential part that can identify and distinguish genres. It is essential because changes in communicative purposes can change the kind of genre.

Henry and Roseberry (1996) conceive genre analysis as a property of texts which allows them to be described as a sequence of segments, or "moves," with each move accomplishing some part of the overall communicative purpose of the text, while register can be thought of as the language and linguistic patterns of one particular genre. (p. 472). They ensure the importance of moves in realizing a genre and distinguishing it from other genres.

There are many definitions of move by scholars. Nwogu (1991) defines move as "a text segment made up of a bundle of linguistics features (lexical meanings, propositional meanings, illocutionary forces, etc.) which gave the segment a uniform orientation and signal the content of discourse in it" (p. 114). Connor and Mauranen (1999) see move as "a functional unit used for some identifiable rhetorical purpose" (p. 51). A move is a functional unit that presents a part of a text; it has a certain communicative purpose(s). A group of sequence moves can present the whole figure of the text's communicative purpose and form a genre. Moreover, each move can have sub-move(s) (strategy/step), specific linguistic features and certain patterns to elaborate the communicative purpose(s).

Two types of moves have often been identified by previous studies: obligatory and optional. Obligatory moves draw the limits of a genre. Moreover, a communication pattern gives the genre its identity which is essential for its integrity, while the optional moves are available choices that authors or speakers may choose to use. Every move embodies strategies and is characterised by some distinct linguistic features (Swales, 1990).

Communicative purpose is defined as "both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action." (Swales, 1990, p. 58). Similarly, Dudley-Evans (1994) defines communicative purpose as "the defining feature by which a genre such as the academic article is distinguished from other genres and by which the consideration of genre is distinguished from the consideration of register." (p. 219). Therefore, communicative purposes are considered a steering stick that determines the genre structure and distinguishes one genre.A genre is made by professionals who know its aims, structure and language needed to achieve its aims. The professionals are familiar with proposing and constructing it because of their training and experience within the genre community. Genre has specific standards and constraints that cannot be broken by the writer who can choose linguistic features and structure classes. Bhatia (1993) argues as follows:

It is possible for a specialist to exploit the rules and conventions of a genre in order to achieve special effects or private intentions, as it were, but s/he cannot break away from such constraints completely without being noticeably odd. This is one of the main reasons why most of us are able to distinguish a personal letter from a business letter, an advertisement from a promotional letter or a newspaper editorial from a news report. (p. 50-51)

According to Paltridge (1997, p. 25-28), ESP approach analyses genre based on the following features and concepts:

1. Text is made up of a series of moves and strategies (each move could contain one-strategy/step or more), and lexico-grammatical features of moves. See (Bhatia, 1993; Dudley-Evans, 1994; Swales, 1990)
2. Focuses on the description of macro-level textual analyses, the varieties of sentence and clause in the context of certain genres.
3. Examines the variety of language, strategies, and the required skills to function in a particular context within a specific culture.

4. Communicative purposes and learners' needs are also integrated with ESP; they draw from the functional notional approaches and the work of the Council of Europe, and others, in developing needs-based language learning programmes.

Genre-based analysis is considered a leading method for analysing English texts for specific purposes (ESP). It has been used in many fields and seen as a helpful tutorial approach to teaching and developing writing skills (Bhatia, 1991, 1993; Cortes, 2013; Hyland, 2003; Starfield, Paltridge, & Ravelli, 2014; Swales, 1990). It focuses on presenting rhetorical structures of specific genres' texts plainly, highlighting the communicative purposes of different rhetorical moves within a text and figuring out the linguistic features used to write up the text (Paltridge, 1997). Various academic studies have employed the approach in analysing numerous academic writing's genres (Cheong, 2013; Er & Kırkgöz, 2018; Henry & Roseberry, 1998). Genre analysis offers evidence supporting learners with knowledge of "how texts in target genres are structured and why they are written the ways they are" (Hyland, 2003, p. 26) can help to improve both learners' writing skills and rhetorical awareness.

During this covid 19 time, the tourism industry is one of the most affected industries. There have been movement restrictions at regional, national and global levels besides some other policies such as stay at home orders, social or physical distancing, and other restraints on business in various degrees. To rejuvenate tourism and get by the necessities and encounters of the various forms and styles of promotional genres in the tourism field, writing effectively and persuasively has become an essential skill for professionals and students of tourism (Salim, Ibrahim, & Hassan, 2012). Many scholars have used genre analysis approach to analyse some tourism promotional texts using different models.

This article aims to analyse the use of genre analysis approach in tourism. It helps in illustrating which promotional texts have been analysed using genre analysis and what frameworks have been used. Exploring related literature is based on a special research strategy which was narrowed to online databases and google scholar. The search terms were genre analysis, genre-based analysis, tourism, and ESP. The focus was on theses, journal articles and conference papers published in English only.

2. TOURISM PROMOTIONAL GENRES

It is undeniable that the ultimate purpose of tourism industry is to attract tourists to visit countries and destinations and buy products and services of the places they tour. Therefore, attention has been given to promotional materials which are described as the soul of tourism business (Dann, 1996; Maci, 2020). In his study, Dann (1996) discussed tourism materials according to their communication media: audio, visual and written. In addition, he highlights their usage within the tour trip, i.e., pre-trip: brochures and leaflets; during the trip: travel guides and travelogues; and post-trip: tourists' reviews and reports. With the emergence of technology, numerous and multilingual promotional materials and genres have appeared, such as e-brochures, e-travel guidebooks, websites, apps, etc. They are used by different countries and companies worldwide. This study aims to determine which tourism promotional texts have been analysed using genre analysis method and what models are used for the analysis.

3. GENRE ANALYSIS STUDIES IN TOURISM

Henry and Roseberry (1996) studied a corpus of 44 samples of 'Brief Tourist Information' genre written in Standard English. They aimed to compare the register (the language and linguistic patterns) of three obligatory moves (Location, Facilities/Activities, and Description) in the same genre using a computerized concordance programme. The moves were analysed based on Halliday and Hasan (1989), Swales (1990), and Bhatia (1993). Linguistic features were analysed by listing all the words, which occurred in a certain move, with their frequencies of occurrence in the corpus. Then, items were extracted, such as verbs and their surrounding co-text from the corpus, to characterize the linguistic features of the move. The study focused on three moves regarding discourse functions, length, reader address, modality, idioms, lexical phrases, and common lexical items. The findings reveal that the ultimate purposes of Brief Tourist Information Text are to promote the advertised place and to attract tourists to visit it. The use of active voice and the dominant use of simple tense are the most noticeable features in the analysed moves. Location move is presented in a dependent clause and has no modalities or idioms. It employs distance terms and compass points arranged as one of three lexical phrase frames. The move of facilities/activities uses imperatives with personal pronouns (you and your). It is descriptive by utilizing quantitative adjectives, modal verbs and a large number of lexical phrase frames are also used. In addition, the description move used existence verbs, pronouns ("you" and "your"), modal verbs, and pre- and post-modifier adjectives.

Similarly, Iborra and Garrido (2001) studied the moves and linguistic features of 12 authentic travel leaflets found in countries where English is the first language. They employed Swales' (1990) framework to analyse moves and linguistic features, e.g. nouns, adjectives, verbs, pronouns and linking words. The move results are presented in table 3.1.

Table 3.1 Moves Appeared in Tourist leaflet (Ibbora & Garrido, 2001, p. 74)

Moves	No. Leaflets
General description Images of the destination, location, main attractions, main historical events	12
Places to visit Museums and art galleries, well-known buildings, historic sites, excursions to the surroundings, shopping centres	12
Historical background Important past events which took place in the destination	2
Summary/ Conclusion A final call for visitors	4
How to get there Means of transport, communication networks	5
For further information Telephone or addresses to make enquires	5
Accommodation Recommendation to stay in destination	
Location within the area	
Landscape description of the area	
The newest attraction Detailed explanation of one attraction in particular	

The results showed only two moves shared by all the leaflets, which could be considered obligatory moves, while the other moves were optional. The linguistic analysis of nouns revealed that 25.94% were compound nouns, while the rest (74.06%) were simple nouns. More than half of the compounds (58.58%) were proper names: names of museums, churches, streets, attractions or famous local characters among others. Adjectives played a more informative than a persuasive role in this study. Verbs were found to represent a small group compared to adjectives. The imperative language mainly functions as a device to directly encourage the reader to visit the attraction. In addition, modal verbs were used to show possibilities for the visitors to visit the attractions. On the other hand, the active voice created tremendous enthusiasm and attracted the readers' interest, making the text more understandable for the readers.

Shukor (2003) analysed advertisements from Malaysia Airline System (MAS) in-flight magazine, 'Going Places', which were placed between January and December 2001. The study was conducted as a genre-based analysis using Kathpalia's framework (1992). The study reveals six moves in the Going Places sample. Only five moves of Kathpalia's framework are recognized in this study: Headline, Targeting the Market, Urging Actions, Endorsements/Testimonials, and Appraising the Place. Additional information is the new move recognized in this study.

Similarly, Sinraksa (2009) analysed ten tourist leaflets published by the Tourism Authority of Thailand (TAT) between 2007 and 2008. The study used the theory of genre analysis based on Swales (1990) and Bhatia (1993) to figure out the selected data's overall structure and communicative purposes. Seven moves were found in the data; five of them are prominent (Identifying the Name of the Tourist Attraction, Describing the Attraction, Providing Miscellaneous Information, Providing Service Information, and Providing Further contact information), and two are optional (Providing the Background of the Province, and Providing Instruction to Tourists). Then, the study analysed linguistic features in 'Describing the Attraction' move because it was found in the previous studies like Iborra, S. A., and Garrido (2001), based on the advertisement language theory of Leech (1966) and its approach in Iborra, S. A., and Garrido (2001) and Boonchayaanant (2003). The finding showed that modal verbs (can, will) had the highest frequency in the analysed leaflets. Modal verbs were used to describe possibility and provide tourists with essential information. Pre-modifier of adjectives were used prominently with positive meanings to attract and lure the readers to be real tourists. The purpose of imperative was to persuade, inform, suggest, and encourage tourists to visit the promoted attractions. The aims of using third personal pronouns were to be as a text reference to the location, place, or person, and as a cohesive device representing the preceding noun.

Furthermore, Cheong (2013) studied the web-mediated promotional genre of tourism advertorials using two analytical approaches: genre analysis and multimodal discourse analysis. Genre analysis approach was used from macro-genre analytical level based on José and Marco (2002). Micro-level genre was based on a combination of Kathpalia (1992) and Bhatia (1993, 2004) and multimodal analytical approach was based on Kress and Van Leeuwen's (1996) framework. Sixteen homepages of official Malaysian tourism were analysed using macro-level model, while the micro-genre level focused on forty-nine advertorials. The study aimed to find out the structure, communicative purposes and persuasive features of the tourism advertorials used to attract potential tourists to visit the advertised country.

Öztürk and Şiklar (2014) analysed one Turkish brochure that advertised a specific tourist destination in Turkey named 'Kemer'. Genre analysis methodology based on Bhatia's (2004) structural model (Headline, Tour features, Highlights, Basic information, and Introduction) was used to investigate the discourse patterns and features of the selected brochures. The study aimed to reveal the communicative purposes of the brochures and the lexico-grammatical features that attracted the customers to get the advertised services besides the visual effects. The study found the use of two tenses, present and past tense, in the selected brochure. Present tense was used to present the real world to the reader and to state the general facts, while the past tense was used to talk about the past stories and events.

Huang (2015)used genre-based analysis to analyse 30 Brief Tourist Information (BTI) texts on websites of tourism destinations. First, he identified the moves and steps of the corpus employing Swales' (1990) model and then examined the linguistic forms used to realize each move. The findings found that the establishing credentials move had a vital role in introducing and promoting the country and considered as the obligatory move in BIT. The lexical linguistic features used mostly in this move were adjectives; declaratives were in simple present tense, and personal pronoun 'you' was used in imperatives.

Alali, Afiza Mohamad Ali, and Afida Mohamad Ali (2019) analysed three Asian e-travel guidebooks using Kathpalia's (1992) framework. The focus of their study was on moves-structure and communicative purposes of the latest editions of online travel guidebooks of Malaysia, Thailand, and the Philippines. The study focused on travel guidebooks that presented the entire country. Two obligatory moves in these three travel guides have figured out 'Headline' and 'Appraising the Country'. The optional moves in the study were 'Targeting the Market, Important Contact Numbers and Websites, and Extra Information'. Remarkably, the travel guidebooks employed different strategies to express these moves. Despite using different strategies, the moves in the travel guidebooks focused on the purposes of the writer(s) and the nature of the country.

The following section presents the findings in table 4.1 and discusses their implication for tourism promotional genres.

4. DISCUSION AND CONCLUSION

Table 4.1 sums up the related literature, and it can be seen that the most analysed genres are leaflets and Brief Tourist Informational Texts (BIT). Moreover, Swales (1990), Bhatia (1993, 2004) and Kathpalia (1992) are the most used models; They are presented as follows:

Table 4.1 Genre analysis studies on tourism promotional texts

NO.		TYPE OF TOURISM TEXTS	MODEL USED
1	Henry and Roseberry (1996)	44 samples of 'Brief Tourist Information' genre written in Standard English	Halliday and Hasan (1989), Swales (1990), and Bhatia (1993)
2	Iborra and Garrido (2001)	12 authentic travel leaflets found in countries where English is the first language	Swales (1990)
3	Shukor (2003)	advertisements from Malaysia Airline System (MAS) in-flight magazine, 'Going Places', which was issued between January and December 2001	Kathpalia (1992)
4	Sinraksa (2009)	ten tourist leaflets published by the Tourism Authority of Thailand (TAT) between 2007 and 2008	Swales (1990) and Bhatia (1993)
5	Cheong (2013)	web-mediated promotional genre of tourism advertorials	Kathpalia (1992) and Bhatia (1993,2004)
6	Öztürk and Şiklar (2014)	A Turkish brochure that advertised a specific tourist destination in Turkey named 'Kemer'	Bhatia (2004)
7	Huang (2015)	30 Brief Tourist Information (BTI) texts on websites of tourism destinations	Swales (1990)
8	(Alali et al., 2019)	three Asian e-travel guidebooks	Kathpalia (1992)

4.1 Swales' (1990) Framework

In his study on the introductions of the research article, Swales (1990) investigated the rhetorical structure by identifying their moves and steps. He presented his result as 'Create-A-Research-Space' (CARS) model as shown below in table 4.2.

In this model, Swales presents the introduction of the research article in three main moves: "establishing a territory, establishing a niche, and occupying the niche". This CARS model opened the door for many other genre analysis studies, such as research on promotional genres.

Table 4.2. A CARS Model for Research Article Introductions, Swales (1990, p. 141)

Mode 1: Establishing a territory
    Step 1: Claiming centrality
        and/or
    Step 2: Making topic generalization(s)
        and/or
    Step 3: Reviewing items of previous research
Move 2: Establishing a niche
    Step 1A: Counter-claiming
        or
    Step 1B: Indicating a gap
        or
    Step 1C: Question-raising
        or
    Step 1D: Continue a tradition
Move 3: Occupying the niche
    Step 1A: Outlining purposes
        or
    Step 1B: Announcing present research
    Step 2: Announcing principal findings
    Step 3: Indication RA structure

4.2 Bhatia's (1993, 2004) Framework

As an extension to Swales' work (1990), Bhatia (1993) proposed his framework to analyse unfamiliar genres. He argued that a comprehensive analysis of genre required applying some or the entire seven steps of his framework. Bhatia (2004, p.181-185) presented seven goals of analysing discourse using genre analysis theory as follow:

1. To understand and account for the realities of the world of discourse;
2. To understand 'private intentions' within professional genres;
3. To understand individual, organizational, professional and social identities constructed through discursive practices within specific disciplinary cultures;
4. To understand how professional boundaries are negotiated through discourse practices;
5. To investigate language as action in socio-critical environments;
6. To offer effective pedagogical solutions; and
7. To negotiate interactions between discourse practices and professional practices.

To achieve genre goals, Bhatia (2004, p. 189-194) developed a multidimensional model of seven steps, based on his (1993) model, to analyse any genre discourse. It offers a comprehensive analysis by focusing on professional and practice perspectives. The seven steps are presented in his book (p. 63-84) as follow:

1. Placing the given genre-text in a situational context;
2. Surveying existing literature;
3. Refining the situational/contextual analysis;
4. Selecting corpus;
5. Studying the institutional context;
6. Levels of linguistic analysis; and
7. Specialist information in genre analysis

Bhatia (1993) analysed the communicative purposes of promotional genres using his seven steps. He focused on promotional letters and job application letters and proposed the following seven-move structure and communicative purposes of sales promotion letters:

Table 4.3 Sales Promotion Letters' Moves and Communicative Purposes (Huckin & Bhatia, 1995)

Move Structure	**Communicative Purposes**
1. Establishing credentials (i) by referring to the needs of the potential customer (ii) by referring to the long-standing service of the company 2. Introducing the offer (i) Offering the product or service (ii) Essential detailing of the offer (iii) Indicating value of the offer 3. Offering incentives 4. Enclosing documents 5. Soliciting response 6. Using pressure tactics 7. Ending politely	1. Persuasion is the main function of Sales Promotion Letter 2. It should hook the attention of the potential customer 3. Appraising the product and presenting it to the potential customers. 4. Short, informative, and affective. 5. Encourage the customers to communicate with the product producer/provider.

Table 4.3 shows how the communicative purposes of sales promotion letter genre have translated into seven moves. Some of these moves have certain steps/strategies to achieve their aims. The following section shows how Kathpalia (1992) applied Swales' model to investigate other promotional texts.

4.3 Kathpalia's (1992) Framework

Kathpalia (1992) studied three promotional texts based on Swales' (1990) move model. Her sample consisted of three printed advertisements (blurbs, printed advertisements, and promotional letters) collected from various sources. She developed a nine-move structure framework based on her generic analysis (Kathpalia, 1992, p. 177). It is as the following:

Table 4.4 Kathpalia's Nine Moves Framework

Move 1 Headlines
Move 2 Targeting the Market
Move 3 Justifying the Product/Service
Move 4 Appraising the Product/Service
Move 5 Establishing Credentials
Move 6 Endorsements/Testimonials
Move 7 Offering Incentives
Move 8 Using Pressure Tactic
Move 9 Urging Action

Table 4.4 shows the nine move structure of the advertisement genre. Kathpalia argues that 'Appraising the product/service' and 'Urging Action' moves are important and dominant moves in the advertisement genre. The other moves are considered as 'satellite moves' of these two dominant moves.

This study offers essential information about the most used genre analysis' models in analysing tourism promotional texts and highlights the investigated texts. It can be concluded that many tourism promotional texts have not been examined yet with genre analysis methods and its models. Moreover, the most used models in analysing tourism promotional texts are Swales (1990), Kathpalia (1992) and Bhatia (1993, 2004).

5. IMPLICATION AND RECOMMENDATION FOR FUTURE STUDIES

The study results highlight the gap in analysing tourism promotional texts using genre analysis models. A few texts have been analysed using three genre analysis models. In addition, the models used to analyse the investigated tourism promotional texts can also be used to analyse other texts from different fields for future studies. Moreover, new genre analysis models have emerged nowadays, such as multimodality, to analyse tourism promotional texts. Their findings could be compared and contrasted with previous studies which could help figure out new moves and strategies in promoting attractions.

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NEGOTIATING IDENTITIES IN A COLLECTIVIST CONTEXT: LANGUAGE INVESTMENT AMONG MALAYSIAN UNDERGRADUATES

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ABSTRACT

There has been a growing interest in investigating the role identity plays in the second language (L2) learning in recent years. Under certain circumstances, identity might be the critical factor that supersedes both learners' motivation and proficiency in determining whether a learner is willing to communicate in the target L2. Some motivated undergraduates who do well in written examinations refuse to participate in communication activities. Meanwhile, those students who are not as proficient are very enthusiastic about improving and showcasing their verbal ability. What factors could be involved to hinder or encourage Malaysian tertiary students in participating in communication activities? How do these students' cultural and individual conditions vary to the extent that they seem so different from each other, despite exposure to the same English language curriculum during their school years? By drawing on three essential concepts in the second language acquisition (SLA) domain (learner identity, investment, and ethnic identity), this paper attempts to answer the following research question: How invested is Malaysian undergraduates in L2 communication? The research was conducted at a university on the East Coast of Peninsular Malaysia. Data were gathered through semi-structured interview sessions with 14 non-English major undergraduates. Participants consist of six Chinese, four Indian, and four Malay students. Findings revealed the participants displayed three loose catagories of investment and highly context dependent. This study contributes specifically to research about Malaysian English education by improving our understanding of how the beliefs and identity of Malaysian undergraduates relate to their investment to communicate in English.

Keywords: Learner identity, ethnic identity, language investment, Malaysia, willingness to communicate

1. INTRODUCTION

The debate with regards to learners' communication in second language (L2) learning has been with us for centuries. The issue hinges on the factors contributing to learners' (un) willingness to communicate (WTC) in the L2 classrooms. Early research on WTC in contexts where English is the dominant language indicate that WTC is heavily influenced by investment, self-confidence and communicative competence (see, e.g. MacIntyre et al., 2001; MacIntyre & Doucette, 2010). However, WTC research carried out in the monolithic (countries dominated by one ethnicity such as Thailand and China) context shows the interplay between individual characteristics and contexts (Al-Murtadha, 2019; Peng, 2019; Yashima et al., 2018). On the continuum of these two-opposing context, lies the non-Western collectivist context which is less explored. It is argued that identity plays a dominant role in L2 learning in non-Western collectivist context (Abd Rahman et al., 2020). It is therefore vital for a WTC research to focus on how identities influence learners' investment in L2 communication.

This article examines 14 undergraduates' investment in learning English as an L2 in a non-Western collectivist context. A collectivist context refers to a society that focuses on community, societal, or national goals. It also displays the features of Face-culture society, where a person's worth is significantly defined by others' perception (Kim, Cohen, & Au, 2010). Malaysia is one of the non-Western countries with features of the collectivist context. Previous research on the second language in collectivist contexts indicated that learners' investment in learning the language is related to their identities. L2 learners' investment is an issue that is of concern to many parties because the current situation shows that instructors need to identify the reasons for differences in terms of the amount of effort that learners put into L2 learning.

2. LITERATURE REVIEW

L2 learners are known to have issues with WTC. This reticence relates to the struggles between their identities and investment.

2.1 Learner identity

Learner identity is viewed as dynamic, paradoxical, and continually changing in recent research on L2 identity (Cummins, 2000; Pietro-Arranz, 2013). The dynamic connection between a social environment (i.e., a university) and the people in that place is explained by Bourdieu's idea of field (Collyer et al., 2017), which entails the generalization of specific practise and behaviour processes. Most research on learner identity revolves around the 'transition' idea. Many of the research participants on L2 identity are experiencing important changes in their lives, such as moving from one place to another. Some transitions can be beneficial to L2 learning by allowing undergraduates to strengthen their ability to negotiate multilingual identities. Other transitions, on the other hand, can be more difficult, as students struggle to adjust to changing expectations in various institutional settings. In such rapidly shifting settings, identities that are regarded as conflicting may place the L2 learner in jeopardy (Cummins, 2000). To put it another way, language acquisition entails the creation of L2 learner identities which requires the learners to form "not only a relation to specific activities but also a relation to social communities" (Lave & Wenger, 1991, p. 53). This situated learning, according to Lave and Wenger (1991), takes the form of communities of practise (CoP). CoP is defined by Wenger (1998) as a mutual engagement, collaborative endeavour, and shared repertory.

2.2 Investment

Norton (2000) proposes identity investment to acknowledge the complexities of the human condition. It was often considered that language learners' drive was a driving force, and that individuals who struggled to acquire the target language were not adequately driven. According to Norton (2000), these ideas did not adequately portray the experiences and identities of L2 learners. Norton developed the construct of investment to complement the concept of motivation, which is frequently connected with L2 learners' eagerness to speak English, based on her research with immigrant women in Canada. In contrast to the motivation construct, which views the learner as having a unitary and coherent identity with certain character attributes, Norton's investment considers the L2 learner as a person with a multifaceted identity that evolves over time and context, resulting in social interaction. (Darvin & Norton, 2015; Norton, 1995; Norton & Toohey, 2011). An ESL student, for example, may be a highly driven learner but may not be invested in classroom communication exercises if the practises are prejudiced (Darvin & Norton, 2015). While motivation is still a psychological construct with a quantitative direction, Norton believes that investment should be seen through a sociological, qualitative perspective. This construct tries to connect a learner's desire to learn a language with his complicated and changing identity.

Norton (2000) defines (social) identity as "the relationship between the individual and larger social world as mediated through institutions such as families, schools, workplaces, social services and law courts" (p. 19). Language learners, according to Norton's definition of investment, are investors who try to learn and expect a return on their investment. Norton claims that the learner's environment is a battleground where students must negotiate opportunities to practise the target language (TL). As a result, this concept emphasises that identity investment is a process of imagining how successful one would be because of one's TL competency considering the work one is about to put.:

> if learners invest in the target language, they do so with the understanding that they will acquire a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estate, money), which will increase the value of their cultural capital and social power. (Norton, 2013, p. 6)

2.3 Ethnic identity

Ethnic identity is a wide term that refers to a person's subjective experience of belonging to a certain ethnic group (Ashmore et al., 2004). The ethnic groups in question in SLA often include the learners' own (ancestral) ethnic groupings as well as one or more target language (L2) populations. The concept of ethnic identification encompasses all the sentiments, experiences, and behaviours that, taken together, amount to indigeneity.

Being bilingual or multilingual, according to Lambert (1967), entails acquiring language as a linguistic system and the interpretation of its cultural dimensions, such as personal and ethnic identity. Several patterns of how people's beliefs of ethnic identity interact throughout language learning were described by Lambert. One of the patterns depicts subtractive bilingualism (or assimilation), in which people learn the language of the majority group while losing their native tongue and culture. Another pattern represents additive bilingualism or integration, in which speakers, despite a strong feeling of ethnic identification, embrace a new language and culture, thus adding a new language and culture without losing their own.

Ethnic identity may influence L2 learning among Malaysian learners in the following ways, according to Lambert's patterns: 1) Learners may pick up a majority group's language and lose their own language and culture. 2) Learners may hesitate from utilising an L2 if they believe their ethnic group's survival is in jeopardy. 3) Learners' ethnic membership to a certain group may have little impact on their L2 usage. Despite the large corpus of research on the relationship between ethnic identity and L2 learning, there is relatively little study on how speakers' identification with their ethnic group and with the target community (i.e., university) may influence L2 investment (Trofimovich & Turuševa, 2017).

3. METHODOLOGY

This paper details part of a larger mixed-method research project which includes a questionnaire distribution to 1500 Malaysian university undergraduates (see Bahirah, 2018). It presents findings of a case study of 14 Malaysian university students' lived experiences of learning and using English as an L2 in different contexts, both on and off-campus. By drawing on three critical concepts in the second language acquisition (SLA) domain (learner identity, investment, and ethnic identity), this paper attempts to answer the following research question: How invested are Malaysian undergraduates in communicating in English?

The second phase was conducted to explain the findings gathered through the questionnaire. The interview participants were first contacted using the information they provided in the survey. The interviews were then scheduled according to the participants' preferred times and locations. Before beginning each interview, the researcher briefed them on the aim of the interview as well as the use of an audio recorder. There was the option of bilingual interviews because the researcher and the subjects had similar linguistic origins (they could communicate in English and Malay language). Each interview began with the researcher asking the participants what language they preferred for the interview. This question was posed to prevent complications with multilingual interviewees arising from the use of English, as they may position themselves differently when the interviewer uses languages other than English (Pavlenko, 2007).

The interviews were taped and transcribed, with the transcripts being coded and analysed thematically with the ATLAS.ti 8 programme (see Appendix). Thematic analysis refers to "a method for identifying, analysing, and interpreting patterns of meaning ('themes') within qualitative data" (Clarke and Braun, 2017, p.1). Throughout the interview, all participants spoke in English, except for when they struggled to find the ideal expression to describe their arguments, in which case they used Malay. To be included in the final manuscript, extracts were translated. Except for two participants, who spent barely seventeen minutes and one hour on average, this face-to-face interview lasted roughly 40 minutes on average. The interviews yielded a wealth of information since the researcher, as a human instrument, was able to inquire, probe, and adjust the interviews to each participant and the stated study topics.

4. MAIN RESULTS

Receptive investment

Most of the participants were motivated to converse in English to enhance their language skills, which will eventually lead to good grades on their language exams. The following accounts of responsive investment revealed this motivation: "I tend to improve myself but not by speaking to other people" (Ana, Malay). Watching English movies or watching YouTube videos was the most common receptive investment:

> I watch videos on YouTube but without subtitles. (Ana, Malay)
>
> I like to watch English movie. (Cheng, Chinese)
>
> I also watch English movies. I read the English subtitles. If I don't understand, I'll consult a dictionary. (Ariz, Malay)

Another popular activity was listening to English songs:

> I usually listen to English songs. Try to copy how to pronounce the words in the lyrics. I also look up the meaning in the dictionary. (Ariz, Malay)
>
> I used to listen to English songs and read novels. They are not effective, but at least they help. (Reena, Indian)

Another highly preferred activity was reading materials written in English:

[My effort to improve my English is] by reading English newspapers and story books. (Mary, Indian)

When asked what conditions influence her willingness to use English, one of the participants stated that if the circumstance is relevant to her speaking test, she has a high willingness to use English: "I am willing to practice communicating in English to prepare for my speaking test" (Lina, Malay).

In short, the participants in the receptive investment group are extrinsically driven learners who see speaking in English as a strategy for excelling in language examinations, as evidenced by their narratives of how they invest in improving their English and why they do so. As a result, they have a poor level of self-determination when it comes to dealing with the difficulties of speaking in English.

Productive investment

There were fewer people who were both receptive and productive in their participation. Despite the difficulties, these participants were not only motivated but also determined to converse in English. These productively invested participants shared their various investment strategies. For Danny, communicating with the Indian peers was his main effort:

If there are Indian students, I'll talk to them. If I see strangers, I'll approach them. Make small talk. I think it is my starting point. If I don't start, who is going to start for me? (Danny, Chinese)

Danny's motivation for his determination to initiate communication in English was his awareness that "we have to be brave to speak English. Otherwise, the language will disappear". By using the word 'brave' Danny referred to the risks that came with communicating in English on campus. Nonetheless, realising the importance of English, he is willing to take the risks to make sure his proficiency in the language remains intact.

Not everyone, however, was willing to risk the consequences of talking in English. Hence, some of the participants decided to communicate in English with their roommate in secret, as illustrated by the following accounts:

I speak [English] with my roommates too. During weekends when we spend time together watching movies. But only when our housemates are not around. They will think we're trying to show off. (Shahida, Malay)

But my roommate [a Chinese] and I only use English in our room. Outside, in front of our housemates, we use Malay. Remember I mentioned just now that all my housemates are Chinese but speak Malay? (Anju, Indian)

Both Shahida’s and Anju's roommates display high motivation to communicate in English. Despite their motivation to be good L2 communicators, both have no need to use English at home (Shahida's roommates are of the same L1 and everyone in Anju's house is communicating in Malay).

Participating in a debate club was another favourite investment technique by Chinese participants. For example, Mey, who was experienced othering during her school years for her poor ability to converse in English was now happy that the situation had changed:

I also involve in debate club. It trains me to speak without much preparation. It develops my confidence. The main reason I join this club was to improve my English. I think if I didn't join this club, I'd suffer throughout my life. Before joining this club, I can barely say a complete sentence. Now, I can say many sentences with confidence. (Mey, Chinese)

Mey credited her progress in English communication skills to her participation in the debating group. Julie supported Mey's statement on how crucial the club was to them, regardless of its flaws: "We don't have a trainer. We are practising ourselves". According to Julie, her desire to improve her English communication skills arose from her admiration for the English language.:

…because I love the language, I won't stop using English. I will still force myself, like in Uni I found that most students are using other languages than English, so I somehow try to make myself using English in wherever I'm at. (Julie, Chinese).

Intrinsic motivation appeared to be the driving force behind these participants' decision to speak in English, while having to pretend that this was not the case. When Heng approached a foreigner, he feigned that the expected language to employ was English:

When I see a foreigner, I'll pretend that he knows English. This pretence is the easiest way to communicate in English in our country. I'll pretend they know English. (Heng, Chinese)

Another popular investment strategy was to work part-time in establishments where English was commonly spoken, such as hotels and restaurants. Hong explained how he gave up his semester breaks to ensure that he could speak in English:

I only use English when I do my part-time work during my semester breaks. I work as a waiter. The customers communicate using the English language. So, the best alternative to improve my English communication is by working at a place where everyone uses English. (Hong, Chinese)

Other participants, like Reena (Indian), ensured they communicated in English by seizing opportunities whenever they arose:

I just talk. When in the restaurant, if the staff couldn't use English, I'll ask for the manager. Normally the manager knows English. (Reena, Indian)

Every time I return to Malacca, I make sure I speak English to the max. Because I know, when I return to Kelantan, my English will definitely get worse. (Reena, Indian)

Reena, Heng, and Hong's determination to seize every opportunity stem from the fact that they understood their possibilities of communicating in English on college were extremely limited. In a nutshell, the productive investment group's members are genuinely driven and self-directed learners.

No investment

In contrast to those who stated that they were eager to speak in English, a small percentage of participants stated that they were unwilling to speak English on campus. Neeta, who was always being chastised by her Indian peers for her incapacity to engage in Tamil, remarked dejectedly when asked to outline her attempts to guarantee she communicates in English: "No strategy. I don't need good English. There's only my roommate to talk to. I need the minimal use of English; then I'll have more friends." Neeta's remarks reflect a demotivated learner.

Julie's remark about students who couldn't communicate in their native tongue reaffirmed Neeta's dread of being marginalised.:

They are tagged as a banana. You know what it means? Banana is the skin is yellow, but the inside is white. Categorise them as those who know English more than Chinese. Even back in their hometown, they talk in English with their parents. They do not know how to write Chinese and do not know how to read Chinese. But they still can pronounce [a] few Chinese words. So, they'll be tagged as a banana. (Julie, Chinese)

5. CONCLUSION

The construct of Investment in the present study was drawn from Norton's concept of investment (Norton, 1995; Norton & Toohey, 2011; Peirce, 1996), which views L2 learners as investors in language learning who expect outcomes from their investment. It should be noted that contrary to its traditional use in studies which examine language learners' struggles regarding socio-politics (e.g., Norton, 1995, 1997) its utilisation in the present paper is to shed light on the influence of identities and context on the L2 learners inside and outside of the classroom. Therefore, its utilisation in this paper has something in common with the work of Sung (2019) and (Kim, 2014). Sung (2019) applies the concept of investment to explore the relationship between investment and identities across different contexts among Hong Kong undergraduates. Kim (2014) examines how the investment in the identity of English as a Second Language (ESL) learner guides pragmatic choices among thirty Korean students at a large public Midwestern university in the United States.

Diverse terms to refer to learners' investment have been identified in the findings of studies investigating challenges to communicating in English, such as 'little investment' (Norton, 1997), 'active investment' (Sung, 2019), and 'substantial investment' (Adnan, 2013). While all these terms refer to the level of investment, none of them shed light on the distinct types of investments. The present study, therefore, contributes to the current knowledge on the construct of investment by identifying three types of investment among learners: productive investment, receptive investment, and no investment at all.

The interview findings indicate that the participants can be categorised into three groups based on the distinct types of effort they exert in making sure they communicate in English on campus. The definitions of productive investment and receptive investment are inspired by Davies' (1976) conceptualisation of major stages of knowledge. According to Davies (1976), the first two stages involve receptive reading and aural skills, which require the passive ability to understand the text and spoken language. The third stage refers to the ability to communicate actively in the foreign (second) language. Thus, based on these definitions, the present thesis conceptualises productive investment as the active effort learners make in communicating in English, despite the challenges they face. Receptive investment is conceptualised as learners' passive efforts in communicating in English (due to the same challenges).

In conclusion, the participants' investment ranges from heavily invested (i.e., productive investment) to completely uninvested. Those who were personally invested were intrinsically motivated and determined to overcome the difficulties of speaking in English. Those who were not invested at all, on the other hand, were either too traumatised by the hurdles or saw no imminent need for English communication skills. The majority of those who took part were only somewhat invested (i.e., receptive investment). This research is important for three reasons. First, it eloquently depicts how L2 learners' investment is related to their ethnic identity and learner identity. The identification as a member of a social group can be crucial in language learning. Learners' ideas of belonging to a specific ethnic group were crucial in their understanding of their relationship with English in this example. Second, this research indicates that this phenomenon is multifaceted. We have outlined what is, without a doubt, only a portion of the answer to how Malaysian students view their connection with English. More research is needed, both to elucidate the intricacies of the ideas described here and to extend this work to other communities in Malaysia and internationally. Third, through expanding our understanding of how Malaysian undergraduates' views connect to the study of English, this study contributes to research on Malaysian English education.

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APPENDIX

Thematic analysis process: step 2, 3, 4 and 5

Generating initial codes

Data extract	Coded for
Because they are still okay, just that..emm.. because they know I'm a debater. So maybe they can accept this. I don't think I'm pure Chinese. Because I tend to like English more than Mandarin. Because English is a very interesting language I think.	-Peer acceptance -Intrinsic motivation

Searching for themes

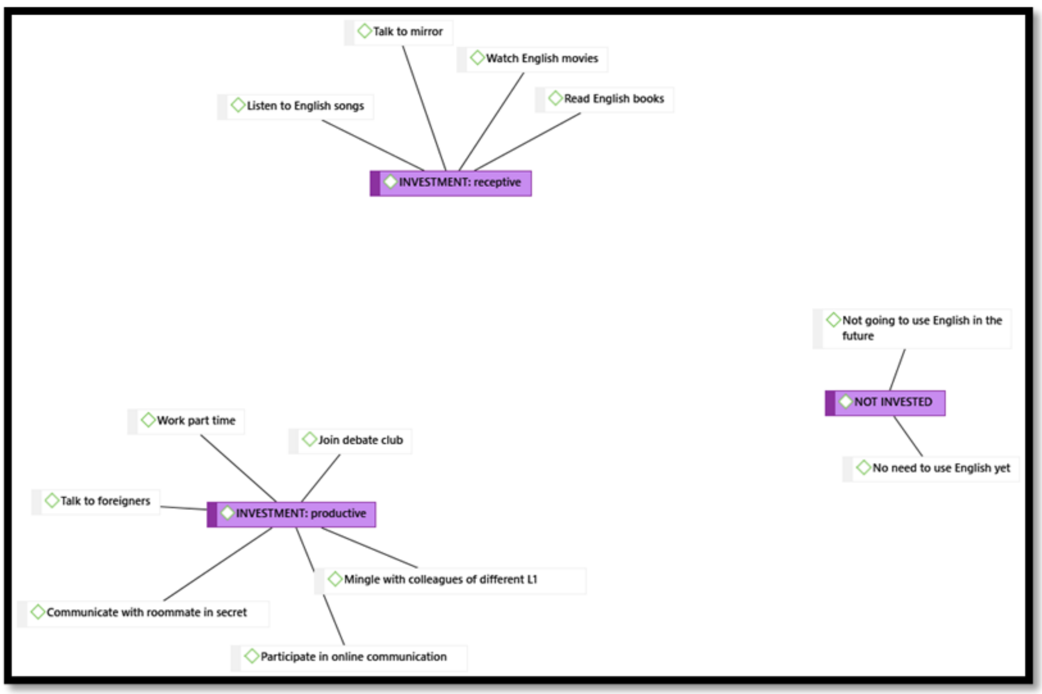

Figure 1: Initial thematic map for theme

Reviewing themes

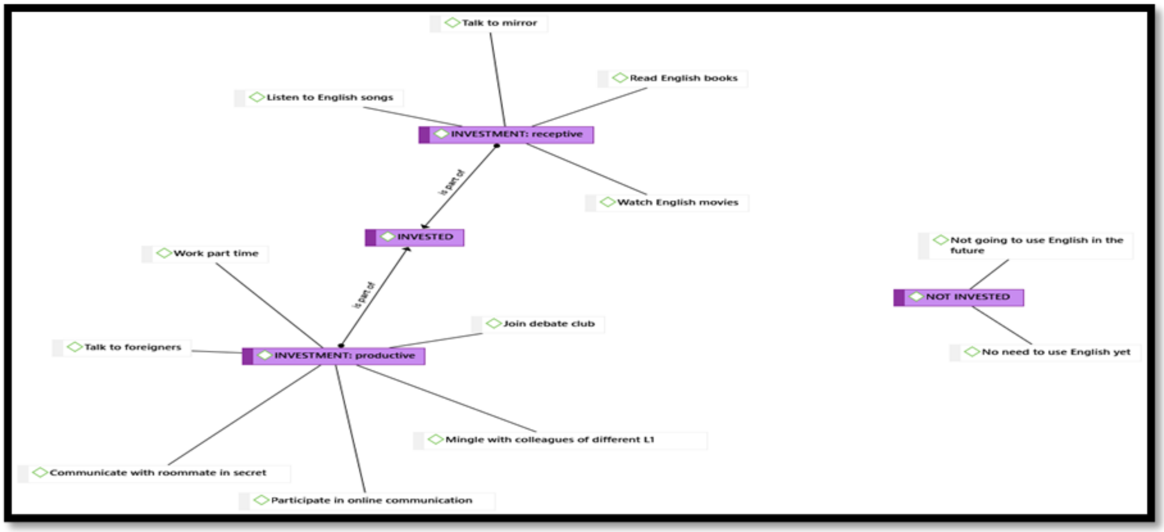

Figure 2 Developing thematic map for theme investment

Defining and naming themes

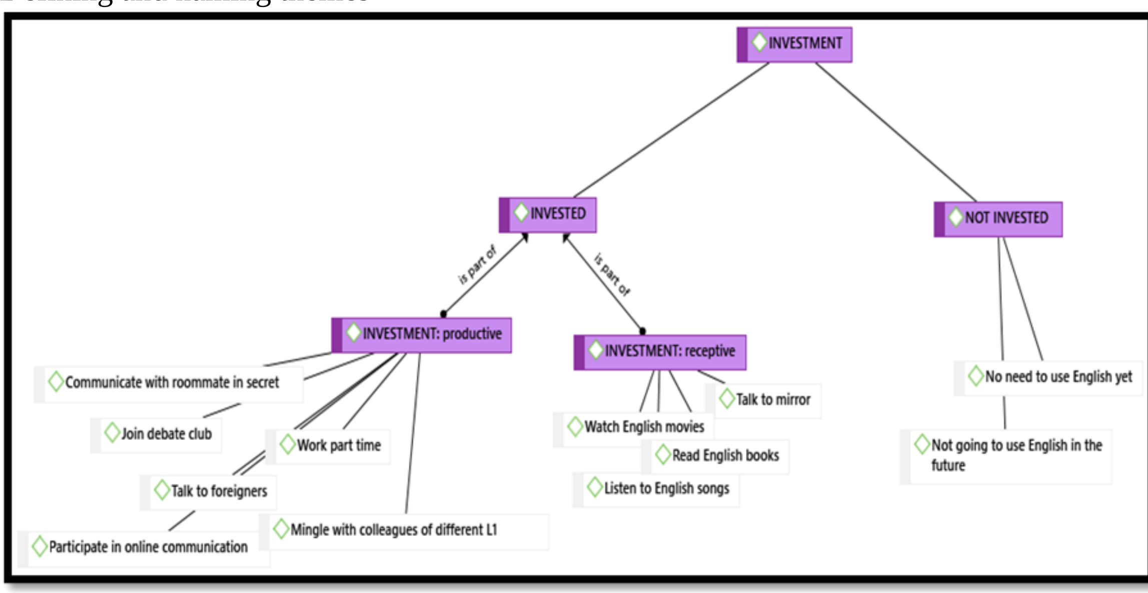

Figure 3 Final thematic map for theme investment

Lg/Eng/ID: 103

THE CITY IN CHAN LING YAP'S NOVELS: WHAT DOES IT REPRESENT?

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ABSTRACT

The city in literature has been represented in various forms and meanings. This article focuses on the historical rendition of a city that can be read through layers of historical purposes using textual analysis. The analysis method is drawn from Lehan's argument on the city in literature. As in the four selected novels by Chan Ling Yap, problems are highlighted regarding the city's representation in the narratives and the characters' involvement as the dominant figures in urban construction and cultural stimuli subjects. While the various location in the provinces is covered, the centre of these novels is Kuala Lumpur, where her characters live, move, and experience the journey- in search of their respective identity, as Yap portrays the formation and development of this city in Malaya, through its historical narrative. The city has been gradually transformed in history, as the novels portray the change in its function, meaning in its human-city interaction, and diverse forces that disrupt the city from inside-out. Based on the reading, past representation of the city in these narratives plays a significant role in the characters' destiny and identity. The city shares its rhythm, gestures, and senses to validate experience and to confirm the characters' urban roles and sense of reality.

Keywords: urban history, city in literature, historical novel, Kuala Lumpur, Malaysian literature in English

1. INTRODUCTION

To read Chan Ling Yap's novels is to be engaged with Malaysia's long colonial and postcolonial history. Her novels fall under the subgenre of historical fiction, specifically grapple with the Chinese roots and routes, from China to Malaya, and from the first generation of migrants to the fourth generation of established Chinese Malaysians who form the multiracial landscape in this country. The transition of the characters' identity and their development from merely being a poor peasant who came from a small town in Southern China to becoming an influential leader of the Chinese community in Malaya is the result of their economic and social mobility germinated through continuous and constant social and spatial construction in the Malaya's landscape. This article discusses the representation of the city and the characters' involvement as the dominant subjects of the urban structure and cultural stimuli in her four selected novels. The study explores various forms and meanings of Kuala Lumpur as one of the most significant locations in representing Malaysia's rapid urbanisation and modernisation. The study also emphasises the characters' perceptions of the city in their effort to build their identity against the traditional constraints and societal expectations.

Yap associates her narratives with concerns of her ethnic history and identity that mould the setting and themes of her fictional accounts. The first novel, *Sweet Offerings,* debuted in 2009 is set in three main crucial periods in Malaysia. The plot and characters development is driven by the social and spatial construct of the 1930s during British colonisation. Then Yap revisits the watershed years of Japanese occupation, and she ends the narrative that sets in the post-independence Malaya. *Bitter-Sweet Harvest,* published in 2011, continues the historical chronology established during the emerging period from the outbreak of racial conflict in 1969. To a large extent, the tragedy shaped and affected the socio-landscape in Malaysia, dividing urban for Chinese and rural dominated by Malays. Yap tackles the conflict within interracial marriage, signifying its dynamic, complex, and impenetrable structure from within that threatens the outer layers of Malaysia's social and spatial construct. Her third novel, *New Beginnings* (2014), retells the Chinese migration experience to the South China Sea. The book covers the turmoil of the Taiping Rebellion and the Opium Wars in China. Then the story develops and brings readers to experience the lives of the coolie labours recruited by the British to work in the planting and mining sites in the untamed jungles of colonial Malaya. It primarily reveals how urban areas such as Kuala Lumpur and Selangor were first discovered and developed by the Chinese in the 1850s. The fourth novel, *A Flash of Water* (2016) set in the 1880s when China started to lift the ban on foreign travel for women. The new travel policy was celebrated mainly by the peasant women who seek to reunite with their husbands in Malaya. However, it practically exposed the underlying conflicts happening in China and Malaya, including issues on warlords, young girls are forced to be concubines to settle family debts, the growing influence of Christian missionaries and the conflicting forces between the modern-British-influenced ideology and traditional Chinese expectations on women. These individual stories carry the knowledge and experience of urbanism in Malaysia that unveil a glimpse of the urban life and reality to build the Kuala Lumpur city as it is today.

These renditions of historical settings in her novels compose a distinct concept of a city that this study aims to examine. It does not conform to the representation and image of the Western cities in literature but a unique urban and modern construction in a country born from colonial and postcolonial experience. Bishop, Phillips and Yeo (2003) address the roles that cities in Southeast Asia contribute to the knowledge production of the people, geography, and culture that they form a distinct image worthy for an in-depth study. Yap's novels reflect a diversified geographic phenomenon, in which Malaysia's city exists within a unique relation from being a colonial city into a modern postcolonial city, serving global urban realities and processes. The city's portrayal in the literary text reflects the reality and its surroundings, the sequence of events leading to its construction, and the citizen's experience that intertwines with the city's rhythms, gestures, and senses. In Yap's portrayals, the image and character of Kuala Lumpur city can be examined through its identity, structure and meaning. This idea is delineated from Lynch (1960), who explains that environmental image can be analysed by identifying its distinctive feature and the individual substances of a city. For that purpose, the city can be separated from the village where the former features growth, vitality, modernity and power compared to the latter that stands for its stagnant, idleness, antiquation and subservience. Furthermore, the city's structure draws from its spatial and pattern relations between the object and the city inhabitants. For example, class distinction requires recognising a separate space and place where the wealthy citizens occupy high-rise buildings that offer the best view, security, and hygiene.

On the other hand, the low to middle-income citizens settle at cheaper building units that are closed to the street, threatened by noise, pollution and dirty pavements. Therefore, identity and structure provide specific values and meanings to the urban citizens. Lynch emphasises that the question of 'meaning' addresses dimensions that are beyond physical manipulation (p.8). As such, the city can be both a symbol of advancement and degeneration. This aspect is concisely explained by Watson (2011) in her analysis of Cho Se Hui's story of Seoul's industrial modernity during the military dictator of Park Chung Hee's reforms. She reveals that the South Korean people had to deal with the conflicting forces of rapid urban growth in the early days of the country's economic rise. The protagonist in the novel represents the urban poor who were pressured to siphon their energy for the national economy and development driven by the conglomerates. However, they gained nothing in return for better living conditions. The conglomerates enjoy the wealth, further increase their power and status while relegating the poor urban workers to live in the squatter shacks (pp. 106-108). This story has shown the meaning hidden beneath the greatness of a city, where urbanity and modernity conceal people's pain and struggle, living underneath the skyscrapers.

This essay yields a keen interest in this dynamic interaction of human and urban environment in the rendition of Malaysia's history. History has shown how the city could not have existed without meeting basic human needs- to worship, feel safe, and find comfort within the dynamic social and spatial settings (Lehan, 1998). In addition, studies closely linked to the cities in Southeast Asia have been primarily neglected that most urban and global discussions are leaning towards the representations of Western cities and towns. Therefore, this essay strives to supplement our knowledge on how our local city is reimagined in our fictional texts. Drawing from Lehan's framework of discussion of the city in literature, this essay seeks to achieve these objectives:

1. To examine the protagonists' experience, observation, and perception of the city, through their response, resistance, or submission to the internal and external urban dynamic forces.
2. To analyse the city's portrayal through its temporal and spatial construct, allowing diversity to the urban beginnings and continuities.

The study intends to show that Chan Ling Yap's novels provide a consistent depository of city representations and the discourse of urbanity spanning from the late nineteenth century to the mid 20th century in Malaysia.

2. LITERATURE REVIEW

Cityscapes appear to be a significant backdrop in literary texts that reflect the narratives' theme, mood, and tone. The descriptions are based on the writers' imagination, which can be futuristic, mystic, and historic, with exquisite architecture infused with nature and technology. Some famous literary cities that we wish they exist in reality include the iconic Emerald City in *The Wizard of Oz* or Atlantis in *Atlantis: The Lost Empire*. Such cities portray beauty, magic, and paradise that are absent in reality. Others are re-written from historical meta-narrative, such as Dickens's *A Tale of Two Cities* and *Capital* by John Lanchester that they express the reality of the past where the urban environment is heightened with life, death, joy and sorrow. Scammel (2020) believes that so long it has been an essential backdrop for literary writers and part of the fiction, it can now be seen as a character or a lifeform that can process emotions like humans. In reading the renewed roles of the city from a setting to a character, she elaborates that it can be done using two approaches, (1) the posthumanist way, which gives artificial life through combining technology and machines, and (2) the organic method that portrays the city as a living thing which can breath, feel and die like other organic life. Zainal and Wan (2009) discuss a contrasting but quite similar idea with Scammel in Tash Aw's *The Harmony Silk Factory.* They demonstrate how nature, such as flowers, trees, jungles, and animals, emerges as active characters and participants in their representation (p. 306). Their work undermines the cityscape's existence and symbolises London city with emptiness, bleak and unsatisfactory to the character's mundane life. But the image of nature and the tropical landscape of Malaysia become Peter's constant company, a sense of belonging and a part of his element.

Another conventional way of reading the city in literature is through its thematic concern. Here, the concept of space and place is very much integrated with the backdrops of a narrative that writers could explore as Bieger and Maruo-Schröder (2016) acknowledge how they make sense of our being in this world. Space reflects a more abstract and calculative approach, while place takes a concrete and lived construction. In reading the representations of cities in John Berger's selected novels, De Cock (2010) discovers that they play a central role in highlighting the resistance and universality against capitalism. Apart from that, De Cock examines the peasants who live in the big cities that it taps into the reality of poverty, forced urban restructuring, the cruelty of the strong and the glaring inequalities (p. 7). A situation that is also being highlighted in Watson's analysis of the Asian cities (2011), where the rich and poor are divided in terms of the size of the buildings and the amount of energy that the poor need to siphon for the benefits of the wealthy (pp 110-111).

Furthermore, Lynch (1960) elaborates in his book, *The Image of the City*, that emphasises (1) the way a city is recognised through its elements; paths, edges, districts, nodes, and landmarks (pp. 46-48) and (2) people's activity of wandering, observing and reporting about the city from their perspectives. As he mentions:

> People observe the city while moving through it, and along these paths, the other environmental elements are arranged and related. (p. 47)

Different individuals take the paths and observe the city from different perspectives and circumstances. For example, a woman may be threatened and gazed at if she walks alone in these urban elements. This situation is in line with Ferguson's (2015) descriptions that a woman is to be 'consumed' and 'enjoyed' with other sights that the city offers (p. 28). Therefore, for being in that circumstances, a city might be perceived as a dangerous site for women, implying themes of exposure to crime and danger, gendered spaces, glaring inequalities and unfateful destiny for living on the city's margins (De Cock, 2010). Men experience and perceive the city as the space to discover their identity. Tester quotes Charles Baudelaire on his idea about *flâneur*, the urban literary figure (2015) that describes, *flâneur* finds lives in the private space is dull and nauseating instead, being a part of the metropolitan flux possesses a great secret of nobility (pp. 2-3).

The recent scholarship has covered some techniques to approach the background and physical settings in a literary text that mainly concern the Western metropolitan representations. Postcolonial urbanism is diversified in Southeast Asia but rarely visible in the context of literary expression (Bishop et al., 2003). However, this study intends to explore the unique and productive portrayals of Malaysia's modern history and the fictional characters' experience in the city as part of the urban flux. The colonial and postcolonial urban landscape of Kuala Lumpur has been widely represented in Malaysian writings, from its early existence in the 1960s in Malaysian novels in English up until today. Even though several urban sites have been cited and set as the backdrop in various Malaysian writings, to name a few such as in Lloyd Fernando's *Green is The Colour* (1993), Tan Twan Eng's *The Gift of Rain* (2008), and Tash Aw's *We, The Survivors* (2019), it is notable that there is a lack of attempts to approach these contemporary texts from the perspective of urban theory and city in literature. Existing studies rely on postcolonial inquiries to question the narrative, and in many aspects raising awareness on the cultures, histories and social critics but not placing the city, primarily Kuala Lumpur, in this context of the discussion, as an essential part of the characters' development and as a character in its own right. Chan Ling Yap's novels grasp the inner nature of personal and cultural, furnishing Chinese perspectives of Malaysia from its early days that were covered only by wild nature and untamed jungle to the modern Kuala Lumpur that constitutes stories of those at the centre and the margin of the city.

3. METHODOLOGY

Literary elements and devices are the essential aspects that govern and discern a specific work compared to other non-fictional production. In the reading process, it takes one to reconceptualise these literary elements in the face of theoretical, critical, historical and cultural discourse. Therefore, as literature provides an imaginative reality to the city's production, social and spatial development, in turn, help to shape the literary text. As in this case, the modern perspective and experience should not be separated from the antiquity of rich and diverse cultural history that often overlayed in the genre of historical fiction. This study utilises the textual analysis technique of reading to identify the protagonists' experience, observation and perception of the city. This technique works in tandem with Lehan's concentric circles to examine the portrayal of Kuala Lumpur in its temporal and spatial construct. In Lehan's (1960) explanation of this annular structure that reflects the discussion of cities in his work;

[T]he inner circle traces the history of the city, especially the modern city, the outer circle concerns the way those cities have been represented, and the connecting circle involves literary and urban movements. The literary concepts like modernism in which the subject of the city becomes a defining issue." (p. 4).

Lehan discusses the literary and urban movements in the western context citing the 18th-century literary works where social migration and mobilisation exists due to the urban transition that offers a new way of life to the people at the time. The challenges from within, such as history, natural disasters, and revolution, shape how the city is represented in literature.

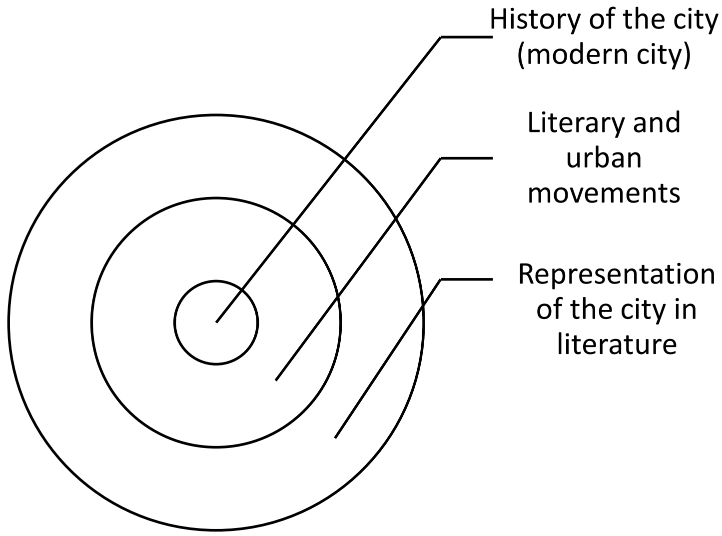

Figure 1. Lehan's Annular Structure of *The City in Literature*

Lehan's annular structure concentrates on specific geographical grounds, European and American cities, focusing on London, Paris, New York, and Los Angeles. Furthermore, Lehan focuses on the literary movements in the west straddle in the 18th to early 20th century, such as the enlightenment, realism, romanticism, modernism and mysticism. These aspects are indeed irrelevant to the situations happening in Malaya from the late 19th century to the mid 20th century. The production of space and the urban sentiment is distinguished by the system that governs Malaya. Hence, this study incorporates Lehan's concentric rings but pay attention to the context of colonial and postcolonial urbanism.

4. DISCUSSIONS

4.1 Sweet Offerings

Chan Ling Yap returns to the pre-occupation period in the early plot of the story, revealing the social and spatial mobilisation of the protagonist, Mei Yin, from living in the peaceful countryside of Malacca to the hustle and bustle of the economic and colonial centre of Kuala Lumpur. The intensification of the environmental characteristics of Malacca in contrast to Kuala Lumpur is a key to understand the evolving domination and continuation of the colonial extension in the Malay Peninsular. Her idea of Malacca and Kuala Lumpur renders the predominant functions of these settings in which both are held together by their economic landscape and commercial need. With the decline of Malacca that used to be the glorious city and empire in the Peninsular that now has been relegated to a place occupied by the low to middle-income society, Kuala Lumpur stands in stark contrast that contains forces for economic advancement and offers recourse to a higher realm of social status.

Kuala Lumpur is projected as a city that offers a new way of life for Mei Yin, as presented in the excerpts below. The concentration on shopping activity in Chinatown has a significant impact on Mei Yin's life as she could never experience it in Malacca, bearing on her previous social status before she is betrothed to marry a rich male heir of a wealthy Chinese businessman in Kuala Lumpur. Shopping activity is considered a privilege of the wealthy and represents the urban standard of leisured activity enjoyed by the women in the city. This activity mainly refers to the image of the 19th-century upper-class women in Paris and London, but Yap taps into this urban element that may seem insignificant but rich in emotional attachment to the modern urban experience (Nava, 1996).

> Young and impressionable, Mei Yin was enthralled with the colours and bustle of the city. In Chinatown, they had shopped for brocades for the cheongsams and short jackets, silk and cotton for sam foos and western dresses. Everything had to be bought, from underwear to pyjamas. The colours and range of fabrics in the shops took Mei Yin's breath away. Never before has she been faced with so much choice. Burying her hands in the soft silk in one shop that they visited, she secretly agreed with Kai Min that shopping was really fun. (p. 50)

The fall of Kuala Lumpur to the Japanese in 1941 marked a new episode in Mei Yin's life. As the city is no longer safe for women and children, they are removed from the city to live in the jungle until the situation returns to normal. In the immediate postwar period, Mei Yin and her family move to Singapore. Another significant colonial city that Yap makes a substantial remark in the character's development. Singapore is portrayed as the temporary refuge that she refers to as a place to gain her independence from the constraints of her mother-in-law. However, her brief stay in Singapore does not reveal Mei Yin's engagement with the city as much as how Yap builds Mei Yin's relationship with Kuala Lumpur. Therefore, there are not many portrayals that can be discerned from the story. When Mei Yin returns to Kuala Lumpur, she becomes an active participant in the family's business. She assumes both roles at home and in public, bringing her closer to discover her freedom in the city. At this particular point in the temporal construction of the narrative in the post-war period, it is vital to perceive that the city embodies a balanced masculine-feminine structure and quality in Yap's portrayal of the city. For example, Rendell (2003) mentions that traditionally, women assume a vulnerable and abstract position in the city while men take on a more supreme and concrete structure, yet the contemporary practice has shown that this concept can be contested (Elkin, 2016; Kula, 2018). Changes in the city occur within the struggle and clear consensus during the transition of the power structure from the British to the Japanese and then to the Malaysian people. Meanwhile, changes in the character are influenced mainly by these temporal, social and spatial conditions, where eventually she also experiences a transition in her identity and destiny.

4.2 Bitter-Sweet Harvest

This novel highlights the immediate aftermath of the May 1969 racial riots and how it has affected the educated youths who return to Malaysia and aspire to build a better nation. In this historical rendition of the modern city, Yap portrays Kuala Lumpur in two spatial and social shifts. First, the inner part taps into the conflict between the two major races in Malaysia, Chinese and Malay. The second aspect is the outer part that reveals how Kuala Lumpur is divided into a specific orientation that distinguishes the urban poor and the wealthy. It is an image that this study finds some resemblance in Watson's discussion on the narrative of human and urban growth (2011, pp. 99-131). The protagonist in this narrative is An Mei, who graduated from Oxford and returned home but only to see how Malaysia has become a foreign land for her. As Yap describes in the excerpt below,

> She walked rapidly as instructed. Leaving the main street, she turned into a smaller side road. Residential houses flanked both sides of it. They seemed relatively untouched. A few had scorch marks, big black streaks that told of attempts to torch them, but the damage was superficial. Here and there, the road tarmac also bore marks of burning. Fawziah had told her that even though the curfew had been lifted and most shops had re-opened, the street atmosphere had changed. The criss-cross singsong parlay of the different ethnic groups was singularly absent. In Chinese dominated areas, no Malays were to be seen and, similarly in Malay dominated areas, there were no Chinese. People went out only when absolutely necessary. (pp. 64-65)

It is demonstrated in the descriptions of the streets, public areas and the intersection where the two races meet that the city agonises over the scars of May 13. Yap intensifies the atmosphere through An Mei's fear and doubt. This portrayal thus shapes the protagonist's perceptions and reactions. Kuala Lumpur, at this state, from the protagonist's viewpoint, is mysterious, dangerous, distant and homeless. She could not recognise the streets leading to her home, and this is somehow aligned with Kua's description of the tragedy, as "the worst racial riot in the history of Malaysia where hundreds were killed in clashes between Malays and Chinese" (2007, p. 34). As the city became increasingly distant from the protagonist's life, she contemplates her decision to return and stay. However, Hussein manages to convince her, and they tie the knot even without a total blessing from both families. Their marriage further symbolises the social and spatial separation of the Malays and Chinese in Malaysia, where the Chinese occupying the city and urban areas, while Malays dominating the countryside and rural areas.

In the subsequent description, Kuala Lumpur is depicted in a different image. From the protagonist's viewpoint, the city is at the height of its urban advancement that redefines the idea of Kuala Lumpur. The growing gigantic commercial buildings filling in the city's urban layout adds a new layer of meaning to this former colonial city.

They walked up the steps in silence, the tapping of her high heels echoed in contrast to the soft fall of her leather shoes. She felt a sense of vertigo. Everything was huge, enormous even, in the building. Two years away from Kuala Lumpur and things had changed. Buildings seemed to have become bigger and the high rise blocks even higher. Wealth it seemed was measured by size, and success by the ability to dwarf neighbouring buildings. (p. 121)

However, the symbol of wealth and success in the city is subjugating a particular section in the social and spatial setting of Kuala Lumpur. The high-rise buildings are dwarfing other neighbouring buildings occupied by the urban poor, who have limited access to a significant part of the urban landscape. Yap describes the poor condition of a Chinatown that serves as the opposite portrayal against the modern architecture of Kuala Lumpur. Even though this Chinese settlement is located at the city centre, it does not represent the wealth and symbol of pride for the city in this narrative. Moreover, the surrounding areas are described as congested, shabby, old and unhygienic. Its significant cultural and historical meaning is consumed by the unpleasant image of its streets, atmospheres and city inhabitants. From these representations of Kuala Lumpur, it can be deduced that the tragedy of May 1969 provides a broader perspective to examine the politics of race, power and space.

4.3 New Beginnings

This novel returns to the period during the mass migration of the Chinese people from China to Southeast Asia under the British economic program that recruits labour for agricultural and mining industries. This reading highlights the early formation of Kuala Lumpur in the 1850s, where the protagonist develops his identity and builds a settlement for his community. At the early stage of this urban landscape, this location is only known as the mining areas, where the Chinese make their settlements surrounding the sites.

More and more people had been brought in to work in the mines. As soon as the migrant labour arrived, they were put to work. No time was set aside to build houses. The immediate result was a medley of odd buildings hastily assembled. Over time, the increasing numbers and their needs had spun off other business activities. Carpenters brought in initially to build palongs, the wooden sluices for the mines and turned their hands to constructing houses. Sturdier buildings began to appear among the lean-tos and odd-shaped huts. Laundrettes strung their clotheslines along pathways. Tunics and trousers fluttered in the breeze. There were food stores and eateries, a stall here and a stall there. Men carried baskets of food on the ends of poles. They walked the streets advertising their wares and hollering for custom.

Gradually a town was in the making. He was excited. He could picture the shops and houses that would be built on the land they had cleared. (p. 256)

Yap depicts the small town that is originated from the Chinese settlers near the mining sites that gradually prosper and expand into a colonial city. The excerpts reveal how this area is rapidly progressing due to higher demands in the mining industry, from a scattered settlement to further develop into an urban space that gathers various social and economic activities. These areas continue to maintain the central layout of the Chinese settlements, even though the British introduce new urban designs and plannings for the native enclave and other modern structures to grow from the existing town into a new city (Yat, 2013, p. 42).

4.4 A Flash of Water

The portrayals of the city in this novel take a different angle. Unlike the previous novels that have been discussed so far, Kuala Lumpur open city areas are absent in the protagonist's urban experience. Instead, Yap emphasises the functions of the public places and several urban landmarks in history that significantly contribute to the characters' development. As the narrative engages closely with the cultural conflicts between traditional Chinese expectations and modern ideology brought by the British, Yap brings readers to experience the city behind closed doors. It tackles issues that have garnered interest among contemporary urban critics such as Elkin (2016) and Kula (2018), who contest the spatial division in the city for women. Tester (2015) claims that city is a dangerous site for women because the seductions can lure them to destruction. Therefore by separating their spaces both in private and public places, one could protect and control them, complying with traditional expectations.

In this story, the protagonist, Shao Peng, portrays the opposite traits of a traditional Chinese woman. Her English educated background has somewhat influenced her characters to be bold and aggressive against the traditional enforcements. As evidenced in the excerpt below, Shao Peng resists the gaze and returns it with ignorance as if she is not well-informed with the expectations.

> Ignoring the curious looks cast her away, Shao Peng went into the mill in search of her brother. She forced herself to look straight ahead. Heads turned and a murmur could be heard from the workers assembled in the plant. She maintained a firm set to her chin and clamped her lips tight. Ah Sook had told her of her brother's whereabout and had suggested that he accompanied her to the mill. He was mortified when she declined his offer. (p. 92)

While the city can be perceived through its physical structure and urban layout in other situations, this novel symbolically projects a masculine-feminine space in the urban setting. An extensive discussion argues that the spatial design of a city provides a crucial gendered division demarcating a specific area for men and women. This notion of gendered spaces is also a concept that is highly discussed in the context of nineteenth-century Paris, where women of higher status have not been allowed to roam the city streets without a chaperon (Elkin, 2016; Tester, 2015). Ferguson (2015) reiterates that the exclusion of women from the urban areas is due to their position in the society where they are seen as the subject to be consumed and enjoyed by the city dwellers (p.28).

In this representation of the growing city in Malaya where the Chinese men dominate the industrial and productive spaces, women are relegated to the private realms and behind closed doors. Hence, through the lens of the protagonist in this novel, the city is viewed from the aspects of accessibility and productivity. The freedom to access, move and work in public spaces- such as school and the church-indicates that women of the era have also been allowed to be liberated, educated, and self-supported. The notion of modernity underlies the internal aspect of the city. Shao Peng gains this accessibility to the public areas in the city due to her social status, education, and broader social network with the British missionaries, hence allowing her to redefine women's position in the city that is not bounded in its domestic terrain. Yap's description of these public places and their accessibility connotes a paradox of existence that challenges the notion of a city as a gendered space.

5. MAIN RESULTS

The construction of spatial and social aspects of the city is primarily done by looking at the three circles highlighted in Lehan's approach. The first part is to take the historical aspect of the narratives to look at the reason, factors, and elements that construct these physical settings in the novels. The city and urban space are shaped by the myriad ways of colonial and postcolonial influences, transitions, and representations intertwined with traditional forces within the community and external pressures from the western powers. The characters in the novels are given a range of ways to experience their urbanism that one may submit to the traditional expectation, but others resist the standard in unexpected ways. However, the city becomes the 'character' that brings life, joy and at the same time swallows their sorrow and regret. While the city is set to be part of the setting in the narration, this study has shown that the city has been represented in various forms and meanings. The city becomes the reflection of the character. Modernisation and advancement can be seen on the surface, but underneath it, the city conceals tradition and degeneration. Though urbanism is very much connected to western culture and ideology, in Yap's portrayals, the city is a source of cultural knowledge to understand the urban construct and conflict and, most importantly, the human living within it.

6. CONCLUSION

Based on the readings of Chan Ling Yap's novels, this study finds that the city was gradually transformed in history, i.e., as the narratives present the change in its function, the meaning in its human-city interaction, and the diverse forces that disrupt the city. The city also becomes a meaningful site necessary to establish the characters' existence and functions in the narrative; it can be a dangerous site that challenges the characters' existence, demarcate social distance and separation, and redefine the notion of home and belonging.

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Lg/Eng/ID: 116

DEVELOPMENT OF SHORT-TERM AND LONG-TERM RETENTION IN ENGLISH VOCABULARY VIA ELABORATIVE REHEARSAL STRATEGY FOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study aims at investigating the effect of the Elaborative Rehearsal Strategy on short-term and long-term retention of secondary school students. The purpose of the study is to determine if the implementation of the Elaborative Rehearsal Strategy would increase English language vocabulary retention in the short and long term. To achieve this aim, the researcher adopted the quasi-experimental approach and recruited a sample of sixty Nigeria primary school five graders enrolled in Southwest Nigerian that teaches the mainstream Nigeria Educational curriculum. The traditional method was used while teaching the control group, while the keyword method was used with the experimental. The researcher prepared these tools: an achievement test (pre, post-test), a personalized instructional program and a teacher's guide using the keyword method. The study results revealed that the keyword method is effective in developing students' learning and retaining vocabulary as the mean scores of the students' tests of the experimental group and that of the control group are in favor of the experimental group, which is attributed to the effectiveness of keyword method. The current study represents an original contribution to knowledge by devising a program that used an Elaborative Rehearsal Strategy to help junior students retain lexical items for a longer time.

Keywords: EFL, English Vocabulary, Retention, Elaborative Rehearsal Strategy

1. INTRODUCTION

English language in Nigeria is utilized as a channel to impart, political exercises social and academic direction. English involved a persuasive part in the arrangement of the public assumptions and reconciliation of the Nigerian country through its. From Nigeria recounted point of view and the term of progressive change to the status of bilingualism and its democratization of language in similarity with public unification. The official language status of Nigerian is more than 10 years after decolonization in Nigeria, English keeps on making the most of its supremacy, particularly in the arrangement of political and instructive frameworks as a vehicle of guidance (Isike, 2015).

Vocabulary learning is considered as maybe the most problematic challenges that EFL/ESL teachers and learners face. Due to their small vocabularies, many EFL learners have difficulties communicating in English. And to overcome these obstacles, effective tactics that improve language acquisition and retention should be adopted Ossai, and Opara (2018). Insufficient vocabulary knowledge can be considered an important barrier to reading comprehension (Madkur, 2018). Shin, Dixon, and Choi, (2020) assert that students confront difficulties in terms of retention and vocabulary achievement. According to the research conducted, EFL students face serious challenges in this area, including poor performance and a lack of English language ability (Cook, and Jensen, 2019). During the process of vocabulary learning, words are considered as the memory dedicated to the inputs that are considered as (intake). Forgetting takes place when students cannot recall the vocabulary. To increase the depth of the inputs' intake, some vocabulary learning strategies are exploited to ease the retrieval of words from the memory and retain vocabulary in students' memories if possible. This study examines one of these strategies that can help learners remember vocabulary.

Because of their limited lexical elements, many learners struggle to communicate with English in the classroom. To address these obstacles, they use successful techniques that improve the acquisition and maintenance of vocabulary (Nami, 2020). And due to their small vocabularies, many EFL learners have difficulties communicating in English. In other to overcome these obstacles, effective solutions that improve vocabulary achievement and retention should be adopted (Al-Zahrani, 2011). Cook and Jensen, (2019) clarify that the first difficulty that meets students in learning English is remembering vocabulary. Vocabulary retention is regarded as the most difficult problem for ESL and EFL students equally (Sinhaneti and Kyaw, 2012). As a result, educators must design and seek effective instructional methods for teaching vocabulary.

The literature identifies a collection of techniques and methods that can store and retrieve data from memory. Any technique or activity planned to expand one's memory is alluded to as short-term and long-term retention in English terminology (Nami, 2020). Techniques for encoding information for enhanced memorization of concepts are known as short-term and long-term retention devices (Putnam, 2015). Nation (2001) states that the keyword technique is one of the most well-studied ways for learning new words. This study is a trial to test a memory learning strategy, namely, the keyword method. The goal behind teaching students short-term and long-term rehearsal is that they can assist learners in both discovering and retaining the meaning of words and are especially important when they are encouraged to learn independently (Madkur, 2018).

On the other side, traditional teaching (sometimes is called the grammar-translation method) is considered the most widely used approaches by teachers for a long (Kaharuddin, 2018). Mulugeta, (2021) describes the standard language education strategy as "teacher-centred," "rote learning," "memorising rules and terminology," "passive learners," and "separate desks," among other words. Findings of Dana (2006) in an experiment in grammar-translation language teaching suggest that these findings confirm that this method does not aid in the acquisition of languages and this is the views of Krashen (1987) that a grammar-translation system will not help students learn a language effectively and should be replaced with alternative techniques and tactics. In the area of foreign language learning, how to retain vocabulary in long-term memory has also been a topic of debate because vocabulary is a temporary aspect of the language and can quickly be forgotten. This research seeks to render a distinction between implementing short-term and long-term retention techniques in the context of the classroom in order to promote the EFL learners' vocabulary learning cycle. Therefore, EFL students can retain and acquire new words more easily.

2. PROBLEM STATEMENT

As a teacher, the researcher has noticed that short-term and long-term rehearsal encounter many problems which are related to recognizing, recalling, and producing vocabulary. The students easily forget the vocabulary. Their dictation scores are very inadequate. Their academic performance may suffer as a result of this. Many of students resort to traditional rote memorization methods to memorize their assigned new words. Traditional methods of teaching English as a foreign or second language have not yet proven efficient in providing learners with English communicative competence in many countries across the world, particularly in developing countries (Llurda, 2017). The learners are generally directed towards the very traditional techniques of rote learning and memorization (Torlaklı, 2018). Cerezo, Calderón, & Romero, (2019) points that several problems encounter the process of learning English vocabulary. Students may struggle to recall new vocabulary items since they are unable to practise them in their everyday lives due to a lack of native English speakers with whom to converse. Lovelock points out that: "In many cases, students have neither academic nor physical stimulus, and this lack of engagement has longer-term implications for their levels of concentration and attainment. Student testimonies are frequently critical of this approach" (2012, p. 9).

The idea for this research originated from the syllabus's main goal, which is to improve students' capabilities in the four competencies and enable students to become confident English users. The study observed that one approach for individuals to improve their competency is to expand their vocabulary, which is an important element of human language. Students also ought to implement techniques such as the keyword method that may encourage and improve the language of the students while having a more realistic learning atmosphere.

3. RESEARCH OBJECTIVE

1. To determine the statistical significance of the difference between the experimental group's pretest and posttest in terms of short-term and long-term retention of English vocabulary.
2. To see if there was a statistically significant difference in short-term and long-term retention in English vocabulary between the experimental and control groups in the posttest.
3. To compare the performance of the experimental group on the English vocabulary retention exam to that of the control group after utilising the Elaborative Rehearsal Strategy.

4. RESEARCH QUESTIONS

1. Is there any statistically significant difference in the pretest and posttest of the experimental group in terms of short-term and long-term retention in English vocabulary?

2. Is there any statistically significant difference in the posttest of the experimental group compared to control group in terms of short-term and long-term retention in English vocabulary?
3. Is there any statistically significant difference in the experimental group performance compared to that of the control group on the English vocabulary retention test after using the Elaborative Rehearsal Strategy?”

5. METHODOLOGY

In the current study, a quasi-experiment technique was utilised as a methodological technique, which involved two groups, one experimental group and one control group. Quasi-experimental designs have been developed for researchers to respond to theories or testable claims to cope with particular questions. The keyword technique was used to teach the experimental group vocabulary, whereas the traditional technique was used with the control group. A quasi-experiment, in contrast to a genuine experiment, does not rely on random assignment. Instead, subjects are assigned to groups based on non-random criteria. This study employs the empirical process in order to establish a connection of causes and effects in an analysis of a set of variables. The present study will utilise a quasi-experimental research methodology, which relies on statistical analysis to verify or refute a theory. The cause for using this design is that it can accurately measure the degree of change in each group and then the intervention can be well-evaluated.

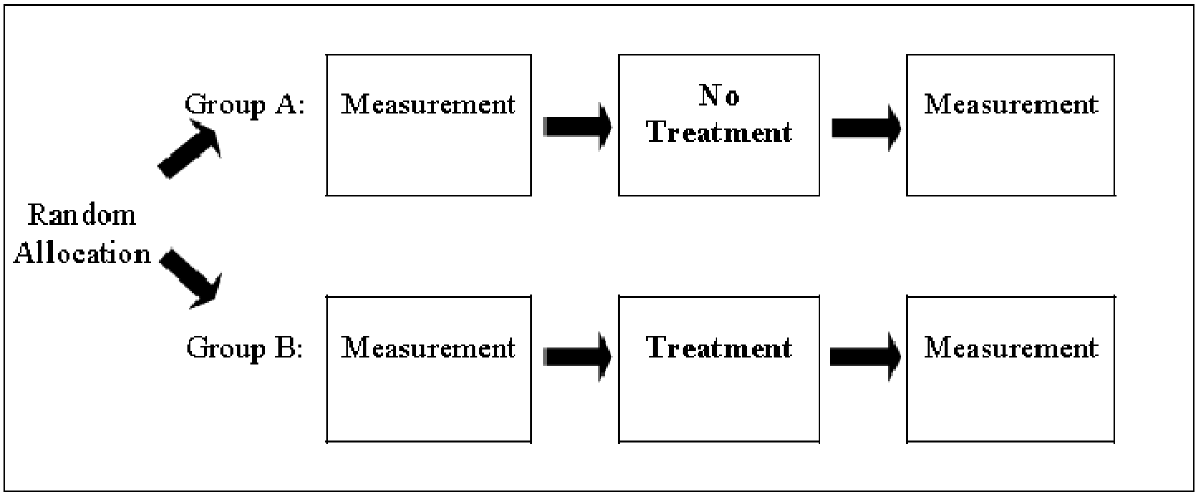


Figure 1 *Design of the Study*

6. SAMPLING

The sample for the study consists of (60) Secondary School students divided into two groups: the experimental group (30 students) and the control group (30 students). The sample of the study is selected from the private School Islamic comprehensive school. As stated in Table (1) below, the study's sample was drawn at random from a fifth-grade class and evenly divided into two groups: experimental and control. The reason for choosing this number of respondents is that the number exceeds the minimum number of respondents for any study which is thirty (Charles & Mertler, 2002; Creswell, 2005). There is another reason; it is the maximum capacity for the class. So, the criteria for selecting that number of students are set by the school administration. All the fifth graders in this school are split into two classes. One class was designated as an experimental group, while the other was designated as a control group.

Table 1 *Number of Respondents of Both Groups*

Group	Experiment	Control	Total
Sample No.	30	30	60

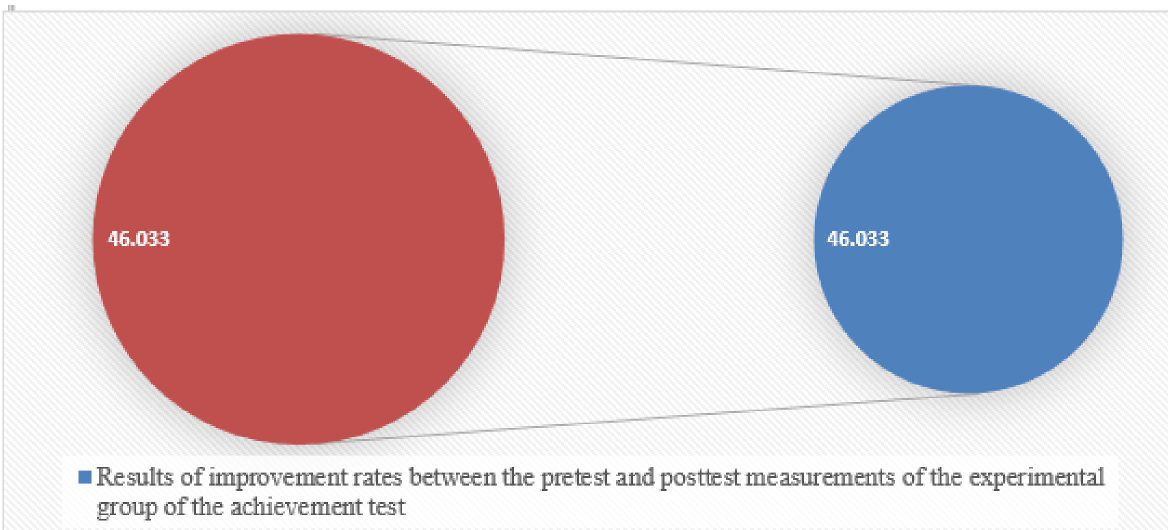
INSTRUMENTS OF THE STUDY

The researcher utilised four different methods to achieve the study's goals. instruments:

1 – Pre-post and delayed (Vocabulary Test).
2- Educational program
3- Teacher's Guide.
4- Worksheets for the students

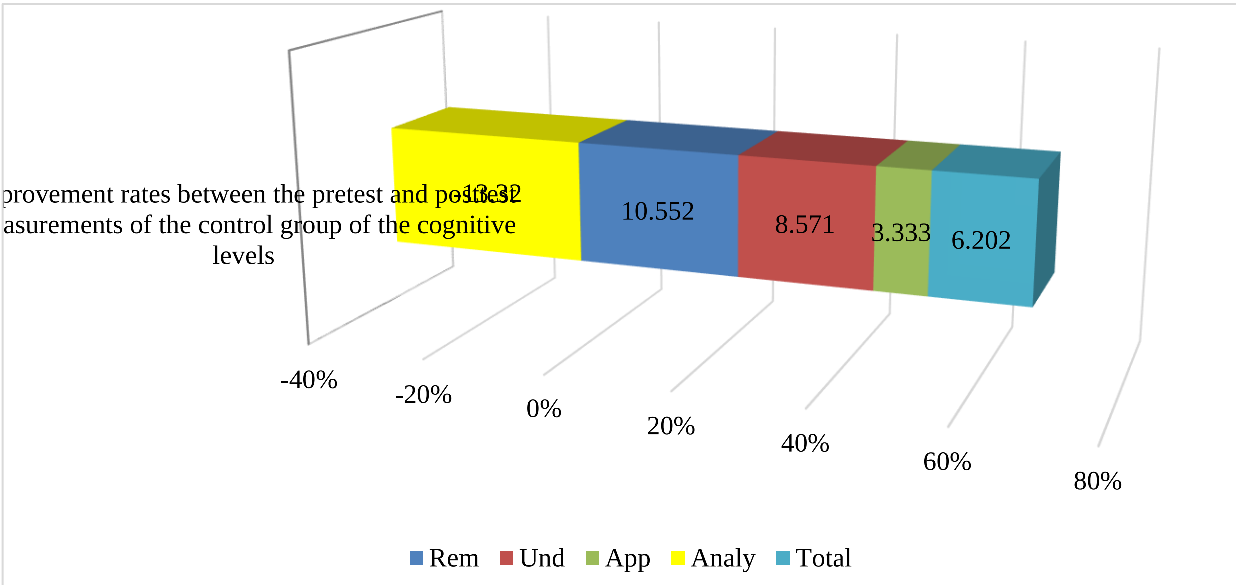
The researcher employed a vocabulary accomplishment exam as a pre-, post-, and retention-test (after six weeks from the end of the experiment). Schmitt (2010a) contends that a of three-week delay period could show durability of learning, thus, a six-week delayed posttest was utilized in this study. To assess the efficacy of research instruments, the study was piloted. The pilot study is used to evaluate the viability of the study before undertaking the main study. The study was validated and the approval from the institutions was obtained. A number of 27 participants (who had the same characteristics of the respondents of the main study) participated in the pilot study. The test is very consistent and accurate as a study aid when using the coefficient correlation method. To verify content-related face validity, the exam was presented to a jury of English-language and methodology experts. The test was valid with some minor modifications. Cronbach's Alpha reliability coefficient was computed, and the validity of the test is considered high.

7. ANALYSIS AND FINDINGS



The first hypothesis states that "There is no difference in the mean scores of the experimental group using the keyword method and the control group using traditional learning (at the 0.05 alpha level) The first question is "Are there any statistically significant differences in the mean scores of the experimental group using the keyword method and the control group using traditional learning after the experimental period?" The second question is "Are there any statistically significant differences in the mean scores of the experimental group using the keyword method and the control group using traditional learning after the experimental (at the 0.05 alpha level) following the experimental period, pupils were tested on their vocabulary accomplishment in a pretest and posttest.

The experimental group's improvement rates between pretest and posttest evaluations varied between 10% and 20%, as seen in the graph below (40.438 percent and 50.848 percent). The direction of improvement is always for the posttest. The posttest results are the average of the students' scores across all four levels. The percentage of improvement rate for the total cognitive levels reached (47.155%) in favor of the posttest measurements.

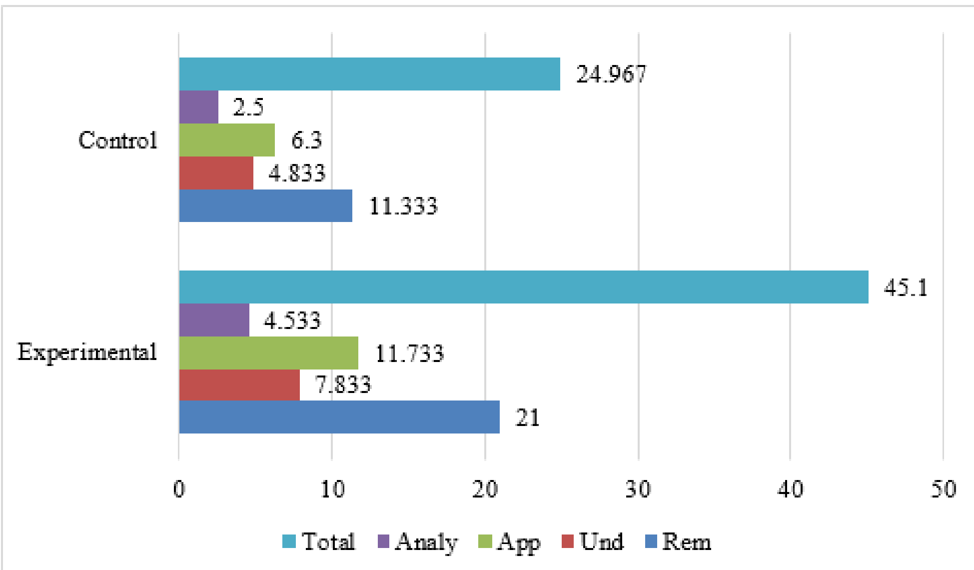


According to the findings in the above figure, the control group's improvement rates between pretest and posttest readings of the achievement test ranged between (10.522%, -13.320%). Total cognitive levels improvement percentage was (6.202%) in favor of the posttest measurements. These percentages are very weak and indicate that the traditional method does not affect the control group.

With the above results, the study's first hypothesis is not achieved. The researcher accepts the alternative hypothesis that can be branched into two hypotheses. The first one states that: "There is a difference in the mean scores of the experimental group using the keyword method (at the 0.05 alpha level) in the vocabulary achievement pretest and posttest of Students following the experimental period in favor of the posttest measures". "In the vocabulary accomplishment pretest and posttest of Students following the experimental period, there is no change in the mean scores of the control group using traditional learning," says the second alternative hypothesis (at the 0.05 alpha level).

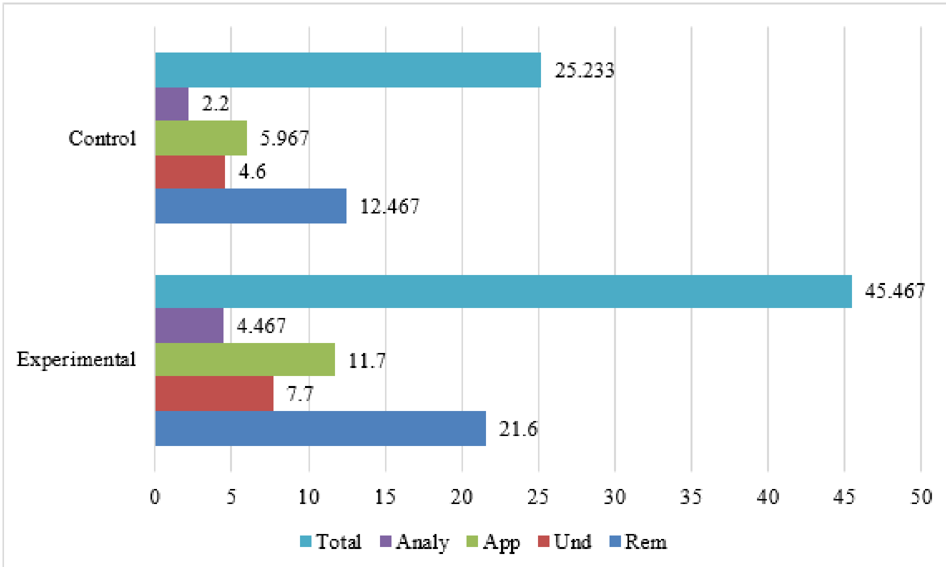
8. SECOND HYPOTHESIS AND SECOND QUESTION

All the results signal the validity of the second hypothesis which states that 'In the vocabulary accomplishment posttest of Students following the experimental period, there is no difference in the mean scores of the experimental group using the keyword approach and the control groups utilising traditional learning (at the 0.05 alpha level).' The results answer the second research question which states "What is the difference at ($\alpha \le 0.05$) in the mean scores of the experimental group and that of the control group on the fifth grades' English vocabulary retention posttest?"



The picture above is a bar chart of the experimental and control groups' posttest data, which shows all the cognitive levels utilised in the achievement test. It indicates that in the posttest measures of the accomplishment test and its cognitive level of (remembering, comprehending, applying, and analysing), there is a statistical significance at the level of (0.05) in favour of the experimental group in these posttest measures. The results show that the alternative hypothesis is accepted while the second hypothesis is rejected. This means that the second hypothesis was not achieved. The researcher accepts the alternative hypothesis which states that: "There is a difference in the mean scores of the experimental group using the keyword method and control groups using traditional learning (at 0.05 alpha) in a post-experimental test".

The third hypothesis states that "There is no difference at ($\alpha \le 0.05$) in the mean scores of the experimental group and that of the control group on the English vocabulary delayed retention test after using the Elaborative Rehearsal Strategy". The results answer the research's third question that is "What is the difference at ($\alpha \le 0.05$) in the mean scores of the experimental group and that of the control group on the English vocabulary delayed retention test after using the Elaborative Rehearsal Strategy?"



The results of the delayed retention test, as well as the experimental and control groups' cognitive levels, are represented in the diagram above (recall, comprehension, application, analysis). In the delayed retention test, the improvement rates were between 50.750 percent and 40.260 percent in favour of the experimental group. As a result, the third hypothesis is ruled out and the alternative hypothesis is chosen. The alternate hypothesis is as follows: “After using the Elaborative Rehearsal Strategy, there is a difference in the mean scores of the experimental and control groups on the English vocabulary delayed retention test at (0.05).”

The validity of the fourth hypothesis was established. It states that “there is no difference in the total mean scores between the vocabulary achievement posttest and the delayed retention test of the experimental group (at the 0.05 alpha level)”. The results answer the research’s fourth question that is “What is the difference at ($\alpha \leq 0.05$) in the total mean scores between the vocabulary achievement posttest and the delayed retention test of the experimental group?”

No.	Levels	Measurement Test	Number of Students	Mean	Std. Deviation	T Value	Sig.
1	Rem	Post	30	21.000	2.421	2.548	0.016*
		Delayed	30	20.000	3.384		
2	Und	Post	30	7.833	0.379	1.682	0.103
		Delayed	30	7.700	0.651		
3	App	Post	30	11.733	1.388	0.372	0.712
		Delayed	30	11.700	1.512		
4	Analy	Post	30	4.533	0.776	1.000	0.326
		Delayed	30	4.467	0.776		
Total		Post	30	45.100	3.863	3.017	0.005**
		Delayed	30	43.867	5.283		

***Statistical significance at the level of (0.05 ≥ α),*
**Statistical significance at the level of (0.05 ≥ α)*

The T-test results are shown in the table above. These findings show that there is a statistical significance in favour of the cognitive level of remembering for the experimental group at the level of significance (0.05) between posttest assessment and delayed retention test measurement for the experimental group. The results also show that there is an absence of statistically significant differences in the other cognitive levels. This means that the experimental group's mean posttest and retention delayed test scores are identical. The fourth hypothesis is adopted as a result of this outcome. It states that: “there is no difference in the total mean scores between the vocabulary achievement posttest and the delayed retention test of the experimental group (at the 0.05 alpha level)”.

9. DISCUSSION

The findings of the test comparisons (i.e., the influence of keyword technique) all showed that teaching vocabulary using the keyword method was considerably more successful than teaching vocabulary using the traditional approach for students' short-term and long-term word retention. Dehn (2008) explains that the Elaborative Rehearsal Strategy can be exploited when learning new lexical items, especially when learning the second language. The results are consistent with a growing body of relevant studies suggesting that the Elaborative Rehearsal Strategy assists learners to enhance vocabulary acquisition and retention (Marzban and Firoozjahantigh; 2018,Ummah;2018 ,Ali 2015; Dianitasari, 2019). There are many other studies that support the study’s results.

The outcomes of this study support the idea that mnemonics aid students in learning and memorising. Mnemonics can be used to help with memory retention and vocabulary growth by providing clues. The results are incongruent with Marzban and Amoli (2012) who found that learners in the experimental group who utilized mnemonic strategy performed in a better way than learners in the control group. In the same vein, these results are also in line with Zahedia & Abdib (2012). This research vindicates the effect of short-term and long-term word retention new lexical items and the recall ability in general. The results of this study show that the keyword technique worked for fifth graders. The results of this question are consistent with Atkinson's (1975) conclusions on the effectiveness of a mnemonic approach for acquiring English vocabulary.

10. CONCLUSION AND IMPLICATIONS OF THE STUDY

The keyword strategy is proved to be a very beneficial helpful aid that can broaden learners' vocabulary. When students use the keyword method to study, they may effortlessly recall lexical items from their curriculum. Students can understand language and how it relates to other concepts and ideas, which helps them comprehend what they're reading. It can be noticed that learners can better write and discuss some school topics they already studied. It can also be implied from the study's results that students who study the mainstream course have been influenced in a very similar way. The current study's findings are very similar in comparison to those findings of the research done by Isike, (2015) as both studies were applied to South African students.

The Elaborative Rehearsal Strategy provides a productive and less-tense relaxed environment in class which improves students' achievement during their classroom study. This method develops collaborative learning among students. It stimulates students to practice English language vocabulary. It yields an atmosphere in which language is exploited in a way that is meaningful and that may help the learners enhance their English language communicative capabilities. Another interesting aspect that is created through the keyword method is imagination. The keyword approach is an effective strategy for encouraging pupils to better envision and visualise.

The results of the current study revealed that learners in the control group made progress in terms of vocabulary acquisition and retention. Their scores, however, were lower than those in the experimental group. The conclusions of the investigation are consistent with Dana's findings (2006). She made an experiment on vocabulary teaching utilizing the traditional method of grammar and translation. These results revealed that this method is not effective enough to acquire new lexical items and these results confirm the views of Thuleen (1996) and Krashen (1987).

The tools used in this study improved the keyword method. Considering the age of the students, these tools helped reinforce new information (new lexical items) and get stimulated as they become more attentive. These tools facilitated the teacher's work as they helped promote conversation between students. They also allowed children save time and effort. They piqued students' interest in the course book's issues and ideas, encouraging them to practise language individually, in pairs, or in groups.

The usage of the keyword method allows learners to be involved and inspired while completing the exercises. The significance of the keyword method is that it develops vocabulary achievement of students. This should be considered by English teachers because this method requires a significant number of images and sounds. Teachers should be culture-sensitive when choosing pictures. The researcher believes it is not an easy job, but the students' smiles overcome all the feelings of exhaustion. In practise, the keyword technique improves junior students' vocabulary while also increasing their attention to new lexical items.

The learners' concepts and attitudes of learning English vocabulary have changed positively as they thought learning English vocabulary is a difficult task, but they discovered that it can be fun. This strategy can give a valuable language teaching methodology to primary stage students and can also promote the learning process. It also provides students with a variation of enthusiasm, enjoyment and pleasure which are essential to impact the students' achievement and retention positively.

In respect to the findings of the present study, the researcher recommends the keyword method for curriculum planners and decision-makers, school management administrators, English instructors, students. Further study recommendations are also provided.

The usefulness of the keyword approach, like with other mnemonic learning methods and self-strategy, has to be studied in future studies, with students of various language skills and native linguistic experiences and backgrounds. Many factors need to be manipulated as variables in future studies as the length of training time, other learning strategies, students' gender, students' level of performance, and students' background. Evaluating time whether it is an essential factor in determining the usefulness of the keyword method should be considered. The keyword method should be integrated with technology in the shape of web applications and studies should investigate this effect. Additional studies should be carried out by researchers on the application of a hybrid learning strategy using the keyword strategy.

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ICLET 2021

ENGLISH EDUCATION

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EXPLORING THE PERCEPTION OF UTAR UNDERGRADUATES ON THE IMPORTANCE OF ENGLISH LANGUAGE.

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ABSTRACT

The importance of English Language for an English as Second Language (ESL) user to be competent in using target language has been circulating for many years. Functioning as a medium of instruction in education, the language plays a major role in terms of speaking, writing, listening and reading skill in Malaysia. However, there are still a handful students showed poor performance in English language. Using a purposeful selection of English Education students from Universiti Tunku Abdul Rahman (UTAR), Kampar, Perak, and this study aimed at obtaining the perceptions of participants towards English language learning, and obtaining possible solutions to solve the learners' learning difficulties. The samples are a selection of 20 participants who had completed their teaching practicum, and this study was conducted using questionnaires and open-ended questions as the instrument. The findings showed participants were positively respond to the statements as stated in the questionnaire. The participants also provided a list of factors causing low proficiency in English and suggested a number of solutions to the authorities in the field of education to help in improving the learner's English language learning.

Keyword: English language; language learning; learners; education; undergraduates.

1. INTRODUCTION

Introduction

Malaysia ranked 13th as stated in the latest Education First English Proficiency Index in English language proficiency among non-native speakers in the world (FMT Reporters, 2017). Not only that, Malaysia ranked the second best in Asia. Therefore, Asia is adopting the English language as their second language for different purposes as the language is a universal language (Ahen, 2009). English language is considered as a universal language because it has been widely spoken around the world. In Malaysia, primary students started to learn English in Year 1, which is a difficult task for individuals from different language background. In other words, they hardly converse English out of the classroom. In fact, they use mother tongue to communicate with their friends and family more frequent. Due to that, they are still unable to speak fluent language upon leaving secondary school (Spawa & Hassan, 2011). Prime Minister of Malaysia, Tun Dr. Mahathir Mohamad has always been highlighting the importance of English during his speech and interviews. This scenario can be seen in during one of his interviews with the former Australian Prime Minister, Kevin Rudd, Dr. Mahathir urged the society to increase the use of English in order to improve Malaysia's education system (Ahmad, 2018).

Background of the Study

Malaysia is a multilingual country represented by a variety of ethnic groups. In Malaysia, the Malay (Bumiputera) is the local population that takes up to half total population of the country. Based on the Department of Statistics Malaysia (2018), the total population of the Chinese and Indian are represented by the percentage of 23% and 6.9% respectively. Both Chinese and Indians are the two major groups in Malaysia where Mandarin and Tamil are generally spoken by them as their first language. In other words, the respective languages are not considered as foreign languages, also, they are being accepted as the Malaysian languages. Nevertheless, English is only accepted as a second language in Malaysia (Thirusanku & Md Yunus, 2014).

Next, the Malay language, also known as Bahasa Malaysia is the official and national language spoken by the majority of Malaysia. The Malay language is spoken by a large number of speakers as the language is being taught extensively by educators since kindergartens. It is used as a medium of instruction in all Malaysia public schools and universities as it is more comprehensible (Kavirajan, 2018). In addition, Kavirajan (2018) also stated that the usage of English is only being brought attention during English lesson. This scenario can be seen when the students only use the language within the classroom whilst most of the students do not use the language in their daily life (Misbah, Mohamad, Md Yunus & Ya'acob, 2017). As a consequence, the limited use of language will reduce students' exposure to the language.

Besides, the proficiency in the English language is determined by various factors that affect students' learning performance. Such factors like students' attitude, motivation, learning style, study skills, commitment and roles of educators are a few of the key factors that influence the success of second language learning.

In Malaysia, the English language is implemented for education purpose from primary school until the university level. The students spent a time span of up to 11 years learning English in school since they attended primary school, which started from the age of 7**.** According to Hahta, Butler and Witt (2000), "Oral proficiency takes 3 to 5 years to develop and academic English proficiency can take 4 to 7 years" (p. 13). As the students had taken a significant time to attain the language, which is 11 years, achieving high literacy attainment in English should not be a challenge for them. Therefore, the main focus of this study is to investigate the reasons why Malaysian students are still unable to reach a reasonable level of English competency even after understudies up to 11 years of learning English lessons in school.

Thus, in this study, the researcher attempts to investigate the possible factors that may affect students' learning process. The researcher will then look into students' perception of English language learning. Next, the target participant will be students from UTAR English Education programme who had undergone their teaching practicum. The data collection will be conducted using quantitative and qualitative method. Both methods are employed to obtain perception and possible solutions from the students' perspective.

Statement of Problem

Based on the study a lot of students had lost interest in learning English. There are certain students who dislike the subject and preferred more in learning other subjects such as science, math or any other subject. There is possibility learners have negative attitudes towards learning the language resulting in unwillingness to participate actively in language learning classroom (Darmi & Alboin, 2013). According to ICC Hawaii (2017), learning anything without knowing its purpose often makes student felt boring towards the subject. It is true that learning a language ought to be fun and enjoyable for every student. If the students have a positive attitude towards the language, they can achieve many things based on the specific area. To increase a student's interest in learning English as a second language, there is a need to pay great attention to their learning process in order to create effective learning opportunities. Hence, the questionnaire is employed to look into the obstacles of students in learning English.

Next, seeking employment is still somewhat of a problem for most of the Malaysian fresh graduates. This is supported by Spawa and Hassan (2013), who stated that a number of young adults are unable to secure a good job due to their poor command in English, particularly school leavers and new graduates. English proficiency is indeed a necessary criterion for graduation and employability. According to the chief economist at Malaysian Rating Corp Bhd., Nor Zahidi Alias, she claims that the rate of unemployment graduates in Malaysia has expanded throughout the years (Rusli, Md Yunus & Hashim, 2018). In addition, Graddol (2006) states that many universities in the world have set their own requirement for students to reach a certain standard of English proficiency before obtaining their degree. Moreover, poor English capability could weigh down undergraduates' job opportunity. It is, therefore, the importance of English should not be neglected. However, problem arises when the researchers did not provide findings in obtaining possible solutions to help students in solving learning difficulties from their perspective. Therefore, in this study, the researcher intends to encourage the students to express their thoughts towards the issue.

Objectives of the Study

In relation to the problems as mentioned in section 1.2 Statement of Problem, two main objectives were formed for the purpose of this study:
1. To examine students' perception towards English language learning.
2. To find out the possible solutions in students' perspective that can be used to improve their learning difficulties.

Research Questions

In regards to the objectives of this study, the research questions were formed for the purpose of this study:
1. What is the perception of students towards English language learning?
2. What are the possible solutions that can be used to improve students' learning difficulties in their perspective?

2. METHODOLOGY

Research Design

In this research, two methods will be employed in collecting data. The study will be adapting the methodologies from the study of Al-Mahrooqi's (2012) and Yahaya's et al., (2011) methodology. Sample questionnaires and interviews were adapted from the past researchers' studies as mentioned.

Firstly, quantitative research design will be used to answer the first research objective which is to examine students' perception towards English language learning. The selected research design is to obtain data quantitatively by employing questionnaire to the participants involved. The questionnaires will be distribute to the selected participants from the English Education programme.

Next, qualitative research is aimed to obtain possible solutions in students' perspective that can be used to improve their learning difficulties. The researcher will be conducting a face-to-face interview session by asking participants to answer the open-ended questions which is related to the study. 5 research participants will only be randomly selected to participate in the interview session.

By employing both of the approaches for data collection, this study aims to achieve a better understanding of students' perception towards learning English and the solutions to solve their difficulties in learning.

Participants

The sample of 20 participants aged between 21 to 24 years will be chosen for this study. The participants are UTAR students who currently pursuing their degree in Bachelor of English Education. The Final Year students who had undergone teaching practicum will only be selected among the whole population of English Education students. Teaching practicum is an education programme which allows students to work in a classroom with real students during their internship in senior year ("What is a teaching practicum," n.d.). The students will gather experience from there to prepare themselves to conduct a real classroom environment in the future. In addition, the duration of the teaching practicum will usually last for a semester (10 to 14 weeks). They are chosen because are more exposed to the general principles of teaching and learning of English as a second language.

Purposive sampling method

Purposive sampling method will be employed in this study. Purposive sampling method, can be also known as judgemental sampling. It is also a form of non-random probability sampling method where it does not require underlying theories or set number of participants (Etikan, Musa & Alkassim, 2016). In other words, the researcher decides to obtain information from people who have a virtue of knowledge and experience related to the study. In this study, the researcher selects only students who had undergone their teaching practicum.

Cluster random sampling method

Another sampling method employed in this study is the cluster random sampling method for the purpose of this study. Cluster sampling is where the samples will be selected from the target population where researcher make generalizations to the target population (Yahaya et al., 2011). On the other hand, the target population is a group of individuals who have the same defining characteristics such as being in English Education programme and had undergone a duration of teaching practicum. In this study then, the participants will all be selected randomly from each cluster group.

Instrument

The instruments that the researcher will be using to collect data are questionnaire and interview. The questionnaire included closed questions to obtain factors that contribute to the participants' English proficiency. The questionnaire will start off with questions related to the respondents' background such as age, gender, year at university as well as their course of study. Furthermore, a Likert-type questionnaire will be assigned and a numeric score designed to analyse the data from a scale of 1 (strongly disagree), 2 (disagree), 3 (either agree or disagree), 4 (agree) to 5 (strongly agree).

Next**,** a face-to-face interview will be conducted by the researcher to obtain information about solutions to solve learning difficulties in students' perspective. The interviews are to be conducted between 20 to 30 minutes for each session. In addition, the participants' audio will be recorded with their permission. All of the participants who will be taking part in the interviews are free to express their views during the interviews. Thus, it allows the researcher to present recommendations through the possible solutions given by the students.

Data Collection and Analysis Technique

A structured questionnaire will be distributed personally by the researcher among the participants. Questionnaire will be collected once the participants have completed on the same day. Once questionnaire is collected from the hands of participants, the researcher will calculate the total scores in the numeric score provided and convert them into corresponding percentage and grade. Data collected will be analysed through the use of Microsoft Excel 2010 for data interpretation. Next, the presentation of data will be presented in the form of charts and graphs.

Next, interview session will be conducted and participants' audio will be recorded using a phone recorder after gaining permissions from them. Their permission ensures that they will provide data and cooperate with the researcher. After the interview session, the recording will be transcribed accordingly by the researcher to obtain a written record.

3. FINDINGS AND ANALYSIS

There are many facets this research has looked into, where it tapped into identifying respondents' perception towards learning English Language and obtaining the possible solutions to increase students' English proficiency level. To restate, the two research questions that guided the researcher in her study were as followed:

1. To examine respondents' perception towards English language learning.
2. To find out the possible solutions that can be used to improve the students' learning difficulties.

In this chapter then, three sections were divided where the first section looked into the respondents' demographic background; the second section looked into the results of respondents in responding their perception towards English language learning, and the third section showed the possible solutions obtained from the research participants. The tabulation of data was conducted through Microsoft Excel 2013 and the data were presented in the subsequent sections.

Demographic Background of the Respondents

Gender

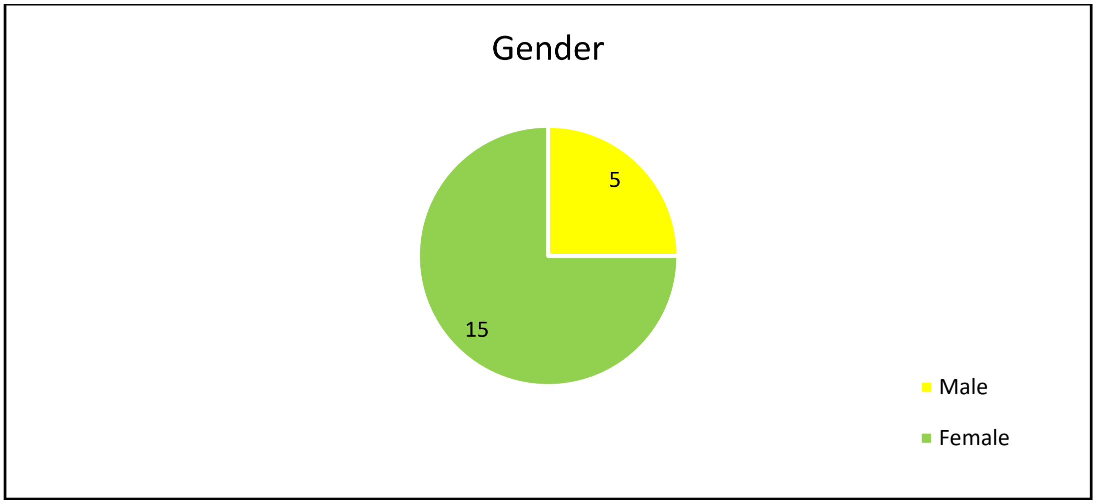

Chart 1: Gender of research participants

Based on Chart 1, the total score of male respondents was 5, which was 25% while the total score of female respondents was 15, which was 75%. The respondents had a great difference in gender distribution, with female students (75%) more than the male students (25%), which made a difference of 50%.

Race

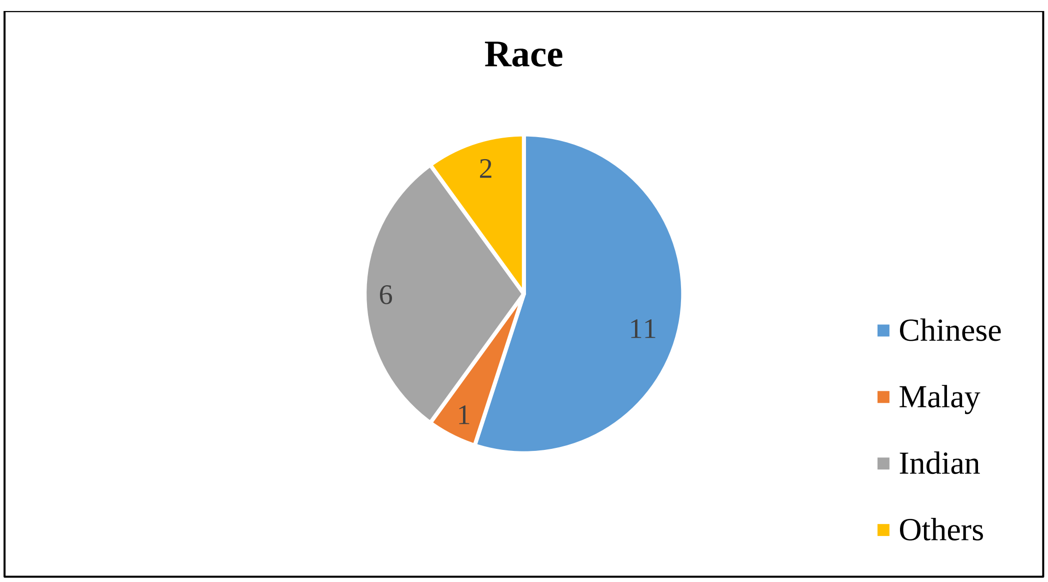

Chart 2: Race distribution among research participants

Based on Chart 2, it can be seen that the races represented are Chinese, Malay, Indian and others. Out of the races available among the respondents, the Chinese students had the highest number with a total of 11 (55%), while the Indian respondents came with the second highest with a total of 6 (30%) and the Malay respondents were the least with a total of 1 (5%) only.

Age

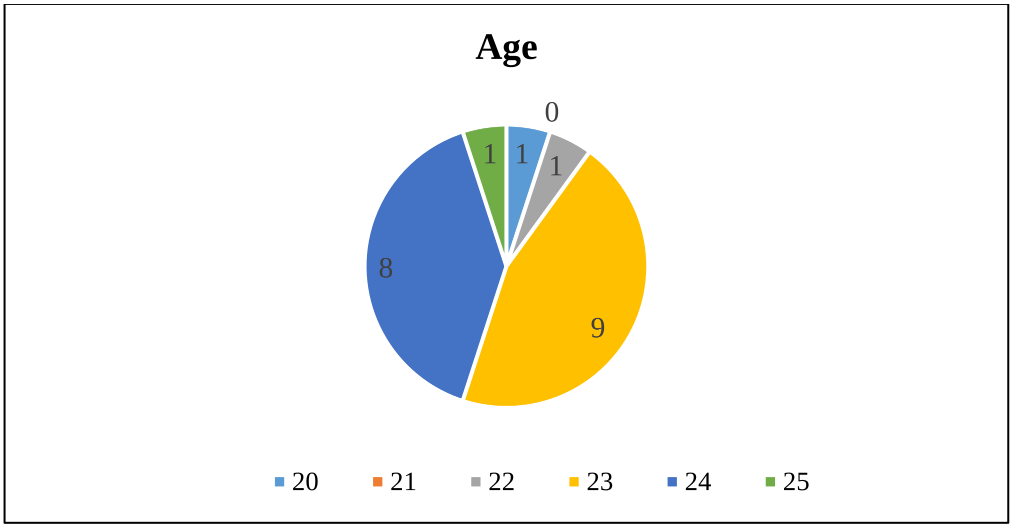

Chart 3: Age group of research participants

Based on Chart 3, the range of age collected based on the respondents are years 20 to 25. The age group of 23 had the highest score of 9 with the highest percentage of 45%, while the age group of 20, 22, and 25 had equal scores which was 1 with the percentage of 5% respectively. Besides that, the age group of 24 was the second highest with a total score of 8, which is 40%.

Respondents' Total Score Results

In the questionnaire administered to the respondents, it contained five statements in which the respondents were asked to indicate whether they strongly agreed, agreed, neutral, disagreed or strongly disagreed to the sub-statements in the questionnaire. These statements produced information on their opinions in five categories as shown in the table below:

No.	**Statements**
1	Personal Attitude towards English
2	Learning Styles
3	Teacher Influence
4	Peer Influence
5	Students' Perception towards English

Table 1: List of Statements

Statement 1

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No.
1	I am interested in studying English	10	9	1	0	0	1
		50%	45%	5%	0%	0%	50%
2	I practice English every chance I get	11	4	4	1	0	2
		55%	20%	20%	5%	0%	
3	I enjoy lessons that are in English	13	5	2	0	0	3
		65%	25%	10%	0%	%	
4	I am not afraid to speak to English speakers whenever I can	12	5	1	2	0	4
		60%	25%	5%	10%	0%	
5	I lack confident when I have to speak in English	1	3	3	8	5	5
		5%	15%	15%	40%	25%	

Table 2: Total score and frequency of Personal Attitude towards English

As shown in Table 2 above, most of the respondents either strongly agreed (50%) or agreed (45%) that they are interested in studying English, while the percentage of those who disagreed and strongly disagreed were 0%. Likewise, a large percentage (55%) of the respondents strongly agreed that they practice English every chance they get, and an equal percentage (20%) said they agreed or responded neutral.

Moreover, there were no respondent strongly disagreed. Similar to the first statement, the percentage of respondent who agreed that they enjoy lessons that are in English (65%), which indicated the highest percentage while no students strongly disagreed nor disagreed (0%). Furthermore, more than half of the respondents (60%) strongly agreed that they are not afraid to speak to English speakers whenever they can; 25% agreed and strong disagreement remained 0%. The results proved that they had confidence and were not hesitant to speak to English speakers. The statement “I lack of confident when I have to speak in English” elicited more disagreement (40%) than agreement (15%).

Therefore, the table above showed a majority of respondents very much agreed that personal attitudes did contribute to a students’ English language proficiency. There was no doubt that the students’ interest was one of the key elements to encourage their learning of a language. This matched with a previous study by Singh (2014) where majority of the students showed interest in learning English as displayed in their findings results. Moreover, students believed that they would do better if they had self-confidence in the process of learning.

Statement 2

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Verbal	6	8	4	1	1
		30%	40%	20%	5%	5%
2	Visual	8	7	2	3	0
		40%	35%	10%	15%	0%
3	Aural (Auditory)	5	7	5	2	1
		25%	35%	25%	10%	5%
4	Kinaesthetic	4	9	5	1	1
		20%	45%	25%	5%	5%
5	Verbal + Visual	6	12	1	1	0
		30%	60%	5%	5%	0%
6	Verbal + Aural	8	7	4	0	1
		40%	35%	20%	0%	5%
7	Verbal + Kinaesthetic	6	8	4	1	1
		30%	40%	20%	5%	5%
8	Visual + Aural	6	7	6	0	1
		30%	35%	30%	0%	5%
9	Visual + Kinaesthetic	4	7	6	3	0
		20%	35%	30%	15%	0%
10	Aural + Kinaesthetic	4	6	7	2	1
		20%	30%	35%	10%	5%
11	Verbal + Visual + Aural	7	8	4	0	1
		35%	40%	20%	0%	5%
12	Verbal + Visual + Kinaesthetic	9	7	3	0	1
		45%	35%	15%	0%	5%
13	Verbal + Aural + Kinaesthetic	8	8	3	0	1
		40%	40%	15%	0%	5%
14	Visual + Aural + Kinaesthetic	9	8	2	0	1
		45%	40%	10%	0%	5%

Table 3: Total score and frequency of Learning Style

Table 3 above has presented the choices of learning styles of the respondents. It can be seen that there was a total of 14 learning styles stated in the table above. According to Zhou's (2011) study, students' learning performance was determined by their own learning styles and educator's teaching methods. In the present research, the researcher proposed different classifications for learning styles which included the four primary learning styles and a combination of these learning styles. The four primary learning styles discussed were verbal, visual, aural and kinaesthetic.

Among the first four learning styles which were verbal, visual, aural and kinaesthetic, the percentage of the participants who agreed was much larger than the percentage of disagreed. Based on the table, the verbal, visual, aural and kinaesthetic learning styles had more than 60% of the respondents who strongly agreed and agreed to their choices of learning style respectively. There were only 15% of the respondents who showed strong disagreement and disagreement of visual and aural learning styles, while 10% of the respondents showed strong disagreement and disagreement to the choices for verbal and kinaesthetic. Apart from that, it was found that most respondents generally preferred in visual learning style. It is believed that they learn best when colourful images and pictures were presented during learning process. The information that were presented visually could help them to visualize plans and outcomes in their mind's eye.

Furthermore, there were a total of six statements which showed a combination of two learning styles. As similar to the previous statement as mentioned above, the percentage of those who agreed was larger than those who disagreed. It can be seen in Table 3 that most participants fell under the category of verbal and visual learner with a large percentage (90%) who strongly agreed and agreed their choices of learning style; 5% responded neutral and 5% responded strongly disagreed and disagreed. As for the combination of verbal and aural, and visual and aural, the respondents had a great difference in agreement and disagreement with agreement (75%) more than the small percentage (5%) of disagreement. Next, 70% of the respondents agreed to the combination of verbal and kinaesthetic whereas there were only 10% of them who showed disagreement. As for the combination of visual and kinaesthetic; aural and kinaesthetic, the percentage of agreement was slightly lower than a blend of learning styles as mentioned above. 55% of the respondents agreed to visual and kinaesthetic while 50% agreed to aural and kinaesthetic. A total of 15% respondents showed disagreement to both combination of learning styles respectively; the remaining respondents responded neutral (30%) and (35%). The findings of the present study matched with the study conducted by Yahaya et al. (2011) where their respondents were mainly visual and verbal learners. They also claimed that most learners learn more when information is presented in both visual and verbal way. Amongst the combination of two learning styles, the "*Visual + Verbal"* scored the highest frequency with a total of 90% respondents agreed to these combinations.

On the other hand, the table above showed three combinations of three learning styles. There were "verbal + visual + kinaesthetic", "verbal + aural + kinaesthetic" and "visual + aural + kinaesthetic". Interestingly, the majority number of respondents strongly agreed to these three combinations respectively, while no respondent (0%) showed disagreement. 45% strongly agreed and 35% agreed to the combination of "verbal + visual + kinaesthetic"; 40%

strongly agreed and 40% agreed to the choices of "verbal + aural + kinaesthetic"; whereas 45% strongly agreed and 40% agreed to "visual + aural + kinaesthetic". These three statements had only a difference of 5% between two comparisons of respondents who showed strongly disagreement respectively. Thus, the majority of respondents preferred learning in *Visual + Aural + Kinaesthetic.* The researcher proposed that these three sensory modalities were combined together so that learners can learn through more than one senses.

Statement 3

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	My lecturers make learning English fun	3	6	4	7	0
		15%	30%	20%	35%	0%
2	My lecturers motivate me to use English all the time	4	7	6	3	0
		20%	35%	30%	15%	0%
3	My lecturers encourage me when I speak in English	5	9	3	3	0
		25%	45%	15%	15%	0%
4	My lecturers speak in English all the time	9	8	2	0	1
		45%	40%	10%	0%	5%
5	My lecturers slow down when I don't understand lessons in English	6	3	7	4	0
		30%	15%	35%	20%	0%

Table 4: Total score and frequency of Teacher Influence

Referring to Table 4 above, there were a total of 15% and 30% respondents responded towards agreeing the statements, with strongly agree and agree respectively on lecturers make learning English fun. However, the percentage of respondents (35%) who had chosen disagreed was higher than those who strongly agreed. The results indicated that their lecturers did not make the learning process fun in the classroom. If the classroom environment was not interesting, students may fail to show interest and may not enjoy learning as mentioned by Munoz and Martin (2015). It was indeed essential to build learning interests of students so that they can be more interactive in classrooms. The educators should provide variety teaching materials and make the classroom atmosphere more interesting.

In the next statement "my lecturers motivate me to use English all the time", 35% of the respondents agreed the statement; 30% of the respondents responded neutral. No respondent (0%) strongly disagreed and 15% of the respondents disagreed the statement.

Furthermore, most of the respondents (45%) agreed that their lecturers encourage them when they spoke in English; 25% strongly agreed. As for strong disagreement and disagreement, the percentage remained 0% and 15% which was similar to the previous statement. Next, a total of 85% respondents strongly agreed and agreed that their lecturers speak in English all the time, while there were only 5% of the respondents who strongly disagreed the above statement. Next, the percentage (35%) of those who responded neutral in the statement "my lecturers slow down when I don't understand lessons in English" is higher than the percentage of those who agreed (15%) and disagreed (20%).

Noticeably, the percentage of respondents (30%) who strongly agreed exceeded those who strongly disagreed (0%).

Statement 4

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I don't have many friends who speak English	1	3	5	7	4
		5%	15%	25%	35%	20%
2	My friends and I never use English outside of the classroom	1	1	5	7	6
		5%	5%	25%	35%	30%
3	My friends feel that English is important for our future career	8	10	0	0	2
		40%	50%	0%	0%	10%
4	My friends find that English is as important as our native language	5	8	4	1	2
		25%	40%	20%	5%	10%
5	My friends are not very encouraging when I speak English	0	0	2	12	6
		0%	0%	10%	60%	30%

Table 5: Total score and frequency of Peer Influence

As shown in Table 5, a majority of respondents (35%) disagreed with the statement "I don't have many friends who speak English". The percentage for those who strongly agreed and agreed was only 20%. At the same time, a same percentage of the respondents (35%) disagreed that "my friends and I never use English outside of the classroom. Both of the statements as mentioned elicited more disagreement than agreement. In other words, the respondents agreed that they have many friends who spoke English and they used English outside of the classroom as well.

Next, most of the respondents strongly agreed, or agreed that their friends feel that English is important for their future career with the total high percentage of 90%. Moreover, the percentage of those who strongly disagreed and disagreed was only 10%. In the next statement, most of the respondents (40%) agreed that their friends find that English is as important as their native language; 25% of the respondents strongly agreed; 20% responded neutral. The remaining respondents represented strong disagreement (10%) and disagreement (5%). Furthermore, a large proportion of respondents strongly disagreed (30%) and disagreed (60%) that "my friends are not very encouraging when I speak English"; while no respondent (0%) strongly agreed nor agreed this statement. The rest of the respondents (10%) responded neutral.

Statement 5

No.	**Statement**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1	I believe I can improve my English by going to tuition class	1	6	8	3	2
		5%	30%	40%	15%	10%
2	I believe that being good in English will help me in my future career	12	7	0	0	1
		60%	35%	0%	0%	5%
3	I believe English should be a medium of instruction in Malaysia	11	7	1	0	1
		55%	35%	5%	0%	5%
4	I encourage myself to speak English even when I am afraid to make mistakes	9	7	3	0	1
		45%	35%	15%	0%	5%
5	I believe English is not a difficult subject	9	9	0	1	1
		45%	45%	0%	5%	5%

Table 6: Total score and frequency of Students' Perception Towards English

Based on Table 6, there were 35% of respondents who believed that they can improve their English by going to tuition class. However, 25% of the respondents showed strong disagreement and disagreement. The rest of the respondents (40%) represented neutral in this statement. Furthermore, a high percentage of respondents (60%) strongly agreed that being good in English will help them in their future career; while a total percentage of 35%

represented agreement. Only a small percentage of respondents (5%) strongly disagreed, while no disagreeing responses were listed for this statement and the following statements *(statement 3, 4)*. As similar to the previous statement, there were also more than half of the respondents (55%) who strongly agreed that they believed English should be a medium of instruction in Malaysia; followed by 35% respondents agreed; while a smaller number of respondents represented strongly disagreed (5%).

Next, a total population of respondents (80%) strongly agreed and agreed that they encourage themselves to speak English even when they are afraid to make mistakes. The percentage of those who represented strong disagreement were only 5%, while disagreement remained 0% as mentioned above. When a person has confidence in communicating English in a crowd, they would not have the language anxiety and do not afraid of making mistakes. As for the statement “I believe English is not a difficult subject”, it created a good impression with the total high percentage of 90% represented by both options strongly agreed and agreed. Both strong disagreement and disagreement were represented by a total percentage of only 5% respectively.

Factors Causing Students Weak in English

Before obtaining the possible solutions, the perceptions of respondents of why students are weak in English were first analysed. The results were grouped according to different categories and results were shown in respective tables. Table 7 below presented the frequency of the overall factors causing students weak in English language.

No.	Factors	Percentage (%)
1	Students themselves	40
2	School environment and the system	25
3	Influence of mother tongue or native language	15
4	Teachers	10
5	Parents	5
6	Cultural factor	5

Table 7: Percentage of Factors Causing Students Weak in English.

Participants (P)	Factor 1: Students Themselves
P1	Students relying too much on the national language.
P2	Students hardly speak English without realising the importance of English language.
P3	Students do not see the language as a necessity.
P4	Some students may not want to leave their comfort zone and they do not want to improve and practice English.
P5	Students are not practicing the language and they are afraid of using it.
P6	The students do not practice English in their daily life and they are afraid of mistakes that they do especially during conversation.
P7	Students only learn English for the sake of exam purpose.
P8	Students do not see the importance of learning English especially if the language is not a compulsory subject.

Table 8: Students Themselves

It can be seen that the comments by participants showed students' negative perceptions towards the language. Most of the students do not show interest in learning English. The students do not see this as an important subject as it is not a compulsory subject to pass at the primary as well as secondary level (Azman, 2016). According to Shuib, Ganapathy, Kaur and Abdullah (2017), this subject was supposed to make compulsory for students to pass from 2016. However, the Ministry of Education Malaysia has decided to postpone the implementation of such policy. The students only study the subject for a purpose, which is to pass during exams.

Participants (P)	Factor 2: School Environment and the System
P9	English language is not emphasized by the school and government as most subjects today are taught using the Malay language.
P10	The medium of instructions in public secondary schools are in Bahasa Malaysia, whereas in the vernacular secondary schools, students use their own native language.
P11	The school did not emphasize the importance of speaking in English.
P12	School environment such as SMK and SMJK schools contribute to their poor language. They would only speak using their own native language.
P13	English is not emphasized in the classroom; the policy overemphasized the use of Malay language which neglected the use of English.

Table 9: School Environment and the System

The next cause of lack proficiency in English language was the school environment and the system. The comments provided by the participants (P10, P11, P12 and P13) indicated that the students only speak using their own native language (Malay or Mandarin) depending on the types of school. These can result in poor learning capability in English language as they only emphasized on their native language. This can be proven by the study conducted by Musa et al. (2012) to explore English language learning in Malaysian schools. Based on their findings, the influence of national language which is also known as Bahasa Malaysia has a large impact over learning English language.

Participants (P)	Factor 3: Influence of Mother Tongue or Native Language
P14	The students more prefer and comfortable in speaking using their mother tongue compared to English.
P15	Most of the students are very much comfortable in speaking their native language.
P16	The influence of mother tongue affects the communication in using English language.

Table 10: Influence of Mother Tongue or Native Language

The factor influence of mother tongue or native language was relevant to the previous factor as mentioned in Table 9. A related work by Yu (2009) explored how Chinese students composed sentences and paragraphs in English, and indicated that their native language which is Mandarin showed a negative transfer of Chinese sentence pattern on English writing. It is thus, concluded that the learners tend to refer to their first language system when comprehending English text.

Participants (P)	Factor 4: Teacher
P17	During school time, the teachers did not use English as medium of instruction.
P18	Teachers did not teach the students to use English in a proper manner, and that they use other languages to translate English during English lessons.

Table 11: Teacher

The next factor causing poor language proficiency among learners was teacher. However, the present study conducted by the researcher was different with the study conducted by Al-Mahrooqi (2012) where teachers from the study were the main cause of their low proficiency in English, while the main cause of factors in the present result were students themselves. The results provided by the respondents in Al-Mahrooqi’s study showed a percentage of 85% students complaint about their teachers, whereas, recent research only showed a low percentage (10%) students commented about their teachers. Both participants of the present study commented their teacher neglected the use of English language, instead, their teacher used more on grammar translation method during teaching process.

Participants (P)	Factor 5: Parents
P19	Parents did not emphasize the use of English while communicating with their children.

Table 12: Parents

Participants (P)	Factor 6: Cultural Factor
P20	Cultural factors play a factor, many beliefs that English should not be taught due to its language being a colonial language.

Table 13: Cultural Factor

Lastly, parents were the cause of low level in English language proficiency as commented by the respondent and participant (P20) also proposed cultural factors as the cause of low proficiency in English.

Respondents' Solutions

Amongst the possible solutions provided to improve learning difficulties, the following are the responses mentioned by research participants after they had provided their perceptions as shown in *4.3 Factors Causing Students Weak in English*:

No.	Solutions	Percentage (%)
1	The Government or Ministry of Education Malaysia	30
2	Roles of students	25
3	School administration	25
4	Education curriculum and policy	20

Table 14: Frequency of Solutions to Improve Students' Learning Difficulties.

Participants (P)	Solution 1: The Government or Ministry of Education Malaysia
P1	Government should conduct proper English Education trainings, as well as introduce textbooks of local content instead of foreign ones.
P2	Ministry of Education of Malaysia should report and publish about the effectiveness of the curriculums that they have carried out because the transparency in the Malaysian education system is valuable to ensure the success of our future generations.

P3	Education officers should constantly visit schools to ensure English lessons are actually taught in a proper manner.
P4	Malaysia government should enforce English learning and emphasize the use of English in order to raise the Malaysian's lifestyle quality.
P5	The Ministry of Education Malaysia should look towards countries like Finland and Switzerland to get reliable and valid information on how to improve the Malaysian education system itself as a whole.
P6	The government should offer interesting bounties for educators to raise motivation level.

Table 15: Roles of The Government or Ministry of Education Malaysia

According to Table 15, participant (P4) suggested that "*Malaysia government should enforce English learning and emphasize the use of English in order to raise the Malaysian's lifestyle quality*". Referring to this statement, the participant is trying to reveal that when there is no integration of races in the school, the students will not unite together as one. Therefore, the Government should make sure the education officers visit schools constantly and to make sure that English lessons are conducted in a proper manner as suggested by the participant (P3). This can ensure that both teachers and students were teaching and learning English in a more efficient manner.

Participants (P)	**Solution 2: Students**
P7	Speak more English outside the classroom.
P8	The attitude of students towards English should change as they should be disciplined and responsible in their own learning process.
P9	Be committed in improving and learning English.
P10	Get rid of the fear and be confident in communicate English daily.
P11	Always watch English channels or English shows to practise English pronunciation and improve listening skill. Read more English materials.

Table 16: Roles of The Students

Table 16 showed roles of students were one of the possible solutions to improve English proficiency as recommended by the participants. Participant (P8) suggested that *"the attitude of students towards English should change as they should be disciplined and responsible in their own learning process".* Based on this statement, it also represented other solutions as provided by other participants. The "attitude of students" included they need more practice in speaking English outside the classroom as suggested by another participant (P7), have commitment in learning English as suggested by participant (P9), have confidence in speaking using English in daily life as suggested by participant (P10) and also practice more by watching English channels as suggested by participant (P11).

Based on P7's and P10's statement, they revealed that students would improve English proficiency if they speak more English daily. They believed that students who practice more in speaking will result in improving their listening skill. They suggested that the students can practice speaking with those who spoke English well. Moreover, the practice will result in improving their listening skill. Besides that, students nowadays have less exposure in reading English materials but rely on social media to obtain news (Marwa & Sabrina, 2016). As a consequence, the news they read may influence student's academic writing skill as the words' usage were sometimes inappropriate which contained of puns and code-mixing. Therefore, students themselves should read more English materials such as newspaper, magazine and useful templates as suggested by participant (P11).

Participants (P)	Solution 3: Roles of School Administration
P12	School should organise English campaign every week to encourage students to speak in English inside and outside the classroom.
P13	School should make a compulsory rule that English has to be spoken every day in ESL classroom or English weeks.
P14	Encourage students to attend English intensive courses
P15	School should organise English camp and strictly encourage students to speak English often.
P16	School need to organise English Reading Camp and Fun English Camp.

Table 17: Roles of School Administration

The school administration plays a significant role in improving learning difficulties of Malaysian school graduates. There were similarities of ideas suggested by the participants (P12, P15, P16) which included organizing English language camps and campaigns. To promote reading extensively in English, participant (P16) believed that students are able to improve reading skills by attending English Reading Camp and Fun English Camp.

Other similarities found in the list of recommendations were that the participants intended to put attention on students' speaking skill. In other words, the suggestions they provided were aimed to improve students' communication skill. Therefore, participant (P13) recommended school administration *should make a compulsory rule that English has to be spoken every day in the classroom*. Besides that, participants (P12 and P15) proposed that the camps and campaigns could encourage them in speaking English inside and outside the classroom.

Participants (P)	Solution 4: Education Curriculum and Policy
P17	Improve language teachers' proficiency by having them go through series of tests and aid in their language proficiency
P18	Make sure English is a compulsory subject to pass.
P19	The current education curriculum needs to be changed, re-emphasizing the importance of English Language not only needed at university level but also a lingua franca to the modern world.
P20	Revamp the education policy and reinstate teaching of Maths and Science in English.

Table 18: Education Curriculum and Policy

Next, the education curriculum writers and policy makers were indeed important in playing the role to help student. Participant (P17) suggested *language teachers should go through a series of tests,* especially the novice teachers. If the teachers do not meet expected standard and criteria set by the policy makers, these might affect the learning process of students. This is supported by Sulistiyo, Mukminim and Yanto (2016) proposed that new beginner teachers need to have adequate language knowledge and proficiency in order to develop a proper teaching skill. On the other hand, participant (P19) recommended that *the current education curriculum needs to be changed.* The participant highlighted that policy makers to re-emphasize the importance of English Language, not only at the university level but also its role as a lingua franca across the globe.

4. DISCUSSION AND CONCLUSION

In this final chapter of the study, it opened a thorough discussion on the findings and results obtained throughout the study as shown in Chapter 4, and how the results answered the research questions. Each research question stated in Chapter 1 was discussed thoroughly in the previous sections, and towards the end of the chapter, the actual limitations that were highlighted throughout the study were identified, and recommendations and suggestions were given for future researchers as well.

Why Malaysian School Graduates are weak in English?

The respondents who were students from the programme of English Education had provided a list of factors that resulted in low English proficiency among Malaysian school graduates. The respondents were using a teacher's point of view to identify the factors as they had just completed their teaching practice during their last semester from January to May 2019. In Chapter 4, the results indicated the students themselves were the main cause of low proficiency in English. Students showed negative perceptions towards learning English subject because they were still unaware of the importance of English language.

Next, the school environment and the system were one of the reasons that caused lack proficiency in English language. Based on the results obtained from the respondents, most comments pointed out the school did not emphasize the use of English especially in terms of speaking. The students seemed to ignore the use English in the school. As the types of schools in Malaysia vary, such as national school and vernacular schools, all the schools vary in medium of instruction. The above factor was relevant to the factor "the influence of mother tongue or native language". The interference of mother tongue or native language contributed to the wrong language system and resulted the wrong usage of rules in English such as grammatical rules and semantic components.

Another factor provided by the respondents was that teachers were one of the factors causing poor language proficiency among learners. As mentioned in Chapter 4 where the researcher discovered that the present study was different with a study conducted by Al-Mahrooqi, this is probably because of the sample's employment from different group. The samples from Al-Mahrooqi's study were a group of university students pursuing different programmes, whereas in the recent research, the group of samples were a group of university students who are currently in the English Education programme. Both groups of participants were standing in a different point of view where respondents from the present study aimed to pay more attention on their students while conducting teaching practicum, and found to be much neglected their affection to the students.

Apart from that, parents and cultural factors were the cause of low level in English language proficiency. The neglect of oral communication practice in the house will somehow affect the proficiency in English speaking skill. This context is similar to the factor "Influence of Mother Tongue or Native Language". In order words, the more the speaker conveyed messages using mother tongue at home, the more they neglected the use English language in the house.

Thus, to restate an overall view of the factors that contribute school graduates weak in English language proficiency, it involved students themselves, school environment and the system, influence of mother tongue or native language, teachers, parents and cultural factor. Although the factors provided by the respondents cannot be generalised to all learners, it provided a better insight on how these factors affect English language learning.

What Can Be Done to Improve Malaysian School Graduates' English Learning Difficulty?

After all the respondents have provided a list of factors as discussed above, they then provided a few possible solutions that can be made by different authorities on how to improve the students' learning difficulties. The researcher had grouped their suggestions according to different categories and the results were presented in different tables in Chapter 4.

A majority of the respondents stated that the government or Ministry of Education Malaysia should provide support and make changes to the current education system. It is no doubt that Malaysia is a multi-ethnic country, with different races of students studying in a school. As stated in the discussion above students in Malaysia only speak using their native language (Malay or Mandarin) with friends of their own race, they have less exposure in speaking other languages with peers. Hence, the government should also make English language as a unifying language so that the students can make friend with each other regardless of race and ethnicity.

In the participants' point of view as a teacher, they suggested that the roles of students were indeed important to help in improving English language proficiency. The participants believed that the more they practiced English language, the faster they can adapt to an English-speaking community in the future. As a result, these will boost their confidence and reduces the fear to speak English in an English-speaking community. During the conversation, students will be able to learn good pronunciation as well as new vocabularies.

Referring to the next opinion suggested by the participants, they believed that the school administration was important in improving learning difficulties of Malaysian school graduates. As mentioned in the discussion, the participants had suggested organizing English Reading Camp and Fun English Camp to improve students' reading skill. It is believed that all these participants had an experience in organizing and conducting such camps and campaigns as one of the activities during the period of teaching practicum. Moreover, the camps and campaigns could benefit the students to develop their English language skills. Apart from that, most of the participants recommended solutions to help in improving students' communication skill. This can be proven that the participants were well aware that speaking issue was one of the challenges faced by most of the Malaysian students.

Next, although teachers have authority in the classroom, they still lack of power to change the syllabus of the current education system. The teachers still need the support of education leadership. In such way, the roles of education curriculum and policy should contribute significantly in education. The participant also revealed that it is important for the policy makers to first improve language teachers' proficiency and then proceed to scrutinize students' English proficiency.

To conclude, the above discussions have presented a list of possible solutions contributed by the participants that may aid in students' language proficiency. Based on their perception, the roles of different authorities play a significant role in developing students' language skills. Amongst the key authorities were the government or Ministry of Education Malaysia, students themselves, school administration, and education curriculum and policy makers. On the other hand, even if all the solutions obtained might not be realized immediately, but the ideas can be considerable for the authorities for future planning.

5. Limitations of the Study

At the end of the study, the researcher had identified three limitations that need to be highlighted. These limitations were small sampling size of participants, insufficient time for data collection and present research approach. The limitations mentioned were further explained in the subsequent paragraphs.

First, the size of the participants was small as the present study was focused only on 20 students from English Education programme, UTAR who had completed their teaching practicum, where 20 students are just a small number of participants. The group of students were a minor group of the whole population of education. Therefore, the results were based on a relatively small sample and the results were insufficient to be generalised for the entire population of education.

Next, due to insufficient time to collect data which was eight weeks, the students were only chosen as part of the participants and not inclusive of lecturers. Although it was specified that the students were chosen because they had teaching experience, but they had only been exposed to the real classroom context for four months. In other words, their experience was still insufficient as much as the lecturers. Hence, their perception on how to improve students' learning difficulties might be not as valid as lecturers who had more teaching experience compared to them and more research is needed.

Furthermore, the present study utilized a quantitative research approach to look into the perception of respondents towards English language learning, the data collection was through a set of questionnaires distributed to selected participants. As they were limited statements in the questionnaire, some participants' choices of answer were not included in the particular section, and thus, they have no other options but to select the given statement.

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STUDENT SAFETY AND WELLNESS APPROACH FOR SCHOOLS IN MALAYSIA

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ABSTRACT

Safety is a state of being safe and free from danger including injury and risk. Safe school conditions can produce a responsive school culture and can optimize students' social learning, emotional and intellectual development. The purpose of this case study is to explore these models and propose a more holistic approach appropriate to the context of the school environment in Malaysia. This study uses document analysis method by analysing past studies and documents. These school safety models are compared differentiated to obtain a suitable model for implementation in the country. This study proposes a framework conceptually called the 3S Model which is Safe and Prosperous School which is based on two main domains namely Safe and Prosperous. The conclusion is safe and prosperous school will not be achieved without the integrated involvement of parents and the community

Keyword: *school safety, wellness, Malaysia schools*

1. INTRODUCTION

Accidents and injuries that occur on school premises are no longer a foreign issue for every country, including Malaysia. The main activity in the school is to carry out the teaching and learning process. Most activities performed in the teaching and learning process do not involve heavy equipment or machines that can be dangerous. The design of buildings, school environments, and activities carried out by teachers and students also have minimal impact on risk; therefore schools are categorized as low-risk premises. The irony is that to this day the cases of accidents, injuries, and deaths that occur among students still occur no matter whether inside or outside the school premises. Safety means students at school are free from any injury, pain, or danger (Gregory, Cornell, & Fan, 2012).

The issue of safety and well-being in schools is no longer something foreign. Preliminary data records of education in the United States and other countries show that there were 31 schools that recorded violent deaths from July 1, 2010, to June 30, 2011 (Zhang, Musu- Gillette, & Oudekerk, 2016). Next in 2012, there were a total of 1,364,900 students aged between 12 and 18 years old complaining of being a non-victim manga in school. Of that number, 615,600 were victims of theft, and 749,200 were victims of violence (minor attacks and serious violence). According to Zhang et al., (2016) further, during 2011-2012, a total of 88% of public schools reported that school access control was through doors with automatic locking. 64% use security cameras to monitor schools. In 2009-2010, a total of 43% of public schools reported the presence of one or more security guards at the school at least once a week.

In Malaysia, various incidents of accidents and injuries that occur are reported in the press. Table 1 shows the accidents and injuries that occurred as a result of student activities inside and outside the school premises from 2000 to 2017. The set of events shows that most incidents involve deaths, head injuries, fractures, and injuries. Based on the type of incident, the majority of deaths are due to the impact of objects, the collapse of construction structures falls and related to natural events such as floods, lightning strikes, and landslides. Not to be missed are cases involving student behavior such as play, carelessness, emotional disturbance, or delinquent acts. Although the number of accidents that occur is relatively low compared to the number of students across the country, the impact of accidents involving loss of life remains serious.

2. STATEMENT OF THE PROBLEM

Such a scenario has caused concern among the community and parents about the safety of their children while at school. Some of them dispute the credibility of the role in the loco parentis (in the place of a parent) of teachers and schools (Tie Fatt Hee, 2011). These circumstances and developments have changed the views and attitudes of parents towards their children's school activities. For parents who are paranoid or overly obsessed with their children's safety will take more extreme action by not allowing their children to participate in any school activities. Some transfer their children to schools that in their opinion have a lower risk than the original school (Furedi, 2001). If this situation continues it will bring losses to students and parents because the purpose of students doing activities is for healthy cognitive, psychomotor, and affective development (Brussoni et al., 2012; Ward et al., 2010; Sandseter, 2013, Play England, 2008; Play Scotland, 2011). Well-being and positive emotions will affect the individual's life pattern towards peace and life (Johari & Pusphavalli, 2010).

3. RESEARCH OBJECTIVE

Specifically, several objectives are underlying in this study:

i. To determine the responsibility of the school management to ensure the school as a safe and healthy workplace for teachers, support staff, students, and visitors.
ii. To identify problems such as feeling insecure, scared, worried, worried, bullied, depressed, unhappy, uncomfortable that haunt the feelings and thoughts of some school people, as well as parents and guardians, should be prevented and addressed.

4. LITERATURE REVIEW

Safety

Safety is a situation where there is no danger, no space that can cause danger and protection as well as conditions that are not at risk of accidents (Holt, 2005). Safety refers to a situation where the work environment is safe and free from accident risk (Raudhiah, Nakiah & Hashim, 2015). Security is also defined as a matter of safety, well-being, good peace (Nurul Fazreen, 2013). Safety in the school context covers the safety aspects of school buildings, equipment, and facilities (Zakaria & Ismail, 2014). As such, school safety is the school that avoids accidents caused by damage to buildings and infrastructure, fires caused by short circuits and gas leaks, infectious diseases, human negligence in handling equipment and, human criminal behavior (Norlia & Sufean, 2006). Awareness of safety practices is an important thing for employers, namely headmasters as well as teachers and students to ensure safety in the school area and can reduce the risk of accidents.

Safe School Model MOE 2002

Safe School Model is a model introduced by the Ministry of Education Malaysia in 2002 (KPM, 2002). To realize a safe school policy, this school community should play their performance of respective roles provide the infrastructure that is safe and conducive to the process of teaching and learning. In addition to that, the school is also responsible for ensuring that all citizens of school are always safe while traveling to and from school, including safety in extra-curricular activities or activities outside the classroom. Schools also need to take firm measures by enforcing rules in schools. When the school knows the role that needs to be taken seriously, the accident can be handled well.

Model USDOE (United States Department of Education, Safe and Supportive Schools)

This USDOE (United State Department of Safe and Supportive Schools) model was developed by a group of researchers in the United States (Bradshaw, Waasdrp, Debnam & Johnson, 2014) to provide initiatives to schools to conduct safety and health programs. This original model is divided into three main parts namely security, engagement, and environment, or called 3 scales and 10 sub-domain. Based on this model, Bradshaw, Waasdrp, Debnam and Johnson (2014) have produced a questionnaire namely Maryland Safe and Supportive Schools Climate Survey (MDS3) related to school climate. The school climate is a factor for dropouts, absenteeism, and truancy, drug use, violent and aggressive behavior among students. The work of Bradshaw, Waasdrp, Debnam and Johnson (2014) was then continued and improved by constructing a measurement related to school climate conditions namely MDS3. The improvements made to this USDOE Model have finally led to the renaming of the 3 original scales from Involvement, Security and Environment converted to Factors. Similarly, there are some additions to the sub-domains of these scales from 10 to 13 sub-domains.

5. METHODOLOGY

This study uses document analysis method by analysing past studies and documents. These school safety models are compared differentiated to obtain a suitable model for implementation in the country

6. DISCUSSION

It is the responsibility of the school management to ensure the school as a safe and healthy workplace for teachers, support staff, students, and visitors. There are guidelines and circulars issued by the Ministry of Education Malaysia and the Ministry of Health Malaysia in an effort towards providing safety and health on school premises. Programs like this are not a new thing in school. The Ministry of Education Malaysia has already taken many positive steps towards ensuring the elements of safety and health in schools are practiced to maintain the well-being of school people. Among the programs implemented are as School Health Plan (RKS) since 1967, the Safe Schools Project in the year 2002, and the Program 3K (cheerfulness, cleanliness, and safety). Besides, the Ministry of Education in collaboration with the Ministry of Health launched the Module Program Unified School Welcome to the year 1999 to coordinate all the safety and health at the school.

This integrated program towards healthy schools takes into account the involvement of other government agencies such as the Ministry of Health, Police, Statutory Bodies, and the community. Following the PBSS, the Safe School Project was established in 2002 which focused on 'initiatives to make students safer' without interference from any party either from within or outside. Various plans are made to create a "Safe Culture" in the school and its environment on an ongoing basis with the support of families and the local community (KPM, 2002).

The Ministry of Education Malaysia has issued a safe school manual to be used as a reference for schools. This manual has five main areas namely student activities, natural disaster areas, physical and school building areas, social areas as well as school environment and location. In the area of student activities, there are three main aspects of student safety while traveling to and from school include student safety to and on public transportation, boat/canoe, motorcycle, bike, walk away, and sent the mother or father. Security exercise activity curriculum also is covering sports and games, uniformed groups, clubs, and associations as well as collaborative activities. While the last aspect is outdoor activities that consist of the safety of students during study tours, safety during camping in the forest as well as in watery areas.

Next is the area of natural disasters involving safety during floods, fires, weather changes, and disease outbreaks. Areas of physical safety and electrical equipment include safety in wiring and electrical equipment, the safety of toilets, the safety of equipment, damage to classroom furniture, the safety of dormitory occupants, the security of science laboratories, workshop safety, library security, the security of fields and playgrounds, the security of stores, gardens and agricultural science, security in quiet and dark areas as well as the safety of all buildings within the school grounds (24 hours). The social sector's focus is on the safety of students in the event of sexual harassment, emotional disturbances, racial harmony in schools, bullying or pelican, extortion blackmail, and indecent mahram. Completed the latter is the field of the environment and the location of the school, which involve safety if the water is moving like a river, sea, waterfalls, and rapids, static water such as ponds, lakes and mines, roads, highways, railways, electricity, hills and highlands, housing and large cities, inland and plan areas.

These five areas need to be given attention to ensure the safety of students when they are at school or doing activities inside or outside the school. This is because when crime or violence outside the school begins to spread into the school then a safe environment for learning becomes increasingly difficult. Therefore, all parties need to take their role and welcome both the school safe that had been drafted by the Ministry of Education to be held at the school for educational institutions in Malaysia to work as a place to educate and gain knowledge and free from physical, mental and emotional.

Problems such as feeling insecure, scared, worried, worried, bullied, depressed, unhappy, uncomfortable that haunt the feelings and thoughts of some school people, as well as parents and guardians, should be prevented and addressed. Based on the Safe School Model developed by the Ministry of Education Malaysia, the MOE stressed that the existence of a culture of safety in school can in fertilizers by way of consensus in the three parts of the school, community, and family that will enhance the safety and feeling of safe school pupils.

Based on the Safe School Model (MOE, 2002), the School Wellness Model (Konu &

Rimpela 2002) and the USDOE Model, which is a Safe School Support Model that has been updated by Bradshaw, Waasdrp, Debnam and Johnson (2014), this study proposes a framework conceptually called the 3S Model which is Safe and Prosperous School which is based on two main domains namely Safe and Prosperous. Domain Safe focuses on six aspects that need to be considered to create a sense of security in school students. These aspects place more emphasis on activities and management. The six aspects are Student Movement; School conditions; Learning environment; Co-curriculum activities; Social management and Disaster management. Next for the Prosperous domain, the aspects are more focused on the emotional, mental, and physical condition of the students that can impact the well-being of the students. The four aspects under the Prosperous domain are the school environment; Social relationships; Self-support and potential and Personal health. Both Safe and Prosperous domains have reciprocal or reciprocal relationships that each contribute to feelings of security and well-being.

7. CONCLUSION

Community life is always exposed to risks and dangers. A safe and prosperous school will not be achieved without the integrated involvement of parents and the community. Schools are an ideal place to cultivate this safe and prosperous culture. Therefore, the conceptual framework of the 3S Model built is expected to contribute towards understanding the role that can be played to achieve the noble aspirations of school safety and well-being.

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STUDENTS' READINESS FOR ONLINE LEARNING DURING COVID-19 PANDEMIC: A CASE STUDY ON THE KOREAN LANGUAGE STUDENTS OF IIUM, MALAYSIA

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ABSTRACT

The increasing number of Covid-19 positive cases in Malaysia forced the government to impose the Movement Control Order (MCO). The MCO demands undergraduate students in the International Islamic University of Malaysia, Kulliyyah of Management and Tourism (IIUM-KLM) to stay at home while continuing to learn using the Remote Teaching and Learning mode. This study aimed to assess the IIUM-KLM Korean Language (KL) students' readiness on a transition from face-to-face learning to full-scale online learning. An online questionnaire was used to gather data from 100 KL students using a quantitative-based research. There are five dimensions to assess online learning readiness (OLR) namely: computer/internet self-efficacy; self-directed learning; learner control; motivation of learning; and online communication self-efficacy. The results revealed that a majority of KL students were ready for online learning with computer/internet self-efficacy as the most significant dimension of OLR. It was learned that students were confident with their ability to search any information on the internet and perform basic functions of Microsoft Office in their studies. Hence, the study contributes to a fundamental understanding of the students' experiences transitioning from face-to-face learning to full-scale online learning during the COVID-19 pandemic, as well as exploring the online learning readiness in language learning.

Keywords: Online learning readiness, Covid-19, Korean language

1. INTRODUCTION

According to real-time COVID-19 data updated by (Worldometer, 2021) at the end of April 2021, the total number of reported cases worldwide reached 143 million, with the United States leading the way with over 32 million cases, followed by India with over 15 million cases. Indonesia (1.6 million) and Malaysia (379,000) ranked first and second, respectively, in pandemic-affected countries in Southeast Asia. The COVID-19 pandemic in Malaysia started in early January 2020 and steadily worsened in the final four months of the year. Since October 2020, the number of confirmed cases has steadily increased. To control infections and minimize the spread of diseases, the Malaysian government implemented the Movement Control Order (MCO), which requires the citizens to wear a face mask in public and maintain a social distancing between them across districts and states. At the same time, the vaccination campaign in the hospital was taking place (Sallam, 2021) to flatten the curve of the infectious disease.

The Ministry of Education (MoE) and Ministry of Higher Education (MoHE) have called for immediate transitions to online teaching and learning for all levels of students and teachers to prevent them from being infected by the virus since the first MCO declarations by the Malaysian government in March 2020. Educational facilities were temporarily shut down, and online schooling gradually replaced traditional classroom instruction as the preferred medium of teaching (Nassr et al, 2020). As a result, the educational paradigm has changed, making online learning a topic of interest. In the transition from face-to-face to online learning, both lecturers and students can feel disconnected and unsure about their expectations regarding the future of online learning (Krishnapatria, 2020). Since the pandemic compelled teachers to implement online learning, the implementation of this online learning must be studied further. This is because accessing students' readiness for online learning in order to intervene effectively in appropriate contexts is still a growing concern. Therefore, it is important to know how students feel about online learning so that the faculty can design the preferred style of online learning for students in the future.

There have been few studies to assess the readiness of online learning in the language learning process, especially in Malaysia. Studies on the readiness for online learning in English during the pandemic have been covered, but other foreign languages, such as Korean, have yet to be thoroughly addressed. Therefore, there is an urgent need to gain access to students' readiness and experiences for online learning, which may pose a challenge to their learning engagements and performances. This study aims to assess the readiness for online learning of Korean Language (KL) students in Malaysian higher education institution, namely the International Islamic University of Malaysia, Kuliyyah of Language and Management (IIUM-KLM) as well as how they perceive their initial language study experiences in full-scale online learning.

The study leads to a fundamental understanding of students' interactions during an immediate transition to full-scale online learning and discusses the factors that promote the language education's online learning readiness. As a result, this research is beneficial in the fields of language learning and online education, especially in the event of a pandemic. This research will assist students in planning their learning based on the findings so that they can better avoid certain obstacles and learn the language in a more effective manner particularly in online context. The faculty also can benefit from the findings to support the appropriate training initiatives for students learning the course online. Finally, this research may contribute to the body of knowledge about the foreign language students' online readiness in the literature.

2. LITERATURE REVIEW

Online learning or also referred to distance learning, virtual learning and e-learning can be described as a teaching instruction delivered through a digital device with the goal of assisting learning (Mayer, 2019). This concept covers the 'what, how, and why' of online learning in three parts: (a) the material presented consists of words in spoken or printed form and/or graphics such as illustrations, diagrams, photos, animation, or video; (b) the medium is a computer-based device such as a desktop computer, laptop computer, tablet, smartphone, or virtual reality; and (c) the instructional objective is to cause specific changes in the learner's behavior (Mayer, 2019). Starting the mid-1990s, online learning has been widely adopted in education [8]. Since then, prestigious institutions such as the University of North Texas (1995) and Stanford University (2005) have accepted and embedded this learning in their teaching and learning delivery.

Adnan and Anwar (2020) and Krishnapatria (2020) claimed that students may benefit from online learning, but they may also experience disadvantages. Flexibility (Adnan & Anwar, 2020), mobility (Rafiee & Abbasian-Naghneh, 2019), time savings, collaboration, and opportunities to engage with others across physical boundaries (Hung, Chou, Chen, & Own, 2010) are all advantages and benefits of online learning. Meanwhile, according to Prihastiwi et.al. (2021), online learning has transformed teacher-centered learning into learner-centered learning. Active learners will be able to improve their knowledge using synchronous or asynchronous lessons in this form of the learning process. As a result, learners must be psychologically and physically prepared to adopt online learning so that they can fully participate in their language learning process. Without a doubt, online learning was the best solution for this unprecedented scenario, but it did have some drawbacks. Online learning, according to Chung et.al. (2020), cannot replace the direct face-to-face human contact or the degree of social interaction found in a classroom. These issues have a significant impact on students, who perceive that something is incomplete throughout the online learning session in comparison to a traditional face-to-face classroom, resulting in a decrease of student involvement and participation, as well as a subpar learning process.

According to Karuppannan and Mohammed (2020), several number of factors influence online language learning among language learners, including the teaching process, psychological factors, language skills, and the level of proficiency among language learners. Language learners have changed their attitudes toward learning the language as they prefer to memorize the grammatical rules, grammar, vocabulary, and basic words that are necessary for learning the language (Shahzad et al., 2020). The instructors' syllabuses and teaching methodologies are primarily used in the teaching, and learners would feel more at ease if the language is taught using a communicative language teaching approach (Karuppannan & Mohammed, 2020). As a result, learning a language without mastering any of its four skills, namely writing, reading, speaking, and listening, is inadequate. While online learning is a great way to convey language information and share many related videos, blogs, and relevant tutorials, Shahzad et al. (2020) argue that it is not possible to completely develop and impart the teaching and learning of all language skills to learners through online learning. When the classes were administered online during the outbreak period, Lau et al. (2020) also observed that the students had considerable difficulty in learning to spell the word and had numerous difficulties in improving their spelling abilities.

To date, a few studies on online learning in the Covid-19 pandemic have been conducted. Recent research on students' perceptions of their readiness for online learning have sparked an interesting debate among academics. This includes two separate studies in Indonesia (Krishnapatria, 2020) and Malaysia (Mad, Omar, Sarudin, & Aziz, 2020) that looked at students' perceptions of online learning in their respective countries. Both studies found that while most students were optimistic about online learning, they preferred face-to-face learning. In a study of English as a Foreign Language (EFL) students in Iran, Rafiee and Abbasian-Naghneh, (2019) discovered a positive relationship between perceived utility, perceived ease of use, e-learning encouragement, and online communication self-efficacy in terms of language learners' acceptance and readiness for e-learning. This study also found that perceived pleasure had no impact on language learners' acceptance and preparation for e-learning. Meanwhile, several number of studies have been conducted to evaluate students' readiness for online learning (Chung et al., 2020; Hung et al., 2010; Naji et al., 2020). However, none of these studies have been conducted in Malaysia on students' readiness to learn foreign language, specifically the Korean Language, online. Therefore, this research was carried out to determine the online learning readiness of the Korean Language learners enrolled in Malaysian higher education institutions.

The concept of online learning readiness (OLR) is not new, and several studies have been performed to better understand learner readiness for online learning and how it affects the students (Hung et al., 2010; Naji et al., 2020). According to Warner et al. (1998), three variables determine readiness for online learning: (1) students' preference for online communication for learning over face-to-face classroom instruction; (2) students' trust in using online communication for learning, especially skills and confidence in using the internet and computer-mediated communication; and (3) ability to participate in self-directed learning.

The Online Learning Readiness Scale (OLRS), developed by Hung et al. (2010), is a quantitative scale that assesses a student's readiness for OLR. The scale had five dimensions that covered all facets of online learning readiness: 1) computer/internet self-efficacy, 2) self-directed learning, 3) learner control, 4) inspiration for learning, and 5) online communication self-efficacy. The OLR conceptual model for this analysis includes the following dimensions. More detailed explanations of OLRS that will be modified for this analysis can be found in Table 1.

Table 1: *Explanations on dimensions in OLRS*

Dimensions	Explanations
Computer & Internet self-efficacy	Students are comfortable in their ability to use Microsoft Office programs (Word, Excel, and PowerPoint) in their core tasks. Students are also comfortable in collecting information on the internet about new information in Korean.
Self-directed learning	The ability of the students to set up their KL learning goals and study plan. Students also can manage time well and seek help when having difficulty with the subjects. Apart from that, students have a higher standard for their KL learning performance.
Learner control	Students can control their learning progress and not be disturbed by other online activities like instant messages and social media surfing. They have also reviewed the online learning materials based on their needs.
Motivation for learning	Students are eager to learn a new thing on online platforms. They are receptive to new concepts and enjoy sharing their thoughts with others. On top of that, the students are open to learning from failure.
Online communication self-efficacy	Students are confident in their ability to communicate openly about the KL with others using an online platform like email and online discussion. Students are also comfortable using text messaging to express themselves line emotions and humor. Students comfortable posting and answering questions in the online forums.

3. METHODOLOGY

The participants were requested to respond to the 18 items in the Online Learning Readiness Scale (OLRS) using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire used in this study, the OLRS, was slightly adapted and updated with permission from Hung et al., (2010) in response to the pandemic situation. The scale comprises five dimensions and the questionnaire includes demographic information such as gender, learning locations, and internet connectivity levels. The final questionnaire was then created in Google Forms and made available via an online link. This was done to ensure that the study reached as many people as possible, given the country's current state of movement control order.

The study involved 100 students from the IIUM-KLM who enrolled in the Korean Language course this semester. In response to the COVID-19 lockdown, the university began full-scale synchronous online learning in April 2020. The major online tools used in teaching and learning activities are Microsoft Teams, Google Meet, Zoom, and the Learning Management System called I-Taleem. In IIUM-KLM, the Korean Language is offered as an elective course, and students must choose one of the subjects available, which includes Korean, Mandarin, French, Arabic, and Japanese Language. The convenient sampling method was employed for the present study as all students enrolled in the Korean Language classes as elective course for this semester are easily reached out and available (Bougie & Sekaran, 2020). The data were entered into the Statistical Package for Social Sciences (SPSS) version 22 for statistical analysis.

Before proceeding to the next data analysis stage, the OLRS's composite reliability was assessed. As the Cronbach alpha value approaches 1.0, the reliability test becomes increasingly relevant. The reliability of the findings is closely correlated with the internal reliability of multi-item questionnaires (Joseph, 2008). Although the OLRS is a validated instrument with a scale reliability of 0.727 to 0.871 (Hung et al., 2010), and (Chung et al., 2020) tested it to be between 0.841 and 0.911, it is necessary to evaluate its reliability in the context of the present study. The alpha value for this study was 0.822, indicating that the different elements of the scale were all consistent. This value was also higher than the suggested value of 0.70 (Joseph, 2008).

4. MAIN RESULTS

Ninety-eight (98) students completed the survey and were valid for further study after a thorough follow-up. The demographic details of respondents are shown in Table 2. Gender, learning location, program level, and internet connectivity level were all included in the details. There were 86 female students (87.8%) and 12 male students among the respondents (12.2%). While taking online courses, most respondents (n=61, 62.3 %) resided in the cities. 16 students returned to their hometowns (rural area), while the rest (n=21, 21.4%) remained at the IIUM hostel. The ability to connect to the internet is a key element in implementing online courses. The findings revealed that the majority of respondents classified internet connectivity as ‘very good' or ‘good' (n=80, 78.6 %).

Table 2 :*Demographic Profile of Respondents*

Demographic background	Variables	n	%
Gender	Male	12	12.2
	Female	86	87.8
Learning Locations	Home in town areas	61	62.2
	Home in rural areas	16	16.3
	University hostel	21	21.4
Internet Connectivity	Very good	25	22.5
	Good	55	56.1
	Average	17	17.3
	Poor	1	1.0

During the full-scale online learning period, the respondents were given a set of 18 items on a five-point Likert scale to determine their readiness for online learning. A mean-level scale is generated from the five-point Likert scale. The Likert scale went from 1 (strongly disagree) to 5 (strongly agree) (strongly agree). Subtract one from five and divide by three to get the mean divided into three categories: low, medium, and high. As a result, the interval between each mean is 1.33. Low mean levels range from 1.00 to 2.33, moderate mean levels range from 2.34 to 3.67, and high mean levels range from 3.68 to 5.00, as shown in Table 3.

Table 3: *Mean Score Range*

Mean Scale	Readiness Level
1.00-2.33	Low
2.34-3.67	Moderate
3.68-5.00	High

Table 4 shows the mean (M) and standard deviation (SD) of the participant's responses to each item. The results showed that computer/internet self-efficacy has the highest level of online learning readiness for FL students, with a mean score of 4.12 (SD=0.581). Furthermore, the results revealed that during full-scale online learning, KL students had high confidence in their abilities to seek and gather information for online learning using search engines such as Google and Yahoo. The next highest rated dimensions were motivation for learning (M = 3.88, SD = 0.639), online communication self-efficacy (M = 3.65, SD = 0.792), and self-directed learning (M = 3.59, SD = 0.525). These findings are similar to those of Chung et al., (2020) and Hung et al., (2010) who found that students were ready for online learning at similar levels. Furthermore, Rafique et.al, (2021) concluded that computer self-efficacy was significant for online learning and was strongly linked to students' readiness.

Nonetheless, learner control remained the lowest-ranked OLR dimension for KL students in IIUM-KLM, with a mean score of 3.36 (SD=0.479). This finding is consistent with those of Naji et al., (2020) and Hung et al., (2010), who found that students valued learner control as a lower-rated OLR dimension than other dimensions. Students believed they had less influence over their online learning experience. This is probably e because online learning differs from traditional face-to-face learning in that there is a higher risk of disruption, such as students engagement in disruptive activities during online classess such as playing online games, surfing the internet, as well as chatting or instant messaging with their friends.

Table 4:OLR Mean Score

ID	Descriptions	M	SD
	Computer/Internet self-efficacy (CIS)	4.12	.581
CIS1	I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).	4.16	.727
CIS2	I feel confident in my knowledge and skills of how to manage software for online learning.	3.92	.750
CIS3	I feel confident in using the Internet (Google) to find or gather information for online learning	4.36	.662
	Self-directed learning (SDL)	3.56	.525
SDL1	I carry out my own study plan.	3.70	.710
SDL2	I seek assistance when facing problems with my online learning.	3.99	.843
SDL3	I manage time well.	3.07	.815
SDL4	I set up my learning goals	3.41	.822
SDL5	I have higher expectations for my learning performance	3.77	.771
	Learner control (LC)	3.36	.479
LC1	I can direct my own learning progress.	3.51	.677
LC2	I am not distracted by other online activities when learning online (instant messages, Internet surfing).	2.62	.947
LC3	I repeated the online materials based on my needs.	3.96	.824
	Motivation for learning (in an online context) (MFL)	3.88	.639

MFL1	I am open to new ideas.	4.02	.773
MFL2	I have the motivation to learn.	3.72	.894
MFL3	I improve from my mistakes.	3.93	.677
MFL4	I like to share my ideas with others.	3.85	.829
	Online communication self-efficacy (OCS)	3.65	.792
OCS1	I feel confident in using online tools (email, discussion) to effectively communicate with others.	3.86	.897
OCS2	I feel confident in expressing myself (emotions and humor) through text.	3.66	.910
OCS3	I feel confident in posting questions in online discussions	3.43	.975

5. CONCLUSION

Based on the findings, it is revealed that IIUM-KLM Korean Language students have a moderate to a high level of readiness for online learning. We discovered that KL students have a high level of computer and internet self-efficacy based on the data. Even though several studies have reported that online learning exposes students to technology anxiety, particularly computer anxiety, this study discovered that having more computer experience increases self-efficacy and directly reduces computer anxiety among students, especially during the pandemic (Allam, Hassan, Mohideen, Ramlan, & Kamal, 2020). Since the students indicated a lack of control over their online learning environment, course instructors should continue to engage every student in task-based online group discussions. This may encourage the students engagement towards the targeted language learning while discouraging other disruptive activities that takes place online such as chatting, texting, and gaming.

This study has some limitations, and as a result, it can offer some recommendations for future research. First, this research was conducted with a small group of undergraduate students and the survey responses could not be generelized to reflect the views of all students from other disciplines learning the course online. Second, since this research was conducted at the beginning of the students' transition to online learning, it did not compare the students' pre- and post-survey upon the introduction of online learning due to the pandemic. Hence, future research should look into the relationship between online learning readiness and academic performance. Future studies could also look at any moderating factors that affect students' readiness for online learning. The results of these studies may assist our local universities in developing policies and guidelines for online teaching and learning in producing graduates who are well-prepared to meet the demands and aspirations of the Fourth Industrial

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Bibliography:

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AL-ZARNUJI AND AL-ATTAS' THOUGHTS OF EDUCATION: THE ANALYSIS AND DISCUSSION

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ABSTRACT

This paper aims to analyze and to discuss al-Zarnuji and al-Attas' thoughts of education. The author chose these two scholars based on their educational concepts and philosophy which have huge implications toward Islamic education worldwide. This is a library research with descriptive qualitative analysis. The data intended was collected from the primary and secondary sources, original works of both scholars and some other related studies by previous researchers. The findings confirm that both scholars' concepts of education have similarities in the educational goals and classification of knowledge and differences in the educational philosophy, methods and level of education targeted. More specifically, al-Attas uses the philosophical approach as the basis in looking at education; it can be seen from the way he defines knowledge, man, and education. While al-Zarnuji used the basis of experience and practice in viewing education, for instance, the way he formulated knowledge and intention, selecting teachers and companions, and also in determining the time for study. Furthermore, the concept of education offered by al-Zarnuji seems to be suitable for the Pesantren system as a traditional Islamic school which relies heavily on the figure of a *ulama'* (*kyai*) and good circumstances of the boarding school system. Meanwhile, al-Attas concept of education is very compatible with Islamic higher education which the concept of education offered is related to the university level (*kulliyah al-Jam'iyah*).It can be seen from his consideration on universality of perfect man (*insan kamil*), who is able to stand alone to consider and to decide which one is right (*Haqq*)and which one is falsehood or futile (*bathil*). Shortly, these two figures complement each other, Zarnuji offers the concept of early education and al-Attas offers the concept of higher education.

Keywords: (Al-Zarnuji, Al-Attas, Thoughts of Education, Educational Philosophy, *Kulliyah al-Jam'iyah*)

1. INTRODUCTION

The educational process is supposed to develop and produce a man (*Rijal*), hence, education is the process of transforming man, through cultivation of mind, heart and action, to be a man who is excellent in knowledge and virtue which makes him more intelligent and wiser (Baba, 2019). Baba also argues that the way of transforming a man could not be done based on the dualistic education of today's system, but it should be based on holistic education. The holistic education, moreover, is critically important and it is multidisciplinary in nature. Through this holistic education, the cultivation of the mind will be related to the heart, then good akhlak and good action will be revealed.

The morality (*akhlak*) of a Muslim actually comes from his *tauhid* belief (*Iman*) which derived from his religion (Zarkasyi, 2012; Hamka, 2016), this kind of strong moral also makes a Muslim steadfast in living the life which is full of trials and struggles. So it is clear when Baba (2020) emphasizes that Islam is not only limited to a religion and belief system which is practiced ritually, but it is also a way of life with the basis of *aqidah* which developed through some pattern of *ibadah* (worship), then it will produce a noble character (*akhlak al-karimah*) guided by sharia. By possessing *tauhid*, a man will have no fear of anything, because he has Allah for refugging and surrendering (Hamka, 2016).

In addition, Hamka also emphasized that a man’s body or physical body has a soul, namely his soul itself (*ruh*), and the soul itself needs to be spirited by the light (*nur*) of Allah to light his life. So with tauhid and nur of Allah, this short life of the world could be a manifestation of worship and dedication to Allah, and the peak of all worship according to Hamka is the seeking of the pleasure of Allah (Hamka, 2016). Moreover, a man who has faith (*iman*) in his soul will have a soul that is always attached to his God, Allah; apart from being a rich and successful businessman, when he is working he will work hard, and when it is the time for prayer he will pray. This phenomenon is al-Kaisu, as named by Rasulullah, an intelligent person who does good deeds in the world but also for the hereafter (Zarkasyi, 2012).

It is obviously true when Baba (2019) asserts that an excellent education is not only measured by the academic achievement, knowledge, expertise and intelligence, but ethics and value should be interconnected. Through this way only the students will possess the excellent mind and comprehensive worldview. According to him, Islamic education should be established comprehensively to make education able to face the rapid changes and development of the times. So according to him, the integration of knowledge needs to be done at all levels of education. The process of *da'wah* and *tarbiyah*, moreover, needs to be carried out continuously to raise the awareness of Muslim *ummah* towards Islamic values. So, according to Baba (2020) there is a need for having expertise in the field of knowledge related to personality and also the creative and innovative knowledge related to the management of the system. This can be done by pursuing Islamic knowledge substantively and utilizing the useful knowledge and sciences both from the West and from the East, in order to create the perfect human development and in accordance with the present era.

In addition, the current educational system is not in line with holistic education. Current system is much more influenced by foreign systems which are dualistic and secular in nature

(Embong, 2019, Sheikh, 2019. This situation has become the main problem of Islamic educational system nowadays. In order to solve the problem, many Islmic schools have been established with integrated and holistic concept, such as integrated Islamic schools (Asnawati, 2019, Aree, 2016), Islamic boarding schools (Ilyasin, 2020, Ma`arif & Ibnu, 2020) and some other concepts.

Following this further, many muslim scholars around the world have been promoted their ideas and thoughts about educational concept that should be applied to the muslim *ummah*. This promotion of the concept aims to produce good human beings as the object of education. For instance; Al-Ghazali, he argued that education aims to provide the knowledge for human being (students) in order to guide them in their salvation toward Allah and to gain the happiness in their eternal life (hereafter) (Sheikh & Muhammad, 2019, Soussi, 2016); Ibnu Khaldun, he promoted that the education for children should be provided gradually. He argued that the education should be started from the teaching of Qur'an to the student (Dajani, 2015). He also promoted that the education must concern about the quality of major elements of educational, teachers, methods caring children, and students' multiple intelligence (Zamel, 2017); Ismail Raji al-Faruqi, as a modern Muslim scholar, proposed that education is a process that combines the elements of both revealed and acquired knowledge to accommodate the students for the comprehensive worldview which rooted on Islamic vision of reality and truth (Rahman, at all, 2015, Sa'diyah, 2021); Al-Zarnuji, proposed the concept of education that based on the moral (*adab*) and considers the spritual aspect of seeking knowledge which is to worship Allah (*ibadah*) (Huda &Mulyadhi, 2015, Maslani, at all, 2017); Syed Muhammad Naquib al-Attas, is a modern Muslim scholar, who proposed the concept of education based on the Islamic philosophy. He argues that education should be reflected by the concept of *Ta'dib* not *Tarbiyah*. He asserted that "education is something progressively instilled into man" which is *Adab*.

Through this paper, the author analyzes the concept of education offered by last two phenomenal Muslim scholars mentioned above, al-Zarnuji and al-Attas. Considering these both scholars to be discussed in this paper is due to their concepts of *adab* and they have similarities in some part of the concept, such as the domains of knowledge as well as the objectives of education. In addition, after analyzing and reviewing the previous works about both scholars, the author had difficulties to find the study that compares or discusses both scholars together. Hence, this paper tries to analyze the concept of education from Al-Zarnuji and Al-Attas, how their concepts are similar and different, and how the implementation of both concepts in today's era. The first scholar is far from the past, however, his work is still widely used in the present day, he is Burhanuddin al-Zarnuji with his book "*Ta'līm al-Muta'allim*". The second scholar is Syed Muhammad Naquib Al-Attas, he is an Islamic philosopher and also a man who stands sturdy against the Westernization and Secularization in the Islamic world. He has a high concern for knowledge and education. Through his books, such as "*Islam and Secularism*" and "*The Concept of Education in Islam*". In detail, the research questions are; How do both scholars formulate the aims and objectives of education?; How do both scholars promote the concept of ideal education?; To what extent both scholars have similarities and differences?; and, How is the application of their concepts in today's era?

2. LITERATURE REVIEW

2.1.1. Syed Muhammad Naquib al-Attas

Muhammad Naquib al-Attas who is well known as "al-Attas" is an Islamic scholar who was born in Bogor 1931. He got his master degree(M.A) and Doctoral (PhD) from University of McGill and from University of London. Islamic philosophy, theology and metaphysics were the fields that he concentrated on during his study. Professor al-Attas has written many works which are well known and have huge impact worldwide, such as books as well as many articles on various fields of Philosophy, art, theology as well as metaphysics, which are written in English language and Malay language. He was one of the Fellows of the Imperial Iranian Academy (1975) and Member of the Royal Academy of Jordan (1994). In 1993, He was honored with the Distinguished Al-Ghazali Chair of Islamic Thought, Doctorate of Art (D.Litt) also was honored for him by the University of Khartoum in 1995.

Professor al-Attas was one of the founders of The International Institute of Islamic Thought and Civilization (ISTAC) in Kuala Lumpur, 1987. ISTAC started to operate officially in 1991. As a researcher and post graduate institute of higher Islamic learning, ISTAC was conceived by Professor al-Attas as a way to realize his seminal idea for the creation of the Islamic University providing proper Islamic education through the incorporation of his original ideas and methods for the Islamization of Knowledge. Apart from giving the compulsory course annually at ISTAC on 'The Religion of Islam'. Professor al-Attas has also been responsible for all the landscaping architecture design and interior decoration for ISTACs buildings.

2.1.2 Burhanuddin Al-Zarnuji

Al-Zarnuji was a Muhammedan, refers to a follower of Prophet Muhammad, who lived in the Middle East toward the end of 12th and beginning of 13th century A.D. (az-Zarnuji, 1947). He was one of the followers of the Hanafi school of thought. His life was spended to live in Khurasan which is well known with Hanafite persuasion. According to Maslani, at all (2017), al-Zarnuji was assumed to have originated from Zarandji, a place located in Persia that is currently known as Afghanistan. There was no accurate information about him and his life beyond his writing which is widely known.

Al-Zarnuji wrote his book, *Ta'līm al-Muta'allim*, with an accurate purpose in the year of 1203. According to him, the student who is not able to pursue and succeed in their learning is due to the wrong choice of learning method, or they were not able to manage their time (wasted time). Therefore, al-Zarnuji aimed to promote the correct method of learning to the students which he considered to be the correct and suitable approach in learning. In his book, He divided the book into thirteen chapters, and they can be generalized based on the following groups: the curriculum and subject matter, suitable setting and choosing the teacher, the proper time for learning, the attitude or behavior during study, and finally the circumstance and learning environment (az-Zarnuji, 1947).

3. METHODOLOGY

This paper is a library research which is a descriptive qualitative research. The study uses literature as the main source of the data. The data intended was collected from the primary source which was the original works of both scholars, al-Attas and al-Zarnuji, as well as from secondary sources which are the works from otters researchers who describe and analyze or evaluate the information about the scholars works, such as journals and articles. After collecting the data from the primary and secondary source, then the author makes the classification and verification of the information in order to answer the research questions. The data collected are analyzed with a description analysis approach to define the answer clearly.

4. RESULTS AND DISCUSSION

4.1 Aims and Objectives of Education

For al-Zarnuji; in the very beginning of his book, he emphasized on the definition and the significant status of knowledge. Hence, he emphasized the obligation of study to the Muslim *ummah*, both men and women; this obligation means the continuing study until the end of life. In this case he explained why the study is compulsory, because all people are born knowing nothing (Huda & Mulyadhi, 2015). In pursuing knowledge, Zarnuji provides instructions in order to seek the knowledge that is most needed by a person according to his current circumstances and needs. For example, someone who aims to perform prayer needs knowledge about how to perform prayer, so that he is not mistaken in doing it (al-Zarnuji, 1947). In the same case, such a leader is also required to have knowledge of leadership, so that he is not mistaken in creating policies and decision making.

Moreover, al-Zarnuji emphasized that the goals and objectives of seeking knowledge, the most important, are to worship Allah. In other words, the goal of seeking knowledge should be always connected with the spiritual aspect (Huda & Mulyadhi, 2015). So, do not be surprised if he put the chapter, specifically, on “intention” in the second chapter of his book, in order to remind students to not be wrong in determining the purpose for what and why they study (al-Zarnuji, 1947). More specifically, Zarnuji emphasized that education should inculcate the spiritual aspects of the students, develop strong or good character (*akhlak*) and intelligence, as well as develop skills of learners (Asrori, 2016). Then he further stated that by seeking knowledge a person is supposed to be able to foster a sense of love (*mahabbah*) and then to make human beings be able to carry out their responsibilities as caliph (*khalifah*) on earth. In this case, the educational goals formulated by Zarnuji include both; vertical relationship as a servant to worship Allah (‘*abdun*) and also horizontal relationship as a social being (*khalifah*) on earth (Huda & Mulyadhi, 2015).

Furthermore, Zarnuji specifically argued that education aims to foster the development of individual students both in the cognitive ('*aql*) and physical aspects. So according to him, a child who is born pure and *fitrah*, must be filled and educated in the good matters by providing good examples or models. Parents, teachers and their environment should act as role models to exemplify good examples. Not only individuals, Zarnuji also emphasized social aspects as educational goals, where he emphasized the need for religious guidance in public relations, and to avoid ignorance in the society (Huda & Mulyadhi, 2015). Thus, Zarnuji explained the formation of professionals in education so that they can return to the community to educate and teach them. Furthermore, al-Zarnuji did not only emphasize on the improvement of the life of the world, but also to prepare humans for the afterlife. In short, Zarnuji emphasized the link between two of his educational goals mentioned earlier to the spiritual values with the ultimate objective is to seek *mardhatillah* (the pleasure of Allah) and the happiness of the afterlife (Asrori, 2016).

For al-Attas, he formulated the aims and objectives of Islamic education which was presented firstly in the Mecca Conference, 1978. According to al-Attas, education in Islam considers the position and the status of man as *al-hayawan al-natiq* (a rational animal) which posses ‘*aql* that synonymous with qolb. The term *qolb* in Islam correlates with the spiritual organ of man which usually named with the term ‘heart’ (al-Attas, 1999). Al-Attas, further, explains that the nature of ‘aql highly connected with spiritual matter, meaning that it is the rational soul (*al-nafs al-natiqah*). This rational soul, moreover, is the soul that is able to recognize and distinguish the truth (*Haqq*) from falsehood (*bathil*). It is the reason that man possesses the capacity to understand speech and is responsible for the formulation of meaning. The concept of meaning, furthermore, is related to the recognition toward the location or the place of anything in the structure of a system, and this recognition is called by al-Attas ‘concept of ma’na’ (al-Attas, 1999: 15). This concept of meaning therefore is related to the concept of understood (*mafhum*), essence (*mahiyah*), reality (*haqiqah*), individual existence (*huwiyah*). For this way of definition, the definition of meaning is the clear position of clear understanding of anything if it got connection or relation to other things. (al-Attas, 1999: 15).

From this consideration of man, it is clear that man as the object of education is a spiritual substance. Hence, the discourse of education must be connected to the reality of man as a spiritual substance not only to his physical and animal aspects (al-Attas, 1999), due to its dual nature which consists of body and soul, he is at once physical being and spirit (al-Attas, 2014: 139).

According to al-Attas, education is a process which aims to create a good man as an individual rather than a good citizen as a member of society. Al-Attas argues that the goodness can be inculcated into a man through the process of seeking knowledge and inculcating *adab* to the man. (al-Attas, 1999). To this point, al-Attas defines *adab* as the condition of man who is able to discipline his body, his mind and his soul. With *adab*, a man can be disciplined in recognizing and acknowledging the proper place of things, station, and condition in life through positive and willingness in actualizing himself in society as the reflection of the condition of ʻadl (justice) which is the reflection of *hikmah* (wisdom). Therefore, to this extent al-Attas defines adab as the reflection of wisdom (*hikmah*). Thus, a just and good man is the one who effects and inculcates the adab into himself. So, here we can see clearly that "*Ta'dib*" emphasizes the adab and ʻamal in education and education should ensure that the knowledge (ʻ*Ilm*) is being used in a good manner. From this concept, it is reasonable when Muslim scholars in Islamic tradition combined ʻ*ilm* with ʻ*amal* and adab as the education. Thus al-Attas (1999) confirmed that education is in fact defined with "*Ta'dib*".

4.2 The Concept of Education

Al-Zarnuji's book, "Ta'līm al-Muta'allim", is a book which compiles the educational concept that includes three general primary aspects; the basis of learning comprising; al-*mawwādal-dirāsiyyah* (learning materials); and learning method (Maslani, 2017). The *first*, the basis of learning, Zarnuji explained that all Muslim are obliged to seek the knowledge, especially religious knowledge. Moreover, in the *second* aspect, al-Zarnuji focuses on the content of education, which is knowledge. He divided the knowledge into two categories; *'Ulūm fardl 'ayn* (primary knowledge) which is religious knowledge, such as jurisprudence (*fiqh*), moral, *akhlak* and *tasawwuf*; and ʻ*Ulūm fardl kifāyah* (secondary knowledge) which is the complementary knowledge that required to perfect one's life. For the last or the third one, the method of education that should be conducted; here al-Zarnuji explained about learning ethics, learning strategy, learning process.

For learning ethics, Zarnuji asserted that education should focus on learning ethics which is the setting of the correct intention (*al-niyyah*) (Az-Zarnuji, 1947). He argued that intention is one of the principles that should be correct in learning, because intention is the guidance for conducting any activities. In relation to intention Zarnuji argued that it will be related to the persistence (*al-jidd*), al-tawakkul, and honor or respect (*al-hurmah*) (Maslani, 2017).

Moreover, for learning strategy, it covers some strategies that the student should put in mind, they are; selecting teacher, selecting companions, and selecting school. *First* is selecting the good teacher (*ikhtiyar al-ustādz*) (Az-Zarnuji, 1947). According to (Maslani, 2017), Al-Zarnuji quite spotlights the issue of the criteria of selecting the teacher which should be knowledgeable and pious. *Second* is to select a good friend and companion (*Ikhtiyār al-syarīk*). He affirmed that students while seeking knowledge should select the good and appropriate companions to be able to have good discussion and be able to succeed together in the study. *Third* is selecting the school and knowledge. Al-Zarnuji argued that having a good school can increase the motivation to learn. Hence, he claimed that *Tasyjī' al-nafs* (self-motivation) can be built from the good school where the students want to be and from the knowledge that the students want to learn.

In addition, learning process according to az-Zarnuji (1947) consists of time of learning, stage of learning, reviewing lesson (*al-muraja'ah*), thinking or reasoning ability, debate, discussion, apprentice, and adjustment (*Nashāih li al-muta'allim*). Zarnuji emphasized on selecting the proper time to learn which he argued that Wednesday is the best day to have lessons. Moreover, the time "*baina al-isyāain*" (between '*Asar* and *Magrib* time) and also in the early morning (dawn prayer or *Subuh* time). Zarnuji also suggested that the stages of learning in the school will help teachers in choosing the appropriate lessons, and for the students it can help them to understand and memorize the lesson easier. Zarnuji acknowledged that the beginner learns the lesson from the memorization, then students are supposed to be independent who are able to understand the lesson after class through *muraja'ah* (reviewing the lesson) (Maslani, 2017).

Forum of discussion moreover, aims to implement the two-way verbal method which is considered as one of the suitable methods to develop thinking and verbal skill through its dialog and dialectic character. Having an apprentice, in other hands, is needed by students to reflect and to rethink the essence of knowledge; through an apprentice the students are able to reflect or actualize the lessons taught in the school that are addressed to them. Because for him, only through reflection, all matters can be analyzed and solved. In addition, al-Zarnuji also provided the suggestion and the adjustment for the seeker knowledge which he suggested that students always need for the guidance from the knowledgeable people and specifically from Allah as their God. He suggested that a learner could not only rely on their own thought and understanding, they need Allah as their guide in finding the truth. In the other words, a student is not supposed to just learn the lesson, he also needs to have spiritual submission toward his God (Allah) through prayer and resignation. (Maslani, 2017).

In the other hands, for al-Attas' concept of education, will be elaborated into some part, they are;education as the system, man (human being) as the object of education, knowledge as the content or material. *First*, education as the system, he starts discussing the definition of education from the simple concept which he said: "Education is a process of instilling something into human beings" or " Education is something progressively instilled into man" (al-Attas, 1999: 13). Three crucial parts in education were elaborated in the first definition, which are the educational process, materials or contents of education, and the object or recipient of education. On one hand the first definition only focuses on the process of education which makes the definition left vague. In other hands, the second definition becomes more suitable to our context which makes the focus on the content of the education. However, from these two definitions, al-Attas makes more emphasis on the object of education (man), after defining the education (al-Attas, 1999).

In addition, to define education as the system, al-Attas reject the word "*tarbiyah*" as the reflection of education. The rejection of *tarbiyah* as the concept of education or educational process in Islamic perspective is because *tarbiyah* lexically means not applied towards man alone but also towards other species (al-Attas, 1999), and it qualitatively emphasizes on the concept of rahmah which conceptualized in the term '*rabbayani'*, means loving and kindness (p. 31) rather than '*ilm* (p.33). Hence, al-Attas promote the term *ta'dib* as the denotation of the education in Islamic perspective which includes these structural elements; knowledge as the material of education, instruction or *ta'lim* as the method of education, and *tarbiyah* which is defined as good breeding.

Moreover, he asserts that the term education should not be defined as *tarbiyah* in Islamic context, because he argues that the term tarbiyah depends more on modernist thought which relates to western term; education or to educate. The word educate is derived from latin words 'educare' and 'education' (Sanusi, 2016). If it is defined so, he added, then the definition will be the process of bringing something out, it also can be defined as to develop something which is pertinent to only physical things not pertained to moral and spiritual aspects. Basically, the term *tarbiyah* in arabic word could refer to many terms, such as to nurture, to feed, or to cause something to develop and grow (al-Attas, 2014: 151). Therefore it is applied not only to man as human being but also to other species; mineral, plants, and animals.

Syed Al-Attas argues that the concept of *ta'dib* he proposed is the respond to the educational problem of the Muslim *ummah* which is loss of *adab* that implies loss of justice. The loss of *adab* and justice in Islamic educational system reveals the chaos and mistakes in the body of knowledge, this condition of knowledge then creates the conditions which produce the false and unqualified leaders with no moral, no intellectual and no spiritual standards. Eventually, this kind of situation could lead to injustice acts (*zulm*).

Second, as the object of education, al-Attas argues that each individual of man is a miniature of a kingdom which he defines as the microcosmic representation ('alam saghir) of macrocosmos *('alam kabir*). In order to create a perfect man as an individual not as a citizen of a particular state, education is therefore supposed to take the consideration upon man as the reflection and not the state. Remembering the man as dual entity which consists of body as physical part and soul as spiritual part, the knowledge he receives also two kinds, the first is from God as revealed knowledge, refers to man's spiritual faculties and sense, as the guidance and salvation; and the second one is acquired, refers to physical faculties and sense, which includes the rational, intellectual and philosophical science(al-Attas, 1999). Therefore, a man possesses '*aql* (intellect) to connect the link between physical and spiritual and to understand the truth of spiritual aspects (al-Attas, 1999).

Third, knowledge as the content, Syed al-Attas divided the knowledge into revealed knowledge (*fardu 'ayn*) and acquired knowledge (*fardu kifayah*), then he makes the *fardu 'ayn* knowledge as the prime and core subject as it like the man's soul as the core of the body to guide a man. He, moreover, argues that *fardu 'ayn* knowledge also must be taught in all levels of education, from primary untill university levels. In addition, *fardu kifayah* knowledge, with respect to the reason and the intellect of man, must be Islamized before taking it as the subjects; it is Islamized through isolating and removing the foreign key concepts and unislamic elements, then should be instilled with the Islamic values or Islamic key concepts. The Islamic elements and key concepts formulated by al-Attas consists of seven elements:

> "the nature of man (insan), of religion (din), of knowledge ('ilm and ma'rifah), of wisdom (hikmah), of justice ('adl), of right action ('amal and adab) and the concept of university (kulliyyah jami'ah). (Hashim & Imron, 2000: 30).

These seven elements are supposed to be in line with the concept of one belief or *tawhid*, *shari'ah*, and history of the prophet(*sirah/tarikh*) (Hashim & Imron, 2000). This Islamization of knowledge means to deliberate the science from the wrong and secular interpretation of its meanings and expressions (al-Attas, 1999).Nature of knowledge is basically sourced from almighty Allah which can be understood and interpreted differently by different individu through his faculty, either spiritual faculty or physical faculty.

In addition, al-Attas argues that knowledge should be defined as the arrival of meaning as the object of knowledge in the soul; and this arrival is with relation to the interpretation of the soul. . To this point, al-Attas defines knowledge as"the arrival of the soul at the meaning of a thing or an object of knowledge" (al-Attas, 1999: 17). This definition reveals that knowledge is not merely related to the teaching and learning alone which is based on empirical and scientific, it is also not only the concept of understanding of information but it must consist of faith (*iman*). Hence, the objective of seeking knowledge should be creating a good man as an individual not as a member of the citizens. (al-Attas, 2014). Thus, knowledge should be internalized into a man and to be practiced in his life. Through this knowledge, a man will be able to have recognition which means discovering something in the proper place of things.

This recognition is not enough and should be followed by the acknowledgement which comes along with the action ('*amal*). This kind of acknowledgement can be gained from recognizing the right place of things. Hence, al-Attas asserts that a man should possess both recognition and acknowledgement together, because recognition without acknowledgement is considered to be arrogance, in the other words; the right recognition should be acknowledged by a man. Moreover, acknowledgement will be considered ignorance if it stands alone without recognition; hence, the right acknowledgement should be actualized through recognition (al-Attas, 1999). Therefore, both two terms will lead a man to the right proper place of things and of God as the creator of being and existence which can be manifested through '*amal*. There is no beneficial knowledge in Islam without '*amal* following it, and no beneficial 'amal in Islam without knowledge guides it. Hence, al-Attas argues that Islamic education should be defined as:

> "Recognition and acknowledgement, progressively instilled into man, of the proper places of things in order of creation, such that it leads to the recognition and acknowledgement of the proper place of God in the order of being and existence." (al-Attas, 1999: 21)

In other words, it can be said that a man will recognize and acknowledge his God more when he learns more; the more you learn the more your recognition and acknowledgement of your God.

In his definition, al-Attas emphasizes on the word proper place which means right and correct, or true place, this term, moreover, refers to the word '*haqq'*. The term *haqq* indicates the reality or truth of something which always pertains to two elements of application; ontological and ological domain. Ontological domain covers the discourses empirically the status of man and the world, while ological domain pertains to the aspect of religiosity and ethical domain of the existence of human beings. Haqq indicates the *hukm* (judgement) which opposes falsehood or futile (*bathil*). Basically, the term *haqq* requires wisdom (*hikmah*) and justice in fact. By wisdom and justice, a man can make the correct judgement that is proper and suitable to the proper and right place of things.

There is no doubt when al-Attas argues that the truth and suitableness is derived from wisdom. Thus he defines the truth or *haqq* as the compatibility of anything to the indicators of the proper and right places of things as legitimated by true judgement (al-Attas,1999). Ontologically, according to al-Attas, the things that exist in this world are naturally well arranged. However, man is still out of ignorance in adjusting and pervading all creation on earth which tends to do injustice. Thus, a man should possess and recognize the truth to be incumbent upon him and to guide him in his conduct as it conforms with the truth. Here is Islamic education takes place to make a man have the acknowledgement and the true recognition through "affirmation and confirmation or realization and actualization" (al-Attas,1999: 21). Through this, education guides a man to put himself in the proper place which recognizes the truth in both ontological and ological or theological domain.

To sum up, the al-Attas's concept of education considers the whole systems of education, philosophy, content, process, and system, to be in line with their nature; the nature of knowledge as the content, the nature of man as the object, the nature of education (*ta'dib*) as the system. The most important thing of his concept is the figure of a role model of the Holy Prophet which is perfect, sacred and universal in knowledge and action to be emulated. Hence, as the Prophet is a perfect man, the aims of education is should be in line with the figure of the Prophet to be a good, balanced and holistic man. Therefore, al-Attas then makes university as the most proper system to reflect the universal concept of education which should reflect the universality of man or *al-insan al-kamil* (perfect man). Unfortunately, the current and modern university was established based on Western model and does not reflect man, but rather reflects the secular state. Unfortunately, the Perfect Man as the model, who acts in accordance to the knowledge and action in universal form as universality, to be emulated has never existed in Western civilization and other civilizations apart from Islamic one. Only in Islam we have a perfect, universal and sacred model of Holy Prophet (PBUH). Regarding the idea explainad above, al-Attas then proposes the formulation of higher education must be reflected from the Prophet Muhammad as the role model of universal and holistic man. (al-Attas, 1999).

4.3 Comparative Educational Concept of Al-Zarnuji and Al-Attas

The concept of education offered by the two scholars discussed earlier has similarities and differences. I would try to discuss the similarities between the concepts of the two, al-Attas and al-Zarnuji. The similarities of the two, first are in the goals and objectives of education, where both of them emphasize the purpose of education must always be related to vertical and horizontal relationship, namely for worshiping Allah and social life. However, in this equation, the two are different in conveying it, al-Attas uses the concept of creating a good man as an individual, who has an awareness of his status as a servant of Allah, through inculcating the good things, namely Islamic values, into him; and not a good citizen who practices the life based on the public regulation only.

Meanwhile al-Zarnuji uses the term worship directly, which seeking knowledge is related to *ubudiyah* (worshiping Allah). Hence, he put a specific chapter in his book discussing the intention of seeking knowledge. In addition Zarnuji also asserts that, apart from vertical relation, education also must take into account the importance of horizontal relation as human beings have the responsibility as the caliph (*khalifah*) on earth. In line with this, according to Hamka (2016), the peak of all worship is the seeking of the pleasure of Allah (*mardhatillah*). It is obviously true if Baba (2019) argues that the excellent education should not be measured merely based on the academic achievement or intelligence, ethics (*akhlak*) and values should be interconnected. Moreover, the strong belief (*tauhid*) of a man is the basis formulation of a good man with good akhlak and good action (Zarkasyi, 2012; Hamka, 2016). To this point, Baba (2019) added that Islam is not merely the concept of religion that practiced ritually but it is the way of life with the basis of *Aqidah*.

In the case of knowledge, the two also have similarities, such as the division of knowledge into two, *naqliyah* and *aqliyah*, *fardhu 'ayn* and *fardhu kifayah*. In this case al-Attas emphasized the position of both, where naqliyah as the guide and aqliyah as the complement. Meanwhile, Zarnuji emphasized positions on '*ilmu-l-hal* (necessary knowledge), in which he explained that a person needs to study knowledge according to his conditions and circumstances. These two concepts are clearly different, and the author tends to combine the two, where the students are encouraged to learn '*ilmu-l-hal* but must always be in the correct corridor, which is in line with the Islamic concept through guidance from *naqliyah*.

Furthermore, the concept of education as the system is elaborated differently by two scholars. Al-Attas from the very beginning argues the term "*Ta'dib*" as the proper term to explain education. Education according to him is the process of ta'dib, which is the process of instilling *adab* in a man. Meanwhile, al-Zarnuji emphasized that education is more to systematic matters in studying not in definition, such as covering some strategies that the student should put in mind, they are; selecting teacher, selecting companions, and selecting school. In addition, in the concept of education, al-Attas formulates education based on its components, which are the nature of knowledge as content, nature of man as object or target, and *ta'dib* as the method. As for al-Zarnuji, he formulated education based on the practical process, in which he emphasized on the following things in the educational process; learning ethic, learning strategy, learning process.

In conclusion, I would like to say that the thoughts of the two scholars above are that they have similarities and differences. similarities in educational goals and classification of knowledge and differences in educational methods and approaches. Furthermore, I want to say that al-Attas uses the philosophical approach as the basis of looking at education, so with more philosophical views, it can be seen from the way he defines knowledge, man, and education. While al-Zarnuji used the basis of experience and practice in viewing education, it can be seen from the way he formulated knowledge and intention, selecting teachers and companions, and also in determining the time for study.

5. CONCLUSION

Through previous analysis and discussion, I see that the concept of education developed by the scholars in the past becomes the reference for education in the present. However, it is still necessary to make an analysis and study of these concepts to adapt to current conditions and situations. Furthermore, the concept of education offered by al-Zarnuji seems to be suitable for the *Pesantren* as a traditional Islamic school, as well as suitable for primary and secondary level. Because the traditional system relies heavily on the figure of a *ulama'* (*kyai*) in pesantren which is in accordance with Zarnuji's concept of selecting teacher, and also the circumstance of the school which *Pesantren* is fully controlled or monitored and boarding school system which is suitable for the concept of selecting school by Zarnuji. The suitability of Zarnuji concept for primary and secondary level is due to his consideration of students who are not independent. They still need a good teacher to be emulated and good friends as the companient.

Meanwhile, al-Attas concept of education is very compatible with higher education or university level (*kulliyah al-Jam'iyah*). Because the concept of education offered by al-Attas is related to universality of perfect man (*insan kamil*), who is able to stand alone to consider and to decide which one is right (*Haqq*) and which one is falsehood or futile (*bathil*). To this point, al-Attas then proposes the formulation of higher education must be reflected from the Prophet Muhammad as the role model of universal and holistic man; and its objectives are to produce a man of adab. Shortly, these two figures complement each other, Zarnuji offers the concept of early education and al-Attas offers the concept of higher education.

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VIRTUAL CLASSROOM: A MEANINGFUL LEARNER-INSTRUCTOR RELATIONSHIP

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ABSTRACT

Virtual classroom is becoming the new normal of tertiary education. The traditional teaching and learning in physical classroom have moved to online learning in virtual classroom where the instructors are struggling to engage with the learners. Personal interaction between learners and instructors in virtual classroom has been under threat as they fail to connect and interact effectively. Learners are better engaged in virtual classroom when the learner-instructor relationship are strong. The present study examined the approaches conducted by the instructors to build meaningful learner-instructor relationship. This study further investigated the challenges in building a meaningful learner-instructor relationship. Qualitative method which is semi-structured interview was employed in the study as five instructors had been interviewed to obtain the desired data. Based on the findings, planning the video content, video biography and video feedback were the approaches that can be used in fostering meaningful interaction between learners and instructors. Nonetheless, the instructors faced difficulty in deciding the ideal platform to encourage learners' participation in virtual classroom. Therefore, it is crucial for the instructors to conduct virtual classroom using the platform that can ease the relationship building between learners and instructors. The instructors also informed that diversity of learners has become one of the challenges to enhance their relationship. A meaningful learner-instructor relationship can be impactful for the learners to experience effective online learning in virtual classroom.

Keywords: learner-instructor relationship, virtual classroom, online learning, meaningful relationship

1. INTRODUCTION

The education in higher learning institution has shifted from face-to-face classroom interaction to virtual classroom interaction. Virtual classroom has offered the learners with flexibility in learning, however without a meaningful relationship with instructors, the learners will fail to interact and engage with the lessons effectively. Most of the time, the instructors would not be focusing on the need of building relationship with the learners, and it will never be on top in the instructors' priority list.

Fostering a learner-instructor relationship in virtual classroom may be challenging but according to Martin (2019), learner-instructor relationship in online learning will not only enhance the instructor's efficiency in online teaching, but a meaningful learner-instructor relationship will provide positive impacts to the learners' engagement, satisfaction, and retention in online learning. Learners will be motivated to learn in virtual classroom provided they are having supportive relationship with their instructor. The instructor can construct appropriate learning opportunities if they are always concerned on their learners' need of learning. A meaningful learner-instructor relationship will stimulate both learners and instructor's emotional connection that is needed when experiencing virtual classroom. Therefore, this study aimed to examine the approaches conducted by the instructors to build meaningful learner-instructor relationship. Instructor's challenges in building a meaningful learner-instructor relationship were also investigated in this study.

2. LITERATURE REVIEW

2.1 The Importance of Learner-Instructor Relationship Building

According to Zelihic (2015), instructors have a huge responsibility in establishing good relationships with the learners. Instructors who are respected by the learners are the one the learners believed to have best interest on their learning (Martin, 2017). Learner-instructor relationship fostered in virtual classroom will surely build positive learning experiences for the learners. Many learners are easily to be reached out and are comfortable to communicate, ask question, and share their challenges than they used to be in a face-to-face classroom (Zelihic, 2015). According to Aydin (2016), the vital aspect of online learning is communication. He further explained that communication generates interaction among the learners and instructors which will foster their relationship in online classroom.

Berry (2017b) in her study mentioned that instructors are suggested to build a warm and welcoming tone in online learning environment and be skilful in integrating the use of video into synchronous learning. She further added that instructors should be able to decide on the platforms that can enhance students' engagement. In Berry's (2019) study, instructors can demonstrate their presence in virtual classroom by giving perceptions to the learners that they were interested in the learners' emotional engagement, and they can provide them with academic assistance. This will build a meaningful learner-instructor relationship in virtual classroom.

a. Challenges of Learner-Instructor Relationship Building in Virtual Classroom

One of the many challenges of building learner-instructor relationship in virtual classroom is the sense of presence of the instructors and learners. According to Pallof and Pratt (2007, p. 7), they stated that it is difficult to detect the absence of the students in virtual classroom as their attendance might be present but physically and psychologically absent. Kim and Thayne (2015) in their study also mentioned that the learners might not have the interest to build rapport with their instructor. This will affect the instructor's effort in promoting a meaningful relationship with the learners. Building a positive learner-instructor relationship in enhancing learner's engagement in virtual classroom might be challenging due to lack of social and affective support (Kim & Thayne, 2015). Micari and Pazos (2012) in their study mentioned three variables that enhance the positive learner-instructor relationship which are viewing the instructor as a role model, instructor's approachability, and the respect that the instructor shows for his learner.

Bolliger and Martin (2018) in their study found that some learners perceived synchronous online learning like virtual classroom needed commitment and it burdened them as the learners. The difficulty for the instructors in deciding the right platform to be used for virtual classroom can affect the learner-instructor relationship due to lack of connectivity and interaction between them (DeLone & McLean, 2003). Kim and Thayne (2015) stated that video-based lessons are used in asynchronous learning to develop learner-instructor relationship. The video-based lessons should be able to provide a more personalized approach in building learner-instructor relationship in virtual classroom.

3. METHODOLOGY

This study utilizes a qualitative approach by conducting in-depth interviews to gather the desired data. The study aimed to examine the approaches conducted by the instructors to build meaningful learner-instructor relationship. This study further investigated the challenges in building a meaningful learner-instructor relationship.

The participants of the study were five instructors who have taught same English course and had experienced teaching in virtual classroom at a public higher learning institution in Perak. Three of the participants are male instructors and the other two are female instructors. They had been interviewed to obtain the desired data of the study. Semi structured interviews were employed in this study where the participants provided answers for the approaches to build learner-instructor relationship and challenges they faced. The interviews were recorded, transcribed, and analysed using thematic analysis.

4. MAIN RESULTS

Based on the findings, planning the video content, video biography and video feedback were the approaches that can be used in fostering meaningful interaction between learners and instructors. Participant 2 responded that planning an interactive video content of the lesson will build learners' relationship with the instructor in virtual classroom as he said

> "I took effort in producing interactive content for my class. By listening to me teaching for one hour is not effective as the learners tend to lose focus. Hence, I decide to integrate the use of video in my lesson by producing my own video content. Most of the time, I will use the learners as the characters that communicate with me (the instructor) in the video. I just want to make them feel that they will have a role in every lesson."

Over time, the learners will develop their interest in communicating with the instructor as they can feel the connection between them. All five participants had mutual agreement on how the instructor's presence in virtual classroom play a big role in developing learner-instructor relationship. Participant 1 mentioned

> "I will turn on my camera during class as I believe my learners will engage better in learning when they see my lively expression."

As Martin (2019) mentioned in his study, by employing similar strategies as used in physical classroom will make the learners feel the instructor's presence virtually. Instead of just listening and watching to a recorded video or interactive slides with voice-over, the learners can feel the existence of a live instructor.

However, Participant 4 responded by stating the challenges he faced about the presence of instructor or learners. Participant 4 said that

> "I would always encourage the learners to turn on the camera and microphone during class, however, most of the learners felt uncomfortable and refused to do so. I was quite disappointed when they kept using the excuse of not having strong connection. But at the same time, as the instructor, I try to understand the struggle they are facing."

The disappointment faced by the instructor somehow can affect the instructor's effort to build good relationship with the learners. The five participants agreed that they always involved in making assumptions on their learners' behaviour and attitude which somehow hinder their effort to apply a good approach in building the learner-instructor relationship. Participant 3 shared the same disappointment as Participant 4 as he said

> "Most of the time, the learners refused to cooperate in virtual class. They seemed to be silent most of the time and chose not to respond to me."

However, Participant 3 saw the need of having empathy towards the learners as they might be facing challenges in joining the virtual classroom.

> "From the beginning, I will check with the students their current conditions. I would say some of them are really struggling to join the virtual classroom. As the instructor, we should have a sense of empathy towards them. By preparing an interactive video content will help the students in their learning. They can repeat watching the video if they are having trouble in synchronous session."

This is supported by Martin (2019) in his study as he mentioned the video content created by the instructor can be used repeatedly and it will create a sense of presence of the instructor in virtual classroom.

Other than that, the finding also revealed that instructor can enhance the learner-instructor relationship by integrating video biography in virtual classroom for them to get to know one another. Participant 4 mentioned that having a personalised video biography can give the opportunity for the learners to feel connected to the instructors. He stated that

> "At the beginning of the semester, I will introduce myself to the learners by creating my own introduction video. Some of the students learn better if they get to know their instructor well". Participant 1 added that, "I want to have a meaningful conversation with my students so that we can share the mutual feeling in virtual classroom."

As similar to physical class, moments between learners and the instructor must be created and embraced to grow the feeling of connectedness between them. Three out of five participants agreed that time constraint to conduct virtual classroom was the challenge they faced in building learner-instructor relationship. Due to limited duration of time to deliver teaching in virtual classroom, they somehow neglect the need of bonding with the learners. Participant 1 said,

> "There are too many distractions during virtual class that somehow affect the learning schedule."

Therefore, one of the approaches suggested by Participant 1 is the integration of video biography in virtual classroom. Participant 1 said,

> "It will work both ways where at the beginning of the semester, both instructors and learners will produce their video biography to be shared to the other members of the same class."

He believed that this would develop trust and respect among them and later help to build a meaningful learner-instructor relationship.

The next finding also revealed that all the five participants shared the same response on having a video feedback to enhance the learner-instructor relationship in virtual classroom. Participant 5 said,

> "I do not have all the time in the world to give feedback to everyone during virtual class. That is the thing that makes me feel upset because each learner deserves to get feedback on their learning. I found a solution by providing them with video feedback that they can watch after class hours."

Video feedback is a must to be applied to ensure the learners to have a sense of belonging in virtual classroom. Two of the participants also disclosed that they faced difficulty in deciding the ideal platform to encourage learners' participation in virtual classroom. Learners are varied and they will have different preferences of platform for virtual classroom. Without learners' participation, Participant 4 believed that it was almost impossible to build a meaningful relationship with the learners. Participant 5 added to the issue by stating that due to having time constraints and internet availability, it is suggested that integration of the use of video feedback will develop learners' trust and confidence in dealing and communicating with the instructor. Participant 5 said,

> "The learners prefer to be given feedback. Some of them are really concerned about their study and they want to make sure the instructor is aware of their progress. I do not have enough time to give feedback in class, hence I promise them to give them feedback via video. I record myself speaking to assess their performance on assigned task."

Based on the findings, it is suggested that by providing video feedback can enhance students' participation in virtual classroom. Participant 3 also mentioned that it is crucial to always remind the learners how important they are in ensuring a smooth process of teaching and learning session in virtual classroom. "

> I always remind my students their participation matters the most. It will help me decide what to do in the next class."

As Participant 4 also mentioned about the video feedback, both instructor and learners will develop their relationship in a sense of having responsibility in the teaching and learning process. Participant 4 said,

> "Sometimes, my students will help to alert me if they do not receive the video on time, just in case I forgot to give them feedback on the specified time as promised during class."

Other than that, the learners can develop their soft skills, for example questioning skill and managing time to complete the assigned task in virtual classroom. Participant 2 said,

> "Learners should be responsible on their own learning. We are both

> struggling during virtual classroom. There is no excuse for the learners just to wait for the instructor to spoon-feed everything. We, as the instructor should encourage them to ask question whenever necessary and provide the feedback they need for their learning, does not matter during or after class hours."

Hence, by embedding video feedback during or after synchronous lesson would be appreciated by the students and this will foster strong connections between the learners and instructors in virtual classroom.

5. CONCLUSION

The present study highlights the importance of building a meaningful learner-instructor relationship in virtual classroom. Overall, the findings revealed that building relationship and forging connections with the learners will help the instructors to understand and cater the learners' need of learning. This study also signifies that establishing positive learner-instructor relationship will offer long-lasting implications for both learners and instructor in the process of teaching and learning in virtual classroom. Further research could further discuss on the learner-instructor relationship in virtual classroom by investigating on the learners' approaches and challenges to sustain their relationship with the instructor for them to have an effective and engaging online learning experience.

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MALAYSIAN PUBLIC UNIVERSITY LECTURERS' MOTIVATIONS FOR DOCTORAL STUDY

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ABSTRACT

The decision and motivation to pursue doctoral study can differ depending on the perceived significance and importance among doctoral students. However, little is known about the initial motivations for enrolling in doctoral programmes among Malaysian public university lecturers. The aim of this study was to investigate their motivations for pursuing doctoral study. Six public university lecturers were interviewed about their motivations that influenced their decisions for pursuing doctoral study. The method of data collection was in-depth semi-structured interviews since it enables participants to freely express their personal views about their motivations that influenced their decisions for pursuing doctoral study based on their personal experiences. The data revealed that contractual conditions, support from others, intrinsic motivations, as well as recognition and status advantages are the main factors for enrolling in doctoral programmes. The findings identified potential recommendations for both would-be doctoral applicants and universities to offer prior to enrolment in order to further investigate their motivations for doctoral study.

Keywords: Motivations, Doctoral Study, Doctoral Candidate,

1. INTRODUCTION

A Doctor of Philosophy (PhD) is the highest academic level degree awarded after a course study. Since it is an earned research degree, persons studying for it should develop original research meant to expand the boundaries of knowledge in the form of either dissertations or theses. Additionally, the work should be defended against experts in the field. So far, studying and getting a PhD has several benefits. One of them is enabling one to indulge in their interests, meaning that they are projects of passion that enable a person to explore a field of study that they find fascinating (San-Jose & Retolaza, 2021; Cowan, Hartjes, & Munro, 2019). After completion, one becomes an expert in their specific niche. Secondly, having a PhD exposes one to unexpected opportunities. This means that it may aid one to develop their research interests further and get projects that they are more passionate about. Thirdly, doing a PhD establishes a person's network of contacts. This means that one can expand their network outside their country, thus allowing them to gain access to various projects, research opportunities, and work experience (Stanfill et al., 2019).

Despite the pursuing of a PhD being associated with several benefits, little knowledge concerning the decision and motivation to pursue it exists. Most people tend to ask the question, 'Why would one decide to pursue a PhD?' Doing a PhD is considered to be a high-risk strategy since various challenges are encountered. One of them is stress. Issues such as large-scale projects, pending deadlines, and significant amounts of the personal investment may make a PhD quite stressful (Abu-Zaid et al., 2016). The situation may be aggravated by the fact that all activities ride on one person. Secondly, funding issues may also arise (Maher et al., 2014). A majority of PhD students depend on external funding for support as they study, but this funding might be insecure. There have been situations where financial support has been reduced for learners while in the middle of their PhD. This is a risky situation that can leave one in an extremely stressful situation. Thirdly, time management is also a significant issue. In this case, there is so much to do, but time is always limited (Rimando et al., 2015). In other words, pursuing a PhD may make it hard to have a proper work-life balance. These challenges tend to make several people question why a person would dedicate their time to studying for this degree. A few researchers have tried to establish some of the motives behind this cause. For example, a study by Wiegerová (2016) established that the motivation to pursue a PhD is affected by two major factors: macrosocial and microsocial factors. Examples of macrosocial factors include the present labor market, social climate, and employment. On the other hand, microsocial factors include one's own conviction and inner maturation. Moreno and Kollanus (2013) sought to investigate the motivation behind graduates pursuing a PhD, especially in computer science. Their findings revealed that professional development, employment opportunities, personal fulfillment, and career changes were the major factors that influenced people to pursue a Doctor of Philosophy. In this awareness, this research study seeks to establish the initial motivations for enrolling in doctoral programs among Malaysian public university lecturers.

OBJECTIVE OF THE STUDY

This study seeks to investigate the initial motivations for pursuing doctoral studies for public university lecturers in Malaysia. The specific objective of this paper is to promote the understanding and knowledge of why public university lecturers opt to pursue doctorate programmes. Such knowledge is important for universitiy administrators and policy makers to tailor the programmes in such way that it fulfills the motives for these Malaysian public university lecturers.

2. LITERATURE REVIEW

The motivation to pursue a PhD may differ based on significance and perceived relevance among international students. Yang, Chen, and Shen (2017) state that attaining an international education pushes most students to apply for doctorate studies. In particular, they seek to overcome what is considered the restrictions associated with parochialism, meaning that the learners are encouraged to enroll in higher degrees to contribute additional knowledge in their fields of interest. According to Khojastehrad and Sattarova (2015), most people apply for PhDs to enhance their chances of employment. In other words, it is a means to improve competitiveness in the labor market after the successful completion of their research. Singh and Jack (2018) also support this position by stating that Malaysian students pursue further studies to gain a competitive advantage over others, which later improves their national reputation. Based on these findings, it becomes crucial to gather and gain more knowledge concerning why students in Malaysia pursue doctorate degrees.

Recent research has shown that there is better and increased access to higher education that also allows a greater flexibility in the program delivery. For example, this increased access was evident in the United States where 2017 registered 54,664 doctorate degrees that represented a 14% growth since 2007 (National Science Foundation, National Center for Science and Engineering Statistics, 2018). This was a highlight of the significant increase in the doctorate degree attainment. The increase in the enrollment in doctorate degrees as well as graduation was also noted across multiple disciplines (Sakurai, Vekkalia, & Pyhalto, 2017). However, education registered the contrast of the doctorate degrees that were conferred in the country. In education disciplines, a total of 4,823 doctoral degrees were conferred in in 2017 compared to 6,448 doctoral degrees that were conferred in 2007 in the same discipline representing a 34% decrease. Different studies attributed this decline in the doctoral degrees conferred in education to increased costs of higher education or other factors that are not well understood. Another observation is that the majority of the people who are seeking the doctoral degrees in education are in most cases the current teachers and realizing that they are notoriously undercompensated, then it could have led to the decline in the number of them seeking doctoral studies. The financial factors could be among other factors that have led to the decline in the number of teachers seeking doctoral studies.

However, there is no current research to show the barriers to motivation to study doctoral programmes among teachers. There are many myths and stereotypes regarding the difficulties and barriers to pursuing doctorate studies in most societies. According to Golde (2005) deciding to pursue a doctorate degree is considered a high-risk strategy for the majority of scholars. However, there are still many people who are going ahead to study these programmes (Skakni, 2018). Among many other reasons that people are studying doctoral degreases include prospects of improving career, personal development, and intrinsic interest in their disciplines. There are also a good number of doctoral students who enroll for these programmes for multiplmotives. There are also overt motives that relate to the students sense of their own identity as well as pressing social justice concerns as are in these studies as politics (Lynch, Salikhova, & Salikhova, 2018). The role of third parties is also a huge factor as a deciding factor for whether to study a doctoral degree or not (Ceglie, 2019). However, there is little that is known about the initial motives for enrolling in doctoral program. As a result, a study that will explore these initial motives will help further the understanding.

3. METHODOLOGY

The study utilized a qualitative research methodolgy that sought to explore the initial motivation for lecturers enrolling for doctoral programmes. Six public university lecturers were selected to partake in the study. In-depth semi-structured interviews were utilised to gather data concerning their motivations that influenced their decisions to pursue doctoral studies. This data collection method offered several benefits. First, it allowed the participants to offer open-ended responses about their motivations to achieve a doctoral degree. Secondly, it allowed the participants to open up about sensitive issues related to the matter being studied (Brown & Danaher, 2019; Mojtahed et al., 2019). Thirdly, the interviews offered an opportunity to study the answers to the questions as well as the reasons behind the answers. Prior to the study, study participants were offered informed consent to enlighten them concerning the aspects of the research. As such, it enabled them to make informed and voluntary decisions about ‘to ‘not to’ partake in the study (Hardicre, 2014; Mandal & Parija, 2014). With regard to the inclusion criteria, the research participants were required to have completed a doctoral degree within the past two years. Besides, they were also required to have significant career experiences in their fields and also be in their thirties. The results were grouped and analysed based on major themes. NVivo 11, a qualitative data analysis tool, was used to analyse the data. The focus group and interview data were grouped into NVivo nodes under important themes that developed during the data analysis process.

The key themes present in the participant responses were categorise, identified, summarised, and recombined during the data analysis process. The data was then analysed to see if there were any underlying patterns or trends that emerged from the research.

4. MAIN RESULTS

The analysis of the findings established some major themes associated with the motivation to undertake a doctoral degree, including support from others, contractual conditions, intrinsic and extrinsic motivations, and the recognition and status advantages. The details of these themes are as described below.

Contractual conditions

This refers to the situation where every party is needed or obligated to execute a duty under a contract. Two participants stated that they were guaranteed financial aid in case they pursued a PhD. Participant 1 stated that "After completing my masters' degree in History, the institution convinced me to pursue a doctoral degree at no cost. After some thinking, I considered that it was a good offer since it would alleviate financial pressure on me." Participant 2 stated that "The faculty promised that my education needs would be catered for if I pursued a doctoral degree in my field. This opportunity was too good to pass up." One of the most important employment terms is that education-based lecturers must begin applying for and gaining positions at learning institutions in Malaysia and abroad, where they will pursue their PhD studies. As such, these findings emphasise that Malaysian institutions have scholarships with contractual duties, and that their employees are bound by these obligations if they are to improve their skills and assist their institutions progress and become more globally competitive in the future.

Support from other people

During the interviews, some participants stated that support from their friends and families played a significant role in their pursuit of a doctoral degree. For instance, Participant 6 stated that "Initially, I did not believe that it would be possible to pursue my PhD. However, people around me, especially my family, convinced me that they would offer all the support I need in my studies." Participant 4 stated that "I spoke to a close friend who is a lecturer. After long discussions concerning the opportunities that a doctoral degree would offer, I decided to give it a try." Friends, coworkers, family members, and academic advisors can also support or motivate would-be candidates, according to the findings from this sample.

Intrinsic motivation

A variety of personal factors influenced the participants' decision to enroll in doctoral programmes. During the interviews, it was discovered that a sense of cultural or personal identity played a significant role in their pursuit of a doctorate degree. For example, participant 3 stated that “Even after completing my masters, I still believed that my academic career was not over. Therefore, after two years. I decided to pursue a doctoral degree.” Participant 3 stated that ‘Pursuing a PhD has always been my dream since childhood.” The desire to enroll in PhD studies has been validated in the literature as a fundamental intrinsic motivator that informs participant decisions to continue their studies.

Recognition and status advantages

During the interviews, it was discovered that pursuing a doctoral degree enabled one to have an established status in society. For instance, Participant 4 stated that “Pursing a PhD makes it easy to attain recognition wherever I go.” Participant 5 claimed that “Having a doctoral degree offers me a more significant status in the academic and social world, and people would call me a Dr.” Participants stated that the prospect of earning a "Dr." title encouraged them, and that this influenced and informed their decision to continue their education. These findings have been cited in the literature as examples of possible identity issues that encourage students to advance in their careers. They also stated that having a PhD gave them a sense of advancement in society and that they were respected in the community.

This study was not restricted to a specific doctoral degree. The findings above indicate that people pursue PhDs due to various influences and factors, including recognition and status advantages, intrinsic motivations, support from other people, and contractual conditions. However, there were some elements of uncertainty and risks expressed by some of the participants. In spite of the small number of participants and hearing different versions of the same themes, it was possible to establish a degree of reliability in the findings.

5. CONCLUSION

A Doctor of Philosophy (PhD) is the highest academic level degree that is awarded after a course study. It is associated with benefits such as being able to indulge in ones' interests, being exposed to other opportunities and expanding one’s networks. Despite the challenges encountered by the learners, very few researchers have focused on the exact reasons that motivate them to pursue the studies. The research study identified factors such as intrinsic and extrinsic motivation, contractual conditions, support from others, and recognition and status advantages as the major reasons why people pursue doctorate programs.

As such, higher learning institutions should always strive to further investigate each learner’s motivation to study. Most public universities in Malaysia have also made the requirement of obtaining a PhD a compulsory for their lecturers. The findings of the study established the need for higher learning institutions to always investigate potential doctoral candidates’ motivation to undertake their studies. Future research is welcome to look into this study in a larger scale.

6.0 LIMITATION OF THE STUDY

The major limitation for this study was the small sample size that was utilised for gathering data. For the purpose of generalizing, the sample need to be expansive and as representative as possible.

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THE TEACHING ISLAMIC EDUCATION COURSE IN PUBLIC HIGH SCHOOL, BASED ON INFORMATION AND COMMUNICATION TECHNOLOGY

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ABSTRACT

The background of this research is because of Islamic Education (PAI) teachers in applying the conventional learning methods and media in teaching dominantly applied. The use of conventional methods and media caused the process of learning activities became unattractive, monotonous, even saturating. This condition happened in several public high schools. In fact, the rapid development of Information and Communication Technology (ICT) nowadays should be able to change the process of teaching and learning to be more varied, fun and educative. This study aimed to find out how the teaching activities, teacher competencies, teaching impact, result of learning, and atmosphere of teaching activities. The method used in analyzing data was a qualitative-descriptive approach. The results of this study indicate that: 1) Islamic Education Teachers had been able to apply ICT based on teaching plans, both independently and jointly in the teacher's community; 2) Islamic Education were good in utilizing Information and Communication Technology in the teaching activities; 3) Teaching and learning of Islamic Education ICT-aid in Sukabumi ran smoothly from preliminary activities, core activities and closing activities / learning evaluations; 4) The impact of the use of ICT in teaching Islamic Education subject caused the process of teaching became more practical and effective as well as interactive and fun for both teachers and learners;. 5) It made students easier to understand teaching materials, increasing students' motivation, removing barriers, helping students to have information and learning resources, improving students' learning outcomes and built students' independence in learning; 6) There were number of supporting factors in ICT-based teaching activities, such as government support, network availability, institution awareness, teachers competence, and the change of students' mindset in applying ICT in learning activity. The obstacles found in ICT-based learning activities include: a) the skills of teachers are still in the ***"can do"*** category, and it is not in ***"experts"*** yet in ICT mastery, the supporting facilities are still in the ***"enough***" category and must continue to be improved in both quantity and quality until they come to the category of ***"very complete"*** and ***"very good quality"***; b) Government policies and community participation are very important so that the good impact of ICT-based learning felt, and get rid of the bad impacts as far as possible; c) ICT-based media are only as learning aids, but the role of teachers in learning activities cannot be replaced with any technology and media, because the most important role of teachers besides teaching is educating.

Key Words: Media of Teaching, ICT, Islamic Education

1. BACKGROUND

Information and Communication Technology (ICT) has been being penetrated into the political, economic, social, transportation, trading transactions, national defense, governance administrator, as well in of education[4]. Almost all people's activities are greatly influenced by ICT[5]. The fast development of internet use has direct impact on various activities in various aspects of life. Education is one of the sector that feels the positive impact of the progress and rapid development of Information and Communication Technology (ICT), since it has a very large impact on learning styles and the learning process in the classroom[6].

The widespread technological changes have paved the way for meeting the needs of a changing world. In this changing educational landscape, many studies found and concluded that Information and Communication Technology (ICT) plays an important role in the field of education and teaching and learning process . Although the use of information technology does not automatically improve the quality of the learning process, its existence greatly has been affecting the teaching style of teachers and students' learning styles. It is might be responded quickly as part of the efforts of educational practitioners to keep up with the times. Integration of Information, Communication, and Technology (ICT) in education refers to the use of computer-based communication that is incorporated into everyday classroom learning processes .

The development of Information and Communication Technology in Indonesia has shifted the educational paradigm in several ways: (a) the shift of education and training from a system oriented towards teachers/lecturers/institutions to a system oriented towards students; (b) the growing and popularization of distance education; (c) more choices of learning resources are available; (d) the need for global quality standards in global competition; and (e) the increasing need for lifelong education (lifelong learning). The implementation of communication and information technology have enabled the creation of a global, networked learning environment that places students at the center of the learning process, surrounded by various learning resources and electronic learning services. For this reason, the conventional education system must show a friendly attitude with new alternative ways of learning that are loaded with technology .

Various studies in Information and Communication Technology, especially in the field of education have been conducted by researchers/practitioners arround the globe. Their general conclusion was that the future education will depend heavily on ICT-based education. One of them was the research conducted by Syeed Noor Ul-Amin in his research entitled "An Effective

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[4] Pirhot Nababan dan Darwanto, *Kajian Kebijakan Teknologi Informasi dan Komunikasi*, (Jakarta, Institute for Criminal Justice Reform, 2015), 31.

[5] Rusman, dkk., *Pembelajaran Berbasis Teknologi ….* 240.

[6] Ankur Kumar Agrawaland and Girish Kumar Mittal (2018) *The Role of ICT in Higher Education for the 21st Century: ICT as A Change Agent for Education*, https://webcache.googleusercontent.com/search?q=cache:tg4Yxdx4YN8J:https://pdfs.semanticscholar.org/477b/db4337b5c997b54a66529861633c03c737ad.pdf+&cd=10&hl=en&ct=clnk&gl=id, Accesed Sept.11 2018

use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience: ICT as a Change Agent for Education" concluded that the use of ICT in education have a positive impact on teaching, learning, and research. ICTs can also affect educational services and allow wider access to a variety of needs. In addition, ICT will also increase flexibility in learning, so that students can access education without being limited by distance and time as well as geographical barriers. This will have a positive impact on the learning environment, learning motivation, learning outcomes in an educational institution[7].

In a survey sponsored by SEAPREAMS in eleven Pacific countries identified five main barriers to implementing ICT programs in schools which are physical constraints such as remoteness and unreliability of electricity supply, scarcity of funds, lack of staff development, inadequate and inappropriate software, and the speed of technological development (UNESCO, 2003)

Based on this reality, educational institutions might respond it by being active, creative and productive in handling this latest phenomenon. One effective way is to design a grand design as a basis for advancing information and communication technology for the learning process, to assist teachers in delivering subject matter, and make it easier for students to receive the material being taught. It can be said that no one can escape the influence of the development of science and technology (IPTEK), not only felt by individuals but also by society, the nation and the country as a whole [8].

The application of ICT in the learning process in the classroom actually helps all parties, both the school, teachers and students in optimizing the learning process so as to produce the expected output. The use of ICT is a necessity might continue to be carried out, in order to improve the quality of learning and learning outcomes in educational institutions, especially at the Senior High School (SMA) level. It is rather difficult to imagine a future learning environment that is not supported by Information and Communication Technology (ICT)[9].

2. METHODOLOGY

This research is a qualitative research with a positivistic approach with a comparative system on the use of Information and Communication Technology (ICT) in Teaching and Learning Activities of Islamic Religious Education (PAI). The data collected is not in the form of numerical data, but data gained from interview scripts, field notes, personal documents, notes or memos of researchers and other supporting official documents. The term qualitative method is often also referred to as "fieldwork, naturalistic and ethnographic, inner perspective, interpretive,

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[7]Syeed Noor Ul Amin An Effective use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience: ICT as a Change Agent for Education,(unpublished Dissertation)

[8]Adie E. Yusuf, *The Implementation of ICT Based Education in Elementary Teacher Education (PGSD) in Indonesia*, HUMANIORA Vol.7 No.1 January 2016: 8-14.

[9] Syeed Noor Ul Amin An Effective use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience: ICT as a Change Agent for Education,(unpublished Dissertation) hal. 8.

ecological, case study, or descriptive"[10].

3. LITERATURE REVIEW

3.1. Learning Media

The word media derived from Latin and it is the plural form of the word medium which literally means intermediary or introduction. Media is an intermediary or messenger from the sender to the recipient of the message. According to AECT (Association of Education and Communication Technology) in America as quoted from his book Arief S. Sadiman, et al. Stating that the media are all forms used for the process of distributing information. Gagne, 1970 (in Arief S.) states that the media are various types of components in the student's environment that can stimulate them to learn. According to McLuhan, the media is a means or channel as an intermediary between the senders of the message to the recipient of the message. Blacks and Horalsen also have an opinion about the media. According to them, the media is a communication channel or medium used to carry or convey a message where the medium is a path or a tool with a message running between the communicants to the communicant of the image.

Levie & Lentz (1982), in Arsyad[11] suggested four functions of learning media, especially visual media, namely:

a. *Attention function;* Visual media is the core, which is to attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter;
b. *Affective function;* Visual media can be seen from the level of enjoyment of students when learning (or reading) illustrated texts. Visual images or symbols can arouse students' emotions and attitudes, for example information regarding social or racial issues;
c. *Cognitive Function;* Visual media seen from research findings which reveal that visual symbols or images facilitate the achievement of goals to understand and remember information or messages contained in images;
d. *Compensatory function;* learning media can be seen from the research results that visual media that provide context for understanding texts help students who are weak in reading to organize information in the text and remember it again.

In other words, learning media serves to accommodate students who are weak and slow to accept and understand the content of the lesson presented by text or presented verbally.

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[10]Bogdan, R.C & Biklen, S.K. (2007). *Qualitative Research for education: An introduction to Theories and Methods.* New York: Pearson Education group. Hal. 3

[11] Arsyad, Azhar, M*edia Pembelajaran* (Jakarta : Raja Grafindo Persada, 2006), 16.

3.2. Information and Communication Technology (ICT)

In simple terms, information technology understandable as the science used to manage information, so that information can be searched easily and accurately. According to Bambang Warsita (2008:135) information technology is the means and infrastructure (hardware, software, useware) systems and methods for obtaining, transmitting, processing, interpreting, storing, organizing, and using data meaningfully. The same thing was also expressed by Lantip and Rianto (2011: 4) information technology is defined as science in the field of computer-based information and its development is very rapid. Hamzah B. Uno and Nina Lamatenggo[12] also stated that information technology is a technology used to process data.

In education sector, information technology in general aims in order students to understand, recognize, and be able to use tools rather than information technology. In addition, students can understand how and where information can be obtained, and how to package or process the information that has been obtained by combination of computers and telecommunications. Meanwhile, Information Technology according to Hamzah B. Uno and Nina Lamatenggo is a technology used to process, process, obtain, compile, store, and manipulate data in various ways to produce quality information, namely information that is relevant, accurate and timely[13].

Communication technology emphasizes the use of electronic technology devices that place more emphasis on the aspect of achieving goals in the communication process. So, the data and information processed with information technology must meet the criteria for effective communication. For example, one application of Information and Communication Technology is video conferencing, which uses information technology to connect (networking) between clients with internet facilities, messages conveyed by both parties are received, processed, analyzed and transmitted, by information technology so that they reach on each side via the internet by satellite or cable network. The role of communication technology is to regulate the communication mechanism between the two parties by means of appropriate communication design, clear visualization, text messages, voice, video meet communication standards, and feedback settings so that communication takes place in two directions.

3.3. Scope of Information and Communication Technology

The concept of information technology is the basis for understanding what communication technology is. Communication technology is considered to include a broader sense including systems, channels, hardware and software of modern communication. While information technology is part of the notion of communication technology. However, if we look more closely, both the understanding of communication technology and information technology, it is clear that these fields are interrelated with one another, and are often used to refer to the same thing interchangeably. Therefore, in everyday use these two terms are often pronounced

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[12]Hamzah B. Uno dan Nina Lamatenggo, *Teknologi Komunikasi dan Informasi Pembelajaran*, (Jakarta: PT Bumi Aksara, 2011) 57

[13]Dimyati dan Mudjiono, *Belajar dan Pembelajaran* (Jakarta: PT. Rineka Cipta, 1999), cet 1,hlm. 157.

in the same breath, because the meanings contained in each of these terms are related to each other.

The scope of Information Technology consists of six parts, they are:

1. Input Technology
All devices used to capture data/information from the original source. Examples of this technology include barcode scanners and keyboards. Barcodes, scanners are examples of input technology products commonly used in supermarkets to enter sales data on screens. So that information can be received by users who need information, it needs to be presented in various forms. In this case the output technology has a big enough share.
2. Output Technology
In general, the information is presented in the monitor. But sometimes users want information printed on paper (hard copy). In situations like this, there are tools that support the presentation of information, including sound.
3. Software Technology
To create information required software or often called a program. A program is a set of instructions used to control computer hardware. A word processor is an example of a program that is widely used by computer users to create documents.
4. Storage Technology
Storage technology concerns all equipment used to store data. Type, hard disk, diskette zip disk are examples of media to store data.
5. Communication Technology
Communication technology is a technology that allows long distance relationships. Internet and ATM are examples of technologies that utilize telecommunications technology.
6. Processing Machine
Processing engine is an important part of information technology that functions to remember data/information (in the form of memory components) and execute programs (in the form of CPU components) [14].

3.4 The Nature of Information and Communication Technology in Learning

Modern technology is defined as knowledge that is transformed into products, processes, services and organizational structures. Technology is created by humans through the application (exercise) of the cultivation of their minds. Humans must utilize their minds in using technology based on ratio (reason) and then make it into a concrete product. Technology is always juxtaposed with the term science.

Science is a human effort to understand the phenomena and facts of nature, and to preserve that knowledge conceptually and systematically. While technology is a human effort to use science for the benefit and welfare. Because of this relationship, the development of

[14] Hamzah B. Uno dan Nina Lamatenggo, *Teknologi Komunikasi dan Informasi Pembelajaran, (*Jakarta: PT Bumi Aksara, 2011)

science is always related to technological developments, and vice versa[15]. Meanwhile, the ICT competence of teachers based on the ICT CFT framework according to UNESCO consists of three levels of ability, namely: 1. Technology Literacy, 2. Knowledge Deepening, and 3. Knowledge Creation.

3.5. Concepts and Functions of Information and Communication Technology in Education

Currently, there are still many school-age children who have not been able to enjoy 9 years of basic education, from school age children 7-12 years, student participation in education is still below 80% (SMP 85.22 GER; SMA 52.2 GER). Uneven distribution of educational/school facilities and infrastructure, for example; not all schools have telephones, let alone internet connections. There are still a gap in the quality of education between cities and villages, especially in remote areas. In general, there is still a gap between western Indonesia and eastern Indonesia. Assessment of the quality of education Indonesia is ranked 112 out of 175 countries (under Malaysia and Bangladesh). And this is because the quality of educators needs to be improved. Currently, the number of existing teachers is 2,692,217, of which 727,381 people meet the certification requirements or around 27%, so that around 1,964,836 or 73% of teachers are needed whose educational qualifications and professionalism must be improved. And what is also a problem is the low level of ICT utilization in schools (Digital Divide).

Wallace (2001) developed a conceptual framework on how teachers use the internet in their teaching and how they use material resources. The results suggest that teachers make use of the internet by turning it into a resource that suits their own teaching methods. Meanwhile, Kellenberger and Hendricks (2000) and Martin Ofori-Attah (2005) and identify that the use of computers by teachers is divided into three main components namely, 1) for teaching purposes (to impart knowledge, create variety, and to give confidence to teachers), 2) administrative purposes (in the preparation of work-related materials and to ensure the safe storage of data and information about students) and 3) personal purposes (to engage the teacher's free time in a useful way) [16].

Media based on Information and Communication Technology (ICT) in learning can support school optimization. ICT has considerable potential in changing learning modes, because: 1) Expanding learning opportunities, 2) Increasing efficiency, 3) Improving the quality of learning, 4) Improving the quality of teaching, 5) Facilitating skill formation, 6) Encouraging sustainable lifelong learning, 7) Improve policy planning and management, and 8) Reduce the digital divide[17].

The use of ICT is one of the right solutions for solving educational problems in Indonesia. According to Munir, at least the use of ICT in education will overcome the following problems:

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[15]Cepi Riyana (2010) Teknologi Informasi dan Komunikasi (ICT) dalam Pendidikan, makalah seminar Nasional IT, Ikatan Guru Indonesia (IGI) Sukabumi, 13 Mei 2010. Hlm. 1

[16]Kellenberger, D.W., & Hendricks, S. (2000). *Predicting Teachers" Computer Use for Own Needs, Teaching and Student Learning.* Journal of Educational Computing Research, 16(1), 53-64. EBSCOhost.http://dx.doi.org/10.2190/RTYK-Y31F-R619-HWVY

[17]Dawson, V. (2008) *Use of Information Communication*

1) Indonesia's geographical, time and socio-economic problems The Republic of Indonesia is an archipelagic country, tropical and mountainous, this will affect the development of educational infrastructure so that it can cause uneven distribution of information.
2) Reducing the lag in the use of ICT in education compared to developing countries and other developed countries.
3) Acceleration of equal distribution of learning opportunities and improving the quality of education that are difficult to overcome by conventional means
4) Improving the quality of human resources through the development and utilization of information and communication technology
5) ICT helps the performance of education in an integrated manner so that effective and efficient, transparent and accountable management will be realized.

3.6. The Role of Information and Communication Technology (ICT) in Learning

Information and Communication Technology (ICT) in the teaching and learning process is not a method, but rather ICT is a medium in which various methods, approaches and pedagogical philosophies may be implemented. This statement shows that the effectiveness of ICT depends on how and why it is implemented and integrated. In the learning process, ICT has many functions, including as a learning aid, a source of knowledge for optimizing learning processes and outcomes. Moreover, the learning framework (framework of instructional) has changed. With the use of ICT, there is a shift and teacher approach in delivering teaching materials to students. Students will also get different learning experiences according to their world, where learning can occur anytime and anywhere according to the readiness of students to learn. The following is a learning paradigm that will be built using ICT[18]:

FROM	TO
Teacher-Centred Instruction	Students-Centred Instruction
Single Sense Stimulation	Multisensory Stimulation
Single Path Progression	Mutipath Progression
Single Media	Multimedia
Isolated Work	Collaborative Work
Information Delivery	Information Exchange
Passive Learning	Active/Inquiry-Based Learning
Factual Thinking	Critical Thinking
Knowledge-Based Decision Making	Informed Decision Making
Reactive Response	Proaktive abd Planned Act
Isolated	Authentic
Artificila Content	Real World Context
Studying Once a Life	Life Long Learning

[18]Sumber : http://pustekkom.or.id

Ivory Towers	Competitive Market
Single Mode Institution	Multiple Mode Institution
Isolated Institution	Cooperating Institution
Single Unit Curricula	Inter-Unit Curricula
Broad Basic Studies	Just-In-Time basic Studies
Ciurricula Oriented Degrees	Knowledge Sertificates
Term Oriented Learning	Learning on Demand
Learning Curricula	Learning Spaces

Sources: http://pustekkom.or.id

3.7 Internet as a Learning Resource based on Information and Communication Technology

The Internet has been a major provider of information and data since its emergence in the late 20th century. The internet is a connection of computers that are connected to each other by a network in one large net around the world, which is the largest electronic network (Warf and Grimes 1997). Topologically the internet connects individual computers to other computers that are built in a work network. The internet is a number of interconnected networks. Nasution (2006) reveals that the internet provides benefits in all fields of business, academic (education), government, organizations and so on. Some of the benefits obtained from the internet include: interactive communication, access to experts, access to libraries, assisting scientific research and development, data exchange, and collaboration[19].

Teachers can also use the internet as a source of teaching materials by accessing online lesson plans or syllabus with new methodologies, accessing teaching materials that are suitable for their students or students, and able to convey their ideas. The Internet provides easy access to information and communications. What's more, the internet not only reduces the cost but also the time it takes to reach the information. On the other hand, choosing 'correct' or 'good quality' information has become a problem. It also allows people to interact with each other[20].

4. RESEARCH RESULTS AND DISCUSSION

Based on the observations, interviews and document studies of a number of PAI teachers who were the subjects in this study, comprehensive data was obtained to draw a conclusion on how to use Information and Communication Technology in PAI learning activities in Public Senior High School (SMAN) 1 Cibadak. This research process is intended to answer 5 (five)

[19] Nasution, Laila Hadri. 2006. *Pemanfaatan Internet Guna Mendukung Kegiatan Perkuliahan Siswa Program Pascasarjana UNIMED*. http://library.usu.ac.id/downloads/fs/06005176.pdf. diambil tanggal 8 November 2009

[20] Kitchin, R. (1998). *Cyberspace*. England: John Wiley and Sons.

research problems as stated in the problem formulation: 1) How do Islamic Religious Education (PAI) learning activities use Information and Communication Technology? 2) How is the competence of Islamic Religious Education teachers in using Information and Communication Technology (ICT) in learning activities? 3) What is the impact of using Information and Communication Technology (ICT) in Islamic Religious Education (PAI) Learning? and 4) What are the supporting and inhibiting factors for the use of Information and Communication Technology (ICT) in Islamic Religious Education Learning (PAI) at SMAN 1 Cibadak?

a. ICT-Based PAI Learning Activities at SMAN 1 Cibadak

Based on the observations that the researcher did, the PAI teacher at SMAN 1 Cibadak (ES) started the class by showing a video that was directly searched through the www.youtube.com page. About 10 minutes of playing the video, ES returned to the slide and continued the learning activities. ES teaches by applying a scientific approach. ES also asked students to work in groups by using cell phones to find additional information related to the topic being discussed. All students look busy but enthusiastic about their group discussion activities while opening their cellphones, but there are also those who read the PAI textbooks owned by students. The learning activities continued with discussions and ES asked each group to report the results of their discussions.

The activities carried out by students in HP-assisted PAI learning are aimed at finding information from online sources regarding the topics they are discussing. These are carried out in order students are able to independently collect information from reliable sources, then discuss it with their group mates. Learning activities like this are very important for students because they can discuss, search, find and conclude for themselves what they discussed in groups.

Based on the classroom observations, students showed high enthusiasm in learning activities. Students did not only sit in their respective chairs, but they interacted with their group members, as well as other groups. In fact, some of them were seen asking the teacher, they laughed out loud while discussing with their friends.[21]

At the end of the learning session, ES opened a website (www.quran.com) and looked for verses related to the theme and then played audio from a *Qori',* and asked students to repeat the *Qori'* reading. This activity lasts about 15 minutes, until the close of the session.

In the last session, ES made a conclusion from the current activity and asked students to read various sources to enrich their knowledge. ES opened the cellphone and was seen operating it, while informing that ES had sent a book in soft file form to the class WA group, as one of the sources that can be read to enrich students' knowledge.

In the second observation, the researcher observed that ES did not open the laptop but asked the students to turn on the laptop provided in front of each student. With a number of orders, students began to answer questions that had been prepared online. In the author's observation, a number of questions have been prepared and students enter the program/web

[21]Pengamatan penulis bersama ES, 25 Oktober 2017

to open questions and answer them directly on the computer. The time given to answer about 30 questions is 60 minutes. In taking the test, students were seen still using laptops. While walking around, ES monitored students to ensure that all students could take the test well.

The computer-based testing activity carried out by ES showed how the evaluation process in KBM was carried out based on ICT. Students seem to really enjoy the test activity using the computer. Some students asked ES to help those who have a little difficulty in using it. In general, the computer-based test (online) was very effective and practical. All students seem to have no difficulty in using it. In addition, the results of the tests carried out by the system can be immediately known after they have finished working on the questions.

In the interview, to get more information about how ES uses ICT in teaching and learning, ES explained:

> *"I often use ICT-based media in teaching and learning. If the presentation is certain. I even asked students to complete project-based learning so that they could recognize and practice ICT in their learning activities. Other applications that I often use are quizizz.com, edmodo.com, kahoot.com and I have a special PAI portal. In the discussion, I created FB and WA groups. My class leader asked me to create a special group to help PAI learning activities. In this group, we can share teaching materials, discuss and even collect assignments, which can be done through the Facebook or WA groups".* [22]

From the researcher's observations and explanations from **ES** showed how PAI learning activities are carried out using ICT-based media, from planning, implementing and evaluating learning. In addition, the information above explains what teachers do at SMAN 1 Cibadak, what applications are used, how to use them, etc.

Based on the information gathered by researchers in the process of observation and interviews, it can be concluded that the use of ICT-based media in the teaching and learning process at SMAN 1 Cibadak is very helpful for students in learning, PBM becomes more active, interactive and fun. In addition, learning activities using ICT can save time, learning becomes more real, and students can easily find various things related to material through online sources.

An interview conducted with one of the students gave a clearer picture of how the use of ICT is very important in teaching and learning:

> *"If we use infocus, it will be more interesting. The teacher prepares material from PowerPoint slides, we just need to take notes, it will be more practical and save time. Especially if we learn through videos, we don't get bored quickly. Also, now we often use applications that make us more enthusiastic in completing them. Once the test is complete, the results can be known without waiting long. If you have an assignment, you can also go through WA"*[23].

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[22] Wawancara dengan ES, guru PAI SMAN 1 Cibadak

[23] Wawancana dengan NH, siswa kelas XII SMAN 1 Cibadak

Information collected from respondents further strengthens how the role of Information and Communication Technology greatly influences the activities and effectiveness of students' learning. The rapid development of ICT allows students to send assignments via e-mail, search and find information faster through the internet. This has a very significant impact on student learning outcomes.

b. Competence of Islamic Religious Education (PAI) teachers in utilizing Information and Communication Technology (ICT) at SMAN 1 Cibadak.

ES's ability to operate computers and smartphones is also very good. His excellent expertise in the field of ICT causes ES to often teach using various ICT-based media, such as computers and smartphones equipped with various learning applications. Even in evaluating learning, ES does it based on ICT. In addition to having strong basic skills in the ICT field, ES also often attends ICT-related workshops or training at the MGMP (Teachers Community), both at the regional and even national levels. Apart from being a PAI teacher, ES is also acted as the coordinator of the computer laboratory and the manager of the school website (www.sman1cibadak.sch.id). ES already has several ICT training certificates, he has already a personal laptop, tablet and smartphone. This is known from the following interview results:

> *"I myself-taught of ICT Since high school - college I like to play the computer. So, my hobby is in the IT field which make me enjoy learning on my own. I have never specifically studied computer science. When I was trusted to teach ICT subjects, it became a challenge on me, so I had to learn a lot of new things related to IT. I have also participated in ICT training held by the PAI MGMP, at the West Java Education Office and even participated in training at the national level. That's why I can't be separated from IT facilities, such as laptops, tablets and smartphones. When I go everywhere, my bag contains a laptop and tablet, and I carry a cellphone with me. So when asked about skills in the IT field such as Microsoft office and others, it has become my daily habit. I can even help fix a trouble laptop, both software and hardware. I also use several programs and applications, both in teaching, including conducting online evaluations using HP. When it comes to IT, God willing, I can do it. We have even been asked several times to be a facilitator in ICT training"* [24]

ES is not only competent in using computer technology for learning activities, ES is also active in social media and has a special blog for Islamic Religious Education (PAI) learning. Social media is often used by ES as a medium for PAI learning. In fact, the blog he manages is very active and contains various things related to the subjects he teaches. ES believes that the rapid development of ICT today should be utilized as best as possible by teachers to make it easier for teachers to teach and students to learn.

The PAI teacher at SMAN 1 Cibadak also admits that by using ICT-based learning media, PAI learning becomes more interesting than using only lecture or discussion methods.

[24] Wawancana dengan Bapak ES, guru PAI Kelas XII SMAN 1 Cibadak., 26 Oktober 2017

Moreover, PAI learning that takes place in *boring time* (tired time), ICT-based PAI learning makes students more attentive and not sleepy in participating in teaching and learning activities. The following is an excerpt from an interview with ES:

> *"Besides computers, I am also active on social media. I think this social media if used in learning activities is very good and effective. Because almost all students have smartphones, and they are mostly active users of social media. I am also active in blogging. PAI subjects have a special website and the address is http://pai.sman1cibadak.sch.id. This blog is very good if used as a study aid. We can save our teaching materials through blogs, and students can open them at any time. For daily tests I often use blogs, where I upload questions and they can answer questions online using their smartphone"* [25].

From the information collected from students, it further strengthens the data that ES competence in using ICT-based learning media is very good. This was revealed in an interview with NH:

> *"As far as I know, Mr. Eda (ES) has very good skills in the field of ICT. Because in every learning activity, ES always integrates learning with ICT, both in delivering teaching materials, providing teaching materials included in the assessment"* [26.]

c. Impact of the use of Information and Communication Technology (ICT) in Islamic Religious Education Learning (PAI) at SMAN 1 Cibadak

The application of Information and Communication Technology (ICT) in PAI learning activities carried out by PAI teachers at SMAN 1 Cibadak can be described as follows:
1. Motivating students in learning;
2. Learning becomes more fun;
3. Can eliminate the distance of space and time;
4. Save time and cost;
5. Learning resources are getting richer and more varied;
6. Build independent learning for students;
7. Can help reduce the environmental impact (waste) due to the use of paper and the like;
8. Learning outcomes are getting better.

The information was obtained from data obtained during interviews with teachers and several students at SMAN 1 Cibadak:

> *"The positive impact generated by using ICT in teaching and learning is more than the*

[25]Wawancana dengan Bapak ES, guru PAI Kelas XII SMAN 1 Cibadak., 26 Oktober 2017
[26]Wawancara dengan NH, siswa kelas XII SMAN 1 Cibadak.

negative. What is certain is that the use of ICT saves time is not limited by space and time, makes learning resources easier and more varied, and saves costs. The use of paper in the exam takes longer to know the results. By applying ICT, now students can know the results of the test immediately after finishing the exam. Eee…o yes students become more independent and don't waste paper which causes garbage everywhere" [27]

Interviews conducted with the students emphasized some of the positive impacts of using ICT in teaching and learning:

> *"What is certain is that it is more fun, more practical, more learning resources, doing tasks faster, building independent learning, interactive, collaborative and of course more challenging"* [28]

Other students expressed the same reasons regarding the use of ICT in learning:

> *"The emergence of this ICT is... eee... as a revolution, yes.. in learning, because it can make something that used to be abstract becomes more concrete or real. Which is definitely more fun and more challenging wrote…. Besides that, yes…. it's better. Because we learn with pleasure, more learning resources will certainly have an impact on learning outcomes. In the past, the information was only from books, now the sources are online, no…xixixi . In the past, we used paper to test, now we use cellphones and computers".*

Beside the positive impacts, there are also negative impacts of using ICT in teaching and learning activities. For example, in preparing media, it sometimes takes a lot of time if there is a problem with the device. The use of media that depends on the power supply can also hamper. In addition, students become dependent on the internet and gadgets. The bad impact, all learning activities can be obtained from the internet. For example, if students are asked to write a paper, they will find an easy way to copy and move it as an assignment as if they made it. Even another negative impact is the time of the test. The tendency of students to seek answers from the internet is very high.

d. Factors supporting and inhibiting the use of Information and Communication Technology (ICT) in Islamic Religious Education Learning (PAI) at SMAN 1 Cibadak.

ICT-based PAI learning at SMAN 1 Cibadak has been running well, although there are still some problems. Several things are considered to be factors that strongly support the continuity of ICT-based learning at SMAN 1 Cibadak:

1. The existence of Permendikbud which requires teachers to maximize ICT-based media in learning activities;

[27] Wawancara dengan ES, guru PAI SMAN 1 Cibadak
[28] Wawancara dengan MI, siswa SMAN 1 Cibadak

2. Policy support from the school so that teachers always innovate and take advantage of current ICT developments as a media priority and learning resource;
3. The existence of SMAN 1 Cibadak which is located in the center of Cibadak city and has been reached by the government-owned internet company Indihome network, and a GSM network that is evenly distributed using the 4G network;
4. Adequate facilities and infrastructure, such as 2 room of computer labs. (120 computers and laptops), internet network, available hotspots that cover almost the entire school area;
5. Sufficient resources of teachers and staff;
6. The existence of SMAN 1 Cibadak as one of the leading schools in Sukabumi district, has an impact on good student input and adequate financial support;
7. Students' skills in using technology, especially the internet, are an important factor in the success of ICT-based learning.
8. School committee support in the form of school fee paid by parents to develop KBM for learning infrastructure;
9. Inhibiting factors in ICT-based PAI learning include:
10. Unstable internet network, especially when many users use it, so that it has an impact on ICT-based learning activities;
11. There is no guarantee that students can use cell phones in a healthy manner, because there is no health education and protection for the internet;
12. Teacher attitudes and inherent resistance to change. Teachers' attitudes and resistance to change about the use of new strategies, namely the integration of ICT in PBM. This is meant by the attitude of teachers that the use of ICT in PBM does not have clear benefits or advantages;
13. The high cost of purchasing and repairing ICT-based media;
14. Student awareness for ICT-based learning facilities is still low;
15. Lack of training programs made by the government to improve the competence of teachers in ICT.

Lack of teacher competence to improve media or tools that are sometimes problematic when used (technical expertise). From interviews with PAI teachers, it was revealed that:

"ICT-based PAI learning requires special skills from the teacher. On average, PAI teachers do not learn specifically about ICT. Most of them learn through short courses, workshops or trainings. Sometimes teachers encounter problems when using applications or programs. When that happens, teachers often have trouble solving it. Example: when I use a computer that is connected to an LCD, sometimes it doesn't run smoothly. Sometimes the image does not appear on the screen or the image is not clear. This is a technical problem that cannot be easily solved by the teacher. The solution, staff or teachers with ICT backgrounds are asked for help. This is time consuming. Another problem is the means. Because there are facilities that are still new and there are also facilities that are outdated or old. This obstacle also often occurs in the field. Suddenly the LCD can't turn on, the laptop suddenly crashes.

Constraints like that often occur when used in classes. [29]

In addition, the limited internet network is often an inhibiting factor in ICT-based PAI learning. This was stated by Mr N:

"Many people use the internet at school. The speed is also not optimal. When an online test, for example, sometimes the internet drops and loads. This factor becomes an obstacle when the test is online (online)". [30]

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on Islamic Religious Education Learning Based on Information and Communication Technology, it can be concluded as follows:

1. The implementation of learning activities in Islamic Religious Education (PAI) subjects at SMA Negeri 1 Cibadak went well with the support of adequate facilities. Teachers utilize various variants of technology and applications in learning activities, such as social media (facebook, youtube, instagram, twitter), and several digital platforms (such as edmodo, blog, google classroom, email, prezi, emaze, quizecreator, kahoot, quizizz , whatsapp and telegram). Other hardware is also used by PAI teachers during learning activities, such as LCD projectors, netbooks, etc.;
2. The ability of Islamic Religious Education (PAI) teachers in utilizing Information and Communication Technology (ICT) at SMAN 1 Cibadak is in the very good category, especially in utilizing several digital platforms and applications used in learning activities, from planning, implementing and evaluating learning, including to complete tasks;
3. The impact of using ICT in learning activities is divided into two, positive and negative impacts. The positive impact allows students to learn more easily, get learning resources, save time, money, energy, speed up the learning process, etc. While the negative impact is that students and teachers become lazy to read, write and the tendency to plagiarize is very high in line with the increasing number of teaching materials and learning assignments that are uploaded to the internet that can be accessed easily;
4. There are a number of supporting factors in the implementation of ICT-based learning, such as: a) The existence of a Minister of Education and Culture which requires teachers to maximize ICT-based media in learning activities; b) Policy support from the school so that teachers always innovate and take advantage of ICT developments as a priority for media and learning resources, as well as providing teachers with ICT-related training; c) The existence of schools that are generally located in the center of the city / district and have been reached by the government-owned internet company network Indihome,

[29] Wawancara dengan ES, guru PAI SMAN 1 Cibadak
[30] Wawancara dengan N, guru PAI SMAN 1 Cibadak

Biznet and GSM networks which are evenly distributed using the 4.G network; d) Adequate facilities and infrastructure, such as computer lab., internet network is quite good, hotspot points that have spread and reach almost all school areas; Adequate teacher and staff resources; e) Almost 100% of students already have a gadget that supports internet; f) Students' skills in using technology, especially the internet, are an important factor in the success of ICT-based learning; g) School committee support in the form of finance paid by parents to develop teaching and learning infrastructure; h) Students' learning motivation is relatively high.

The obstacles found in ICT-based learning activities include: a) the skills of teachers are still in the ***"can do"*** category, and it is not in ***"experts"*** yet in ICT mastery, the supporting facilities are still in the "***enough***" category and must continue to be improved in both quantity and quality until they come to the category of ***"very complete"*** and ***"very good quality"***; b) Government policies and community participation are very important so that the good impact of ICT-based learning felt, and get rid of the bad impacts as far as possible; c) ICT-based media are only as learning aids, but the role of teachers in learning activities cannot be replaced with any technology and media, because the most important role of teachers besides teaching is educating.

Based on some of the findings in this study, several recommendations were formulated as follows:

1. Students should be able to take advantage of the existence of ICT facilities wisely to help facilitate the teaching and learning process and not be misused for bad purposes;
2. The right teacher is needed as an educator who will shape the character of the children;
3. The government should facilitate the availability of adequate facilities so that ICT-based learning activities can run very well and have a significant impact on the quality of learning and also student learning outcomes;
4. Teachers are advised to continue to learn and hone themselves in improving their abilities and skills in using ICT in learning activities;
5. This research is still too general, so further research should be more specific and in-depth to examine issues related to ICT in teaching and learning activities;
6. There are many shortcomings in this research, both in terms of methodology and substance. Suggestions and input from all parties are highly expected for the development of science, especially in the field of ICT in the world of education;

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A PREFERENCE ANALYSIS AND JUSTIFICATION OF ARABIC WRITTEN CORRECTIVE FEEDBACK AMONG UNDERGRADUATES

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ABSTRACT

There has been extensive discussion done on the needs of using corrective feedback in writing within foreign language learning. Essentially, corrective feedback is one of the important tools in improving students' skills in learning a language. This study aims to find out the preference and justification of written corrective feedback (WCF) through the use of Google Doc among students in a higher learning institute. The effects of the direct and indirect feedback with metalinguistic comments were also studied to determine their suitability in learning the Arabic language. Quantitative and qualitative data were collected to (1) identify the preferred type of feedback among students, (2) identify justification of the preferred feedback type, and (3) examine post-test score differences between types of written correction feedback. Two questionnaires were adapted and distributed to 93 first-year students of Arabic language for Academic Writing. Five students were interviewed to find out their justification of the preferred types of WCF. A total of 50 respondents were divided into two groups according to the type of WCF provided, and post-test scores between the types of feedback were compared to determine if there was any significant difference between the types of feedback. The findings show that students prefer direct corrective feedback with metalinguistic comments. Post-test scores indicate that higher scores were achieved by students who received indirect feedback with metalinguistic comments. This indicates that students are able to process indirect feedback that are supplemented with metalinguistic comments. Moreover, online learning environment provides more opportunities for instructors to highlight the students' errors more clearly.

Keywords: Collaborative writing; corrective feedback; e-learning; technology assisted corrective feedback

1. INTRODUCTION

Written correction feedback refers to the teacher's reaction to the students' errors by informing them the error so that it can be corrected and not repeated in subsequent writing (Van Beuningen, 2010). Most teachers and students agree that producing a good writing requires corrective feedback, especially for writing in a foreign language. Generally, corrective feedback is one of the important ways to improve the teaching and learning of foreign languages. Although corrective feedback has been widely used in the classroom, the use of online technology as a medium for delivering corrective feedback is still relatively new in Arabic language teaching and learning. The idea of using online technology in the delivery of corrective feedback is an active initiative to draw students' attention to their mistakes in writing and that the role of feedback is to overcome these weaknesses.

In general, WCF plays an important role in the formation of students' metalinguistic awareness through their attentiveness to restricted information (Sato & Loewen, 2018; Bitchener & Ferris, 2012). According to Heift and Hegelheimer (2017) and Abuseileek and Abualsha'r (2014), students who receive corrective feedback through the use of computers while writing receive better results than those who do not receive it, as well as to learn from any mistakes they make. However, Bodnar, Cucchiarini, de Vries, Strik and van Hout (2017) found that not all types of computer-generated corrective feedback had positive effect on students' writing development. Hence, pedagogical use of technology in the delivery of corrective feedback is one of the issues that educators and teaching designers need to address in order to build meaningful student communicative interactions (Heift & Hegelheimer, 2017).

The use of technology alone does not guarantee that every learning outcome planned would be achieved, but thorough planning is a must to ensure that students gain benefit from the feedback provided. Therefore, there is a need to study the technique of delivering computer-mediated corrective feedback that can help to improve students' writing skills. Although many studies have examined the effectiveness of computer-assisted corrective feedback (Tafazoli, Nosratzadeh & Hosseini, 2014), not many studies have looked at the role of online learning as a platform for delivering corrective feedback in foreign language classrooms.

2. LITERATURE REVIEW

There is a long discussion about the need to use corrective feedback in learning foreign language writing. Truscott (1999), for example, criticized the ability of feedback in improving students' writing in which he described it as wasting teachers' and students' time. In addition, it has been claimed that corrective feedback does not help but hindering the development of students' writing skills (Laurel & Mostafa, 2017; Daneshvar & Rahimi, 2014). These statements have received negative criticism. Many studies have shown positive effects of corrective feedback in foreign language learning (Van Beuningen, De Jong & Kuiken, 2012; Afitska, 2015).

Ferris (1999), in a study, found that WCF is related to students' motivation that they have become independent to correct their own errors in their writing. Ferris and Roberts (2001) also claimed that corrective feedback has a positive effect on second language learners' writing and this is supported by Biber, Nekrasova and Horn (2011) where they found that students' accuracy, content and form of writing are improved as the results of corrective feedback given by teachers. Therefore, WCF is essential for second and foreign language learners to become proficient in the language they are learning.

These conflicting findings has led to several other studies that seek more certainty on the role of WCF in second or foreign language learning. Among them is a study conducted by Amrhein and Nassaji (2010) which found that students prefer direct feedback while teachers prefer indirect feedback. One of the reasons students prefer direct feedback is because they have no knowledge of the principle of error correction used by teachers (Norouzian & Farahani, 2012). Based on these studies, there are several factors that lead to differences in findings regarding the effectiveness of WCF. Among others, students do not fully understand the feedback given (Razali, 2014), students only pay attention to the type of feedback they like (Schulz, 2001), student limited language skills and the scope of feedback given (Kang & Han, 2015).

Related studies on technology-assisted corrective feedback

Studies have been conducted on technology-assisted corrective feedback. The findings of these studies provide a positive indication of the effectiveness of corrective feedback that is delivered online. These include helping to develop students' writing skills (Duff & Li, 2009), improving communication skills through writing (Lee, 2005), reducing the psychological stress of students who do not like to receive face-to-face feedback (Vinagre & Munoz, 2011). There are also studies done in comparing technology-assisted corrective feedback to the traditional corrective feedback practices. It has been found that technology-assisted corrective feedback is more effective in helping students to identify mistakes in writing, and it encourages the habit of reviewing writing and improving their writing skills collaboratively (Fuente, 2016; Hosseini, 2012).

The use of Google Doc is also seen as a potential platform to provide collaborative WCF. Various functions available in Google Doc, such as *chat* and *word editing*, can systematically aid the development of student writing skills (Diez-Bedmar & Perez-Paredes, 2012). A study was conducted by Hosseini (2012) through experiments on the use of written feedback using online annotators among English as a Foreign Language learners. The purpose of this experiment was to find out the effectiveness of technology-assisted correction feedback and feedback provided on paper. The results of this experiment showed that groups using the online system could identify more writing errors than groups that did not use the system. AbuSeileek and Abualsha'r (2014) conducted a study that focused on the use of functions found in Microsoft Word 2010 to give feedback on EFL learners, and found that the use of computer-assisted corrective feedback has a positive effect on students' achievement in the written test. However, the types of feedback preferred by instructors and students, and the impact of its use on foreign language teaching and learning through Google Doc require further study.

The studies mentioned above examined the effect of technology-assisted corrective feedback on ESL and EFL learners, while there have been very few studies done on technology-assisted WCF among Arabic as Foreign Language learners. Among them is a study conducted by Abd Hamid, Mat Daud and Mat Daud (2014) that studied the extent to which peer feedback through LMS can be used to support the pedagogical approach used by instructors. They found that there was an increase in the quality of students' writing, as well as a correlation between the number of words in the feedback given to the quality of subsequent writing. However, this study only examined feedback provided by peers, and not the teachers' corrective feedback on students' writing. While the above studies have highlighted the importance of corrective feedback, either traditionally or technology-assisted, in developing students' writing skills when learning a second or foreign language, very few studies have been conducted to identify the types of online corrective feedback among teachers and students, as well as their justification for such choices when teaching and learning a foreign language such as Arabic. Knowledge of their choices of feedback and its justifications is essential to designing the best approach to address students' weaknesses in Arabic writing. In addition, the knowledge of the effect of online corrective feedback on writing test scores is also important to determine the best pedagogy in learning Arabic writing.

Research objectives

The objectives of this study are as follows:

1. To identify the preferred types of written corrective feedback among students who learn Arabic writing using Google Doc.
2. To understand students' justifications for the preferred type of corrective feedback using Google Doc.
3. To examine post-test score differences between types of written correction feedback (direct corrective feedback with metalinguistic comments and indirect corrective feedback with metalinguistic comments).

3. METHODOLOGY

The methodology of this study covers the following aspects:

3.1 Participants

Questionnaires were distributed to students who specialized in Arabic language to learn their views on the use of online WCF. The questionnaires were distributed to 93 registered first year students. The students' response rate was 94.6% where 88 out of 93 students completed the questionnaire. All students are between the ages of 21 to 24 years old of which 70% are female and 30% are male. Five students were selected to be interviewed in regard to justifications of the preferred types of WCF. The first year students, with three female students, and two male students were selected. In order to determine whether there were differences in post-test scores based on the type of written correction feedback that students prefer, two groups were randomly selected and divided as follows:

Table 1:Group distribution for a quasi-experiment

Group	Type of WCF	Number of Students
Group 1	Indirect & metalinguistic	25
Group 2	Direct & metalinguistic	25

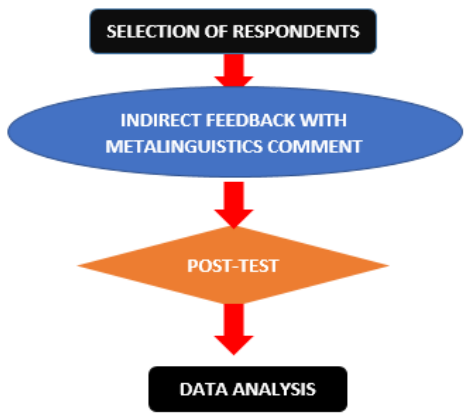

Figure 1: Data collection procedure for Group 1 (indirect feedback with metalinguistic comment)

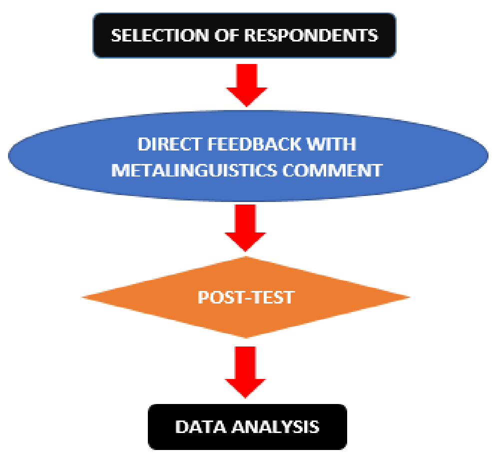

Figure 2: Data collection procedure for Group 2 (direct feedback with metalinguistic comment)

Google Doc is used to provide feedback to the students. The procedure using post-test is depicted in Figure 1 and Figure 2.

3.2 Research design

This study employed mixed-method design which allows qualitative and quantitative data to be collected in order to answer the research questions set for this study. A set of questionnaire was developed for the purpose of data collection for Objective 1. Likert scale was used in the questionnaires. The questionnaires were adapted from studies done by Amrhein and Nassaji (2010), and Sayyar and Zamanian (2015) with several additional questions to answer the objectives set. Prior to being distributed to the respondents of the study, the questionnaire were distributed to three Arabic language experts and design instructors to validate the items contained therein. Some corrections were made based on the feedback from the expert, and a pilot study was conducted where 25 students who took Arabic language (excluding the actual respondents) answered the questionnaire. The pilot study was to obtain Cronbach's Alpha Reliability coefficient, where it came back as satisfactory with a value of 0.79.

To answer Objective 2, one-on-one interviews were conducted with five students. The purpose of the interviews is to find out their justifications for type of WCF preferred and the role of Google Doc in connecting communication between instructors and students. The knowledge gained could help to design appropriate and effective pedagogical approaches in the delivery of WCF. As for Objective 3, a post-test was developed on Arabic language writing skills to assess the students' achievement. This writing test is divided into four sections: 1) content and sequence, 2) vocabulary, 3) grammar, 4) spelling. The test was reviewed and validated by three Arabic language experts. A scoring rubric was adapted from Jacobs, Zinkgraf, Wormuth, Hartfiel and Hughey (1981) to determine the writing test score. 25 Arabic language learners involved with the pilot study, where 10 of them were interviewed to find out the clarity of the test instructions, and they said that the test was easy to understand and not confusing. At the end of the study period, the test was taken by the participants of this study. The correlation coefficients of post-test reliability for the elements of originality, consistency, flexibility and reliability of the instrument were 0.82, 0.79, 0.80 and 0.77 respectively at $p < .005$ levels. Based on the results of the above study, the Arabic language writing skill test is deemed appropriate and reliable to obtain a stable score from the respondents of the study.

3.3 Data analysis

In answering Objective 1 and Objective 3, the data obtained through Likert scale questions in which respondents were required to rate the type of corrective feedback on a scale of 1 to 5 depending on the benefit of its use. In this context, '1' means that corrective feedback is least beneficial to the students' writing skills, whereas '5' means that respondents think corrective feedback is very helpful for their writing. The mean and standard deviation were calculated to determine the value of each item.

The answers to Objective 2 and Objective 4 were obtained through qualitative thematic analysis using justification provided by instructors and students. For the first coding stage, the independent responses from the participants were used as the initial code. The purpose of this is to develop the researcher's understanding of the justification given by the participants. As for research question 5, the data was analyzed using one-way ANOVA to see the difference in post-test scores based on the type of WCF provided to the students.

4. MAIN RESULTS

The findings of this research are laid out below according to the research objectives:

RO1: Type of WCF students prefer in their Arabic language learning using Google Doc

Table 2 shows students prefer direct WCF combined with metalinguistic comments. The findings suggest that students perceive direct feedback with metalinguistic comments help them to improve their writing skills in Arabic language.

Table 2 : Min Score for Student Choice of Feedback Type

Survey Question	Question 2a	Question 2b	Question 2c	Question 2d	Question 2e	Question 2f	Question 2g
Feedback Type	Indirect + Suggest-ion	Indirect	Direct + Meta-linguistic	Direct	Indirect + Meta-linguistic	None	Content only
Mean Score	1.27	2.09	4.83	4.10	1.55	1.02	1.92

RO2: Students' justification in selecting WCF via Google Doc

The preference of feedback type among the students differs from the type of feedback that the instructors prefer. Some of the justifications given by the students why they prefer direct feedback with metalinguistic comments are "I am informed of all my mistakes in writing", "I want to know my mistakes and the type of mistakes I made", "We need the instructor's guidance to correct all mistakes", "I am weak in Arabic writing". These statements show that students are lacking of self-confidence when it comes to learning the Arabic language. One of the student-participant mentioned that "I don't know what I did wrong in writing" and this proves the fact that the students' limited language ability in Arabic language made them prefer teacher-centered lessons, as they value the instructors' feedback to improve their assignments. Moreover, indirect feedback with metalinguistic comments encourage them to reflect on the errors that they have committed, although this may require higher level of language ability, hence increasing the amount of work they have to complete.

The student's justification for the preferred WCF type is as shown in Table 3:

Table 3: Students' justification for the preferred WCF type

Justification	Percentage
Lack of self-confidence	40%
Teacher-centred learning	30%
Time constraints	30%

RO3: Differences in post-test scores between types of written correction feedback between direct WCF with metalinguistic comments and indirect WCF with metalinguistic comments

Table 4 shows the difference in mean scores between Group 1 (indirect feedback with metalinguistic comments) and Group 2 (direct feedback with metalinguistic comments). Mean score for Group 1 is 81.92, while Group 2's mean score is 71.84. Meanwhile, the One-way ANOVA test results in Table 5 showed that the difference in writing scores between the two types of feedback was statistically significant [F = 46.353, p <.05]. The post-test scores indicate that students who received indirect feedback with metalinguistic comments achieved higher scores than students who received direct feedback with metalinguistic comments.

Table 4: Mean scores for types of feedback

Group	Feedback Type	Mean	N	SD
1	Indirect feedback with metalinguistic comments	81.92	25	4.734
2	Direct feedback with metalinguistic comments	71.84	25	5.691
Total		76.88	50	7.264

Table 5: One-way ANOVA

		Sum of Squares	Mean Square	F	Sig
Writing Score * Type of Feedback	Between Groups	1270.080	1270.080	46.353	.000
	Within Groups	1315.200	27.400		
	Total	2585.280			

4.1 Discussion

Among the objectives of this study are to study the preferred type of WCF among students in the context of Arabic language writing classroom. Although this study was conducted on non-Arabic native speakers who study writing in Arabic language, the findings are consistent with the findings of the previous studies conducted on students learning English Language. Students have different perceptions of indirect feedback. They felt that indirect feedback does not help them in improving the quality of their writing in Arabic language. This part will discuss the findings of this study in line with past studies on WCF.

Students' preference

Although students prefer feedback being provided electronically rather than face-to-face (Chen, 2016), their level of Arabic language proficiency makes them prefer direct feedback with metalinguistic comments. The use of technology enhances students' motivation to learn independently and actively (Helen, 2013), however, their limited language ability causes them to think that indirect WCF does not help them in completing the tasks given by their instructors. Online learning is also considered as fun learning compensation, however, the abundance of tasks will increase their workloads (Nur Agung, Surtikanti & Quinones, 2020). As a result, they value the accuracy and speed of the feedback given. Razali (2014) found that students are very concerned with the grammatical accuracy of their assignments, and that their work should be error-free. The student-participants of this present study are very concerned that their assignments are full of errors, and this would cause them receive low grades for the assignments. This is the reason why they would want feedback that is fast and easy to understand so that they can rectify the errors easily. This is in line with Hyland's (1998) claim that students prefer the easier option of relying on their teachers' feedback in achieving better grades. On the other hand, indirect feedback that gives clues without the correction does not help them to improve their writing. Moreover, indirect feedback with metalinguistic comments also requires students to be more active in their learning and encourages reflection on the mistakes made (Hamel, Slavkov, Inkpen & Xiao, 2016). This results in increased workload and demands for higher level of Arabic Language ability for such reflection. This situation causes students to prefer direct feedback over indirect feedback.

WCF through Google Doc platform

This study also aimed to examine whether there were differences in post-Arabic writing test scores between direct WCF with metalinguistic comments and indirect WCF with metalinguistic comments. Both types of feedback were provided using the Google Doc application as a learning platform. Students who received indirect written feedback with metalinguistic comments through Google Doc achieved higher scores than students who received direct written feedback with metalinguistic through Google Doc. The results of this study confirm previous studies which identify the effects of WCF through the use of technology (Seyyeedrezaie, Ghoonsooly, Shahriari, & Fatemi, 2017; Tabasi, Khodabandehlou & Jahandar's, 2013).

Razali (2014) claims that students who received direct feedback may be able to correct the errors in the revised writing, but they may not be able to do self-correction in the new, subsequent writing due to the fact that direct feedback does not help students to think critically of the errors they commit. Razali further assert that students who received direct feedback may not understand the nature of the errors, hence have the tendency to repeat the same errors. This may be the case for the student participants of this present study where the students who received direct feedback were not able to critically analyse the errors they commit earlier, hence preventing them from producing writings that are error free. The results of this study are due to two factors, namely 1) the ability of indirect corrective feedback with metalinguistic comments to improve the quality of students' writing; and 2) an online learning environment that provides an opportunity for instructors to highlight more clearly the students' errors in their writing as well as giving comments to the students' writing. The combination of effective type of feedback, and the utilization of Google Doc application contribute in improving the quality of students' writing (Seyyedrezaie, Ghonsooly, Shahriari & Fatemi, 2017). Indirect WCF with metalinguistic comments could help students to understand the errors they made (Ferris, Chaney, Komura, Roberts & McKee., 2000), while features that are available in writing collaboration applications, such as those in Google Doc, can play a role in facilitating and speeding up feedback, and this could lead to building knowledge on different dimensions (Solomon, Kozminsky & Asaf, 2003). It also promotes interactive language learning activities (Al-Olimat & AbuSeileek, 2015) and supports to improve students' achievement (AbuSeileek & Abu Sa'aleek, 2012).

Although this study found that the achievement score of the group receiving indirect feedback was better than the group receiving the direct feedback, it was not in line with the findings of the study done by Varnosfadrani and Basturkmen (2009) who found that the achievement score of the group which received direct feedback was better than the group which received indirect feedback. The difference in the findings of this study is that the teaching methods used may be different. The study done by Varnosfadrani and Basturkmen used limited face-to-face teaching mode to provide feedback, while this current study used Google Doc application that is accessible anytime and anywhere. The easy-to-use features of Google Doc give instructors an opportunity to interact more with their students outside of the classroom. In addition, the approaches used in the teaching of Arabic language are different in terms of language structure and grammar compared to English which results in different types of feedback given.

This study is not without its limitation. First of all, it must be acknowledged that the number of participants of this study is small, hence the findings of this present study do not reflect all contexts of learning Arabic language via Google Doc. Moreover, there are other factors that cannot be controlled by the researcher, such as social interaction that the students may have during the study. During the study period, the students may have communicated with the students from the controlled group, or other people who were not part of this study. They may have learnt from each other, and this may affect the results of the post-test that was done. Therefore, future research that are looking into the use of Google Doc as a means of delivering WCF within the context of teaching and learning Arabic language as Foreign Language need to address these issues so that better results and findings could be yielded. Hence, this study proposes that blended mode learning should be used to ensure that feedback can be given more effectively. It is also suggested that feedback, be it direct or indirect, should be done together with oral feedback or student-teacher conference so that the students would understand the nature of the errors they have commit (Razali, 2014), hence helping them to learn the language better.

5. CONCLUSION

This study has highlighted the importance of WCF in improving the quality of students' writing in Arabic language. The knowledge gained from this study provides more ideas to formulate appropriate approaches to teaching Arabic language to non-native speakers. The findings show that technology also plays a role in facilitating feedback. The use of Google Doc is seen as a means of enhancing interaction between instructors and students in improving Arabic writing. The findings also show that there are significant differences in post-test test scores between groups using direct feedback with metalinguistic comments and indirect responses with metalinguistic comments. The findings of this study may have pedagogical implications for Arabic language writing instructors. It is advisable that instructors not use one-size-fits-all approach as different approach to WCF may make a difference between being a provider of the correct form or being an initiator who provides help through the feedback, but not giving out the correct form directly to the students.

Biography

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A preference analysis and justification of Arabic written corrective feedback among undergraduates

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Edu/Eng/ID: 100

THE PERSPECTIF OF QUALITY IMPROVEMENT OF RAUDHATUL ATHFAL ON MORA'S STRATEGIC PLAN

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ABSTRACT

Description Improving and ensuring the quality of early childhood education according to standards is one of the priority programs and targets of government policies that are in line with the sustainable education development policy in the Republic of Indonesia. Quality of Early Childhood Education (ECE) as stated in the National Medium-Term Development Plan (RPJMN) for 2020-2024 and the Sustainable Development Goals (SDGs) for 2017-2030 is also a concern of the government. ECE and development has become a major concern of the global community, evidenced in "Sustainable Development Goals". Preschool education at an early age (birth-8 years) is the golden age, where 80% of children's growth and development occurs rapidly. Raudhatul Athfal (RA) is an early childhood education unit under the guidance of the Ministry of Religious Affairs (Mora) in Indonesia, and its existence continues to develop according to community needs. The existence of Raudhatul Athfal in the strategic plan of the Ministry of Religion Affairs 2015-2019 has a less proportional position compared to education above it, so that it impacts on the quality that is still below the kindergarten in the Ministry of Education and Culture. Methods using interpretive qualitative research. The purpose of this study is to find out how the 2015–2019 Ministry of Religious Affairs Strategic Plan can provide positive urgency for the development and quality of preschool education under the auspices of the Ministry of Religion. Based on a literature review of the 2015-2019 Ministry of Religion Strategic Plan, it has not provided a meaningful touch to the development of early childhood education.

Keyword: Quality Improvment, Strategic Plan, Early Childhood

1. INTRODUCTION

Efforts to improve the quality and quality of pre-school education have actually been carried out by various researchers and the government itself. The government, in this case the Ministry of Religion, has actually provided assistance through RA school operational assistance, assistance in the accreditation process and improving the quality of its teaching staff. only improvisation of the Ministry of Religion in improving the quality as kindergarten under the Ministry of Education and culture cannot be equated fairly.

Improving and guaranteeing the quality of education which includes pre-school education is one of the government's priority program and policy targets in line with the direction of education development policies spesifik an increase in the participation rate for early childhood education (PAUD) in accordance with the minimum service standards (Yenni Anggrayni, 2018). In the 2015-2019 national mid-term education plan (RPJMN) document that contains includes: (1) Improving access and quality of services basic education, as well as expanding and increasing equity, access, quality and relevance of secondary education; (2) Improving the quality of learning through strengthening education quality assurance, curriculum development and implementation, as well as strengthening a comprehensive and credible education assessment system; (3) Improve the professionalism, quality, management and placement of teachers; (4) Overall revitalization of LPTKs (educational institutions and staff) to improve the quality of teacher education delivery; (5) Improve access and quality of community education and early childhood education services; (6) Improve the quality of vocational education as well as work skills education and training; (7) Improve access, quality, relevance and competitiveness of higher education.

The quality of pre-school education as stated in the National Medium-Term Development Plan (RPJMN) for 2020-2024 and the Sustainable Development Goals (SDGs) for 2017-2030 is also a concern of the government. Early childhood education and development has become a major concern of the global community, evidenced in "Sustainable Development Goals" (Hasbi, 2020). In addition, the first priority for the development of the Indonesian nation for the 2019-2024 period is the development of Human Resources (HR), where the leading sector is in educational institutions. Each level of education is part of the whole as an inseparable unit to achieve educational goals.

As a system, Early Childhood Education (ECE) is the foundation in developing human resources in basic education, secondary education and higher education. ECE as the laying of the foundation of education is very strategic in determining the quality of further education (Suherman et al., 2009), or in the perspective of towards a new vision of quality early childhood education, according to Ali Formen, the definition of quality early childhood education policy is still not connected from the transformative vision of education in general (Formen, 2020).

Based on the research results, it is known that children's education (ECE) is an invaluable asset or value for the future of society (Lim-Ratnam, 2013). Preschool education at an early age (birth-8 years) is the golden age of "golden age" where 80% of children's growth and development occurs rapidly, 50% of which occurs in the range of birth-4 years exploration becomes a vehicle for further learning (Nurmalitasari, 2015). If the age of 8 years is parallel to grade 2 elementary school, then the momentum of 80% of development is almost overlooked and only 20% can be optimized in further education. This means that the momentum of this development will not be repeated and if it is not stimulated in quality education it will be very detrimental to the future of the child. Even UNESCO (2015) emphasizes the importance of ECE including: (1) as the initial foundation in education, (2) investment for families and government, (4) to stop the wheels of poverty. UNESCO wants to ensure that the right of every child to obtain an education is guaranteed by the laws of the country concerned.

Meanwhile, the government policy towards education that supports lifelong education is the recognition of PAUD (early childhood education) as the foundation for the foundation of education. This is stated in article 28 paragraph 1 of Law no. 20 of 2003 concerning the National Education System. PAUD can be organized through formal, non-formal or informal education channels. ECE in the formal education pathway is in the form of Kindergarten (TK), and Raudatul Athfal (RA). ECE in the non-formal education pathway takes the form of Playgroups (KB) and daycare.

Raudhatul Athfal is an early childhood education (ECE) unit under the guidance of the Ministry of Religion, and its existence continues to develop according to community needs. According to Saepudin, preschool education under the Ministry of Religion, namely RA has not held pilot RAs or coaches like TK under the guidance of the Ministry of Education and Culture (Saepudin, 2017), This is in line with siagians findings, showing suggested that there were three main issues regarding the implementation of the policy, namely understanding, integration and governance issues (Siagian & Adriany, 2020). The next effect is to improve the quality of education Raudhatul Athfal requires many stakeholders related to various ways and efforts, one of which is by looking at how can the 2015-2019 Ministry of Religion Strategic Plan bridge the improvement of RA quality or not in the future?

This is interesting because, in general, the model of pre-school education in Indonesia is different from different countries. Because the two ministerial agencies (Ministry of Religious Affair and Ministry of Education and Culture and research Technology) both manage educational institutions, but the treatment and attention or equal distribution of quality is very different. Kindergartens that are under the auspices of the Ministry of Education and Culture already have a standard reference to refer to kindergarten coach. Of the 92,433 kindergartens available, 3,566 have the status of TK state that function as TK supervisors and are spread across various provinces and function as TK supervisors. Even though as a formal education unit, RA is also required to meet education standards as stated in Government Regulation Number 19 of 2005 concerning National Education Standards, which are further refined by Government Regulation Number 23 of 2013. Raudhatul Athfal should have the same position as the kindergarten under the guidance of the Ministry of Research and Technology. the reality is still far from being expected.

The context of the need for implementation, one of which is that the intervention to improve the quality of preschool education (RA) can be optimally accommodated by the government, where the hope is that there will be no more barriers in improving its quality, if in kindergarten there is already a state status, then in RA too there must be a country status. Because if the regulation is one of optimizing the role of the state in improving quality, it will show more results, because many interventions can be done optimally. One of the strategies is to use the approach from Edward III on bureaucratic theory in seeing how policy implementation is implemented by policy makers. If a policy wants to be effectively and efficiently implemented, the implementors not only have to know what to do and have the ability to carry out the policy, but also have the intention to implement the policy (Mubarok et al., 2020).

The novelty of this research is that it wants to show that there are complexities in the management of early childhood education (RA) and public participation in equal distribution of the quality of Raudhatul Athfal's education, but less than optimal government intervention efforts make a portrait of justice and equal distribution of the quality of preschool education to be urgent to describe and get attention.

The contribution of this research will provide a broader insight into the complexity of the implementation of a 2015-2019 Ministry of Religion Strategic Plan program on the quality of preschool education which is felt to be not in favor of Raudhatul Athfal education, so that it can be used as a policy basis for related stakeholders.

Based on experience and empirical observations in the field as well as studies conducted by the Jakarta religious research and development center regarding Raudhatul Athfal (2018, 2019), several phenomena were found that reinforce that the existence of Raudhatul Athfal in the Strategic Plan of the Ministry of Religion 2015-2019 has received maximum attention compared to education. on it, it's just that if it is traced further, it has not been written in an official document regarding the existence of Raudhatul Athfal which can be a model of pre-school education compared to kindergarten, so the problem formulations are: 1. Does the 2015–2019 Ministry of Religion Strategic Plan urge the effectiveness of the development and quality of pre-school education (RA) based on its annual accreditation? 2. How is the implementation of the 2015–2019 Ministry of Religion Strategic Plan towards improving the quality of pre-school education, especially for Middle and Long-term Raudhatul Athfal in Indonesia.

2. METHOD

Research on the Evaluation of the Implementation of the 2015-2019 Ministry of Religion Strategic Plan towards Improving the Quality of Pre-School Education, is an interpretive qualitative research, if there is also the use of quantitative data, it is more of a supporting/ supporting data to find out needs analysis related to responses or perspectives from several stakeholders regarding implementation. Renstra, while qualitative data is used to deepen the discourse perspective on how RA development is seen from year to year, is there an increase in the quality of quality, starting from the quality of the institution, the quality of management/ management, the quality of the head of Raudhatul Athfal, to how the quality of preschool education supervision in RA is explored. from several related stakeholders (Ministry of Religion, RA, Head of Raudhatul Athfal or Team Working Group RA (K3RA), and Raudhatul Athfal/ IGRA Teachers Association, as well as supervisors,).

Data collection techniques in this study using interviews, observation and review of documentation. Interviews were addressed to the organizers or the head of the RA and teachers/ caregivers about the formal juridical basis for the establishment of the RA institution, the objectives, vision and mission, the condition of the child / teacher, the learning process for the 4-6 year age group. In the interview, several key informants are community representatives' who represent the existence of RA research targets, including: government, educational leaders, teachers, parents/committees, to the IGRA institution.

3. RESULT AND DISCUSSION

Based on a brief description in the 2015-2019 Ministry of Religion Strategic Plan, it is known that in 2014, the percentage of madrasah and RA teachers with a minimum qualification of Bachelor was 75.57%, an increase from 2010 which was 52.37%. In relation to improving the quality of madrasah as institutions that provide educational services, efforts that have been made are to provide assistance for upgrading accreditation to madrasahs that are not and/or not accredited to achieve Minimum Service Standards (SPM) and /or National Education Standards (SNP) From a total of 75,199 madrasah and RA in 2014, 46,713 institutions, or 62.13%, were accredited. The composition of the accredited institutions based on the levels is as follows: RA as many as 9,816 institutions (35.09%); MI as many as 19,324 institutions (81.61%); MTs as many as 12,085 institutions (74.25%); and MA as many as 5,488 institutions (75.60%).

Based on data from the Indonesian Ministry of Religion in 2016 figures, it was stated that the number of Raudhatul Athfal (RA) was 27,999 institutions with 1,231,101 students. In terms of national education standard qualifications, the number of RA accredited A is 1,596, accredited B is 5,641 institutions, accredited C is 2,219 RA and there are 18,543 RA institutions that have not been accredited. Of the many RAs, not one RA has state status. As comparative data, Kindergarten under the guidance of the Directorate General of Early Childhood Education, Non-Formal and Informal (PAUDNI) has 85,174 Kindergarten-level Early Childhood Education units with 3,207 of them having state status.

According to the 2016 EMIS (education management Islamic System) data, the high level of community participation and the fast development of RA institutions has not been followed by a standard quality of learning (quality). In terms of quality, it is suspected that there are two weak points in the implementation of RA, namely: First, the number and qualifications of RA teachers. In terms of numbers and qualifications, the ratio between the number of students and the number of qualified RA teachers is not comparable. Second, the absence of standard standard instruments, whether related to material standards, infrastructure, learning models, evaluation, and other instruments, has resulted in many RAs making curricula according to the wishes and tendencies of each institution, so that the quality between one RA and RA others vary because there is no RA coach that can be used as a reference.

The 2015-2019 Ministry of Religion Strategic Plan from the perspective of researchers is indirectly assumed to have not provided a meaningful touch to the development of pre-school education, while in the derivative of regulations issued by the Ministry of Religion itself, there is a model of how to administer madrasah, which also discusses RA quality improvement, namely as contained in regulation of the minister of reliogion No. 14 of 2014 concerning the establishment of madrasa. Meanwhile, when referring to the national education fund which is 20% of the APBN and then divided again with other agencies, the funds for improving the quality of RA are very minimal (0.0005%). This indicates that there is something wrong in formulating pre-school education at the Ministry of Religion, so the policy in the strategic plan should ideally be evaluated.

This is different from what China and Turkey have done to improve the quality of the budget in their strategic plan which reaches 4% of GDP products. this is according to Bilgen Kiral, The budget is a guarantee of the education strategic plan which shows the seriousness of the government in intervening in the quality and quality of pre-school education through the maximum budget. (Bilgen kiral, 2021). Ideally in the context of Indonesia, Pre-School Education can imitate what has been done by Turkey and China in terms of funding.

According to Mardan (2017: 15), RA institutional quality problems have implications for the selling value of an educational institution, (in this case RA). The achievements and prestige of the Raudhatul Athfal institution depend heavily on the quality of learning, facilities and infrastructure, supporting facilities, teachers, students, and learning outcomes, as well as how the government manages them in a Strategic Plan. The more qualified the graduates produced, the higher the selling value and interest in entering the educational institution (RA). Conversely, if the quality is low, the quality of graduates is low, it will also have an impact on the low interest and absorption of entry into educational institutions. This is what makes the quality of education at the raudhatul athfals level very important for an educational institution. Improving the quality of education is not only in one aspect, but includes all aspects related to the educational process starting from input, process and output. One of the benchmarks for this increase is the improvement of good management aspects. If management has been implemented properly, any institution, including educational institutions, will be able to produce quality performance and work.

In Law Number 20 of 2003 concerning the National Education System Article 1 paragraph (14) emphasizes that: Early childhood education is a coaching effort aimed at children from birth to six years of age carried out by providing educational stimuli to assist growth and development. physically and spiritually so that children have readiness to enter further education. Therefore, the Minister of Religion Decree No. 792 of 2018 concerning Guidelines for Implementing the Raudhatul Athfal Curriculum that Raudhatul Athfal is an Early Childhood Education unit characterized by Islam, an effort to recognize and cultivate faith, piety, and noble morals from an early age.

Early childhood education, including RA, is very important considering the potential for intelligence and the basics of a person's behavior to form at this age range (golden age), and is very strategic in human resource development. At an early age children experience a sensitive period in receiving various stimuli. Sensitivity period for each child is different, along with the rate of growth and development of the child individually. Sensitivity period is a period of maturity of physical and psychological functions that are ready to respond to stimulation provided by the environment. This period is also a founding period for developing cognitive, motor, language, socio-emotional, religious and moral abilities.

Raudhatul Athfal is an early childhood education unit under the guidance of the Ministry of Religion. RA is a form of early childhood education unit in the formal education pathway that organizes educational programs with Islamic religious characteristics for children aged 4 (four) to 6 (six) years. Early childhood education is very important considering the potential for intelligence and the basics of a person's behavior are formed at this age range (golden age, golden age).

In contrast to the kindergarten (TK) under the auspices of the Ministry of Education and Culture (Kemendikbud), it already has a standard reference to refer to TK Pembina. Of the 92,433 kindergartens available, 3,566 have the status of TK State which function as TK Guidance and are spread across various provinces and function as TK Coach. Even though as a formal education unit, RA is also required to meet education standards as stated in Government Regulation Number 19 of 2005 concerning National Education Standards, which are further refined by Government Regulation Number 23 of 2013.

In addition, if you look at the equal quality ratio of early childhood education institutions in the Ministry of Education and Culture, of course, it is far more than fire when compared to what is in the Ministry of Religion. Where in the 2015–2017 range alone, the number of state-owned early childhood education institutions / kindergartens has increased.

In the perspective of ECE policy. Indonesia has 2 ministry agencies which manage pre-school education differently, the ministry of education and culture and research and technology with kindergarten (TK) and the ministry of religion with Raudhatul Athfal (RA). In general, TK and RA are both formal education for pre-school education, only the treatment from the government is sometimes different and even tends to be one-sided. as an illustration, in the Ministry of Education and Technology, there are many kindergartens that have state status so that the government can easily control and intervene to improve their quality. It is different from the Ministry of Religion, RA is in fact the only pre-school education level that does not yet have a state status like kindergarten.

Even if viewed from the bureaucratic structure, the existence of TK already has echelons that bridge it through the PAUDNI directorate which is now merged with the Directorate of SD, SMP, and SMA. while at the Ministry of Religion there is no directorate that specifically handles the existence of RA, except for the 3rd echelon unit under the Directorate of Islamic Education. This indicates that the mandate of the law on equal distribution of education quality has not been maximally implemented at the pre-school level.

On this basis, access to quality education is a fundamental right of every citizen which is not limited by social status, economic status, ethnicity, religion, and gender as mandated in Article 31 paragraph (1) of the 1945 Constitution and Article 5 paragraph. (1) Law Number 20 of 2003 concerning the National Education System. This is in line with the global commitment through UNESCO in an effort to increase equitable access to quality education through the "Education for All" program. In addition, improving and guaranteeing the quality of education at all level is one of the government's priority programs and policies in an effort to improve the quality and human resources of the Indonesian nation. This is as stated in the National Medium Term Development Plan (RPJMN) for 2020-2024 and the Sustainable Development Goals for 2017-2030.

In Edward's perspective, the existence of regulations bridging Raudhatul Athfal in the Ministry of Religion has not been able to provide significant urgency for improving its quality, this is as if there is a bureaucratic structure and regulatory disposition factors that have not been deciphered properly, so that it has an impact on institutions under the auspices of the Ministry of Religion. especially Raudhatul Athfal.

From this description, it can be seen that the equal distribution of quality and quality of preschool education (RA) has not shown maximum results, so to make RA Benchmark with Kindergarten requires efforts from various disciplines or fields, one of which is in this article. Based on a literature review of the 2014-2019 Ministry of Religion strategic plan, it is known that the Ministry of Religion Strategic Plan was prepared by referring to the 2015-2019 national medium-term development plan (RPJMN). As an important planning document, the strategic plan is prepared for planning and budgeting for a period of five (5) years. The strategic plan of the ministry of religion is a benchmark for the success of development planning in the field of religion and in the field of religious education. in stages the strategic plan is implemented in the form of implementing programs and activities in each echelon I and II unit as well as all work units of the Ministry of Religion.

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Evaluation of the strategic plan of the ministry of religion for 2015-2019 is an inseparable part of the duties of the planning bureau, as mandated in the decree of the minister of religion of the republic of Indonesia number 891 of 2019 concerning the strategic evaluation of the plan of the ministry of religion. Evaluation of implemented programs and activities is very important to see the achievement of programs that have been carried out by the Ministry of Religion, and to be used to formulate policies for subsequent programs and activities.

The Ministry of Religion has eight (8) strategic targets which are the manifestation of its responsibilities and authorities in the development of the field of religion and education. Strategic targets are measured based on 21 key performance indicators of the Ministry of Religion. Of the 21 performance indicators, there are 11 indicators related to education. but only one is related to pre-school education, namely the gross enrollment rate (APK) RA Pratama Widya Pasraman, the percentage of achievement is 130% with the notification of the strategic plan reached. while the other ten (10) indicators include the APK for Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), Ma'had Aly (student boarding school) mean MTs and MA national exam scores (not achieved) and student integrity index (reached).

From the data above, it appears that the existence of Raudhatul Athfal does not receive maximum attention, this could be because attention to primary and secondary educators and higher education has always been a priority. The figure for gross participation in RA 130% actually shows a lack of attention from the government. it could be that this figure has been combined with various other programs so that the figure is high. As it is known that the existence of RA structurally in the Ministry of Religion does not yet have a link in an echelon 1 (one) position so that to design activities or programs it is often combined in the Directorate of Islamic Education, through the existing subdit, namely the Sub-Directorate RA (echelon three), so that it lacks power in designing budget.

Based on several focus group discussions in several regions, it is known that the existence of Raudhatul Athfal does not get maximum attention from the offices of the Ministry of Religion at the provincial or district level, even though the need to improve the quality of Raudhatul Athfal education has emerged since 2014-2018 in several regions, especially in the region. western Indonesia. as an example of the general description that occurs in the province of North Sumatra.

It is known that the majority of people (Raudhatul Athfal) want enforcement efforts in their respective districts, as in kindergartens under the guidance of the Ministry of Education and Culture. if this is not done by the government, do not expect the efforts to increase its quality to be maximized. because the government, which has a budget, should have provided a slot for pre-school education, namely Raudhatul Athfal.

Learning RA with MI, MTs, and MA is certainly far from expectations, where RA is the only pre-school educational institution under the guidance of the Ministry of Religion that does not yet have a state institutional status. In fact, with the status of pre-school education institution, the role of the government in improving the quality of education of schools can be done optimally. If it depends on the community, of course there are many obstacles and obstacles because economically, not all of them come from the upper middle economy, mostly from the lower economy. For this reason, ideally the 2015-2019 Ministry of Religion Strategic Plan can be used as a basis for further policy making so that attention to RA can be maximized.

4. CONCLUSION

The government and the community can implement the equalization policy for the quality of pre-school education, but specifically the government can improvise through the strategic plan so that it hopes to give a special touch to preschool education, so that the level of effectiveness can be described as below:

1. The Ministry of Religion Strategic Plan even though accountability has been completed, in essence it has not provided an adequate level of effectiveness for efforts to improve the quality of Raudhatul Athfal, especially in the aspect of institutional enforcement, although in the Renstra there is an accreditation component, but the percentage is still small, which is 35% far different from education. on. so that the revision of the Strategic Plan and its derivatives is an urgent response that the government must take as part of the principle of equitable education at all levels, so that it has an impact on quality. pre-school education available at the Ministry of Religion
2. The effectiveness of pre-school education in the mid-term and long-term strategic planning review, ideally it can provide a concrete manifestation of the participation of all parties, both government and society, so that the quality expected is not only the number of accreditations that increase every year, but also the quality of institutions that can be equalized. with kindergarten under the guidance of the ministry of education and culture and research and technology. Raudhatul Athfal ideally has a benchmark that can be used as a model for future developments as a long-term strategy.

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AN EXAMINATION OF JOB BURNOUT AND TURNOVER INTENTION IN MALAYSIAN UNIVERSITY ACADEMICS': EFFECTS OF AFFECTIVE COMMITMENT

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ABSTRACT

Over the years, the higher education climate has changed drastically due to the greater demands in work-related performances of academics', heightened occupational strain, overbearing job responsibilities, and research-related expectations set by institutions. All these contribute to the trend of job burnout and occupational stress occurring among those in the university setting; in cases where these academics' experience serious levels of burnout and diminished commitment, some opt to leave their career altogether (Ramasamy, & Abdullah, 2017; Winefield, 2003). This study investigates the relationship between affective commitment, an individual's emotional attachment to the organisation, job burnout and turnover intention or intention to quit an organisation on a sample of Malaysian university academics'. Burnout was measured using the 9-items emotional exhaustion component scale (higher scores indicate greater burnout symptom) of the Maslach Burnout Inventory (MBI); affective commitment was measured using the six items of the Affective Commitment Scale developed by Allen and Meyer and intention to quit was measured by Kelloway et al.'s (1999) Turnover Intention Scale consisting of four items. Significant and strong associations between burnout symptoms and the level of turnover intention were found. In addition, according to the findings affective commitment appears to mediate the relationship between burnout and academics' turnover intention. The results highlight the significance of academic burnout and the difficulties it poses in terms of academics' well-being, student progress, and institutional success. To minimise burnout and promote academic well-being, additional solutions are needed, including initiatives to resolve systemic problems in the university community. The findings, also shed light on how intervention efforts and services aimed at reducing academic burnout could be effective. These findings' implications are discussed.

Keywords: Burnout, Affective Commitment, Turnover Intention, Academics, Higher Education Institutions

1. INTRODUCTION

Recent global trends in academic turnover or resigning rates in Higher Education Institutions (HEIs) public and private have revealed that universities are seeing an upsurge in cases (Manogharan et al., 2018; Metcalf et al., 2005; Ngobeni & Bezuidenhout, 2011; Robyn, 2013, Winefield, 2003). HEIs once regarded as low-stress work settings are now becoming witness to worldwide trends of university academics becoming more and more exposed to levels of occupational stress that they have not before experienced (Khan et al., 2019; Kinman & Johnson, 2019; Noordin et al., 2013). As a result, the constant expectations placed on these academics have caused a disruption in their job quality, which has resulted in other disadvantages such as turnover (Johnsrud & Rosser, 2002 Manogharan et al., 2018).

Although a university academic's employment is in fact pleasant and enjoyable, findings from previous literatures have also shown that, it is can also be tough and challenging (Idris, 2010; Khan et al., 2019; Russell et al., 2020; Winefield, 2003). Furthermore, while these academics confront several uncertainties in their professions, they are also constrained by commitments to their families and relationships, which may cause complications. Many people develop work-related burnout and a diminished sense of commitment to their job as a result of these responsibilities (Guthrie et al., 2017; Moueleu Ngalagou et al., 2019; Noordin et al., 2013). When experiencing extreme degrees of burnout and low commitment, some academics' choose to abandon their job entirely (Winefield, 2003). This, in turn, can have a negative influence on other parts of the organisation, such as the quality of graduates, research and publications, as well as other negative characteristics (Idris, 2010).

One of the major issues confronting university administrations throughout the world is the rising percentage of university instructors abandoning their positions (Manogharan et al., 2018; Ologunde et al., 2007; Ramasamy, & Abdullah, 2017). Aside from extreme burnout on the job, there have been reports of academics quitting their jobs due to unsatisfactory working conditions (Ologunde et al., 2007). Within the local context, the education sector, particularly within private HEIs, is experiencing similar difficulties in retaining valuable and talented academic staff.

Academics are chosen as the selected group due to the changing nature of an academic's job description and the rising importance of the increase in rates of academic turnover and turnover intention in Malaysian private HEIs (Anees et al., 2021; Choong, Keh, Tan, & Tan, 2013; Noordin et al., 2013). Private HEIs rely on their front-line personnel (in this case, academics) to gain a competitive edge (Noordin et al., 2013). University academics are expected to accomplish their duties outstandingly so as to please both the students and the organisation, while also managing their personal/emotional issues on their own (Arokiasamy et al., 2009). Not only are academics to be emotionally stable, they too ought to be incessantly engaged and able to go above and beyond in fulfilling students' needs (Noordin et al., 2013).

Academics are regarded significant members of the teaching force since they contribute a wealth of information to the classroom (Lew, 2009). Because academics play such an important role in today's educational landscape, specific measures must be made to sustain and retain the level of dedication in the teaching field, as well as safeguarding these professionals against job burnout. As a result, identifying the predecessors of this actual turnover is critical; one of these antecedents is the turnover intention variable or thinking about wanting to leave. This variable has received a lot of attention from researchers since it is a direct antecedent to real turnover (Sousa-Poza & Henneberger, 2004). Burnout and affective commitment have both been linked to turnover intention in the turnover literature (Hemdi & Rahim, 2011; Ussahawanitchakit et al., 2009; Weisberg & Sagie, 1999).

Affective commitment is a worker's emotional attachment to an organisation, and it is regarded as a key aspect in determining his or her devotion and loyalty to that organisation (Leiter & Maslach, 1988; Shafiq & Rana, 2016). In a similar line, previous studies has found that the affective commitment variable is substantially linked to the intention to leave variable (Allen & Meyer, 1990; Mahmod & Rosari, 2020). Malaysia's HEIs' ability to produce high-quality graduates is largely dependent on the well-being and commitment of its academic personnel (Morris, Yaacob, & Wood, 2004). It is consequently critical for HEIs to keep academics in check with the right amounts of affective commitment levels and to hinder burnout as much as possible. The changing conditions in HEIs, competition with public HEIs, and vague institutional expectations placed on these educators are among the key causes for high academic turnover rates in private HEIs (Gates, 2000; Lew, 2009). Furthermore, maintaining motivation and commitment levels is becoming increasingly difficult owing to the high requirements set to maintain performance productivity in parallel with nationwide educational changes (Arokiasamy et al., 2009).

Focusing on affective commitment is critical in this circumstance since it has the potential to minimise burnout levels. This promotes a more favourable climate for gaining improved employee support and collaboration, besides decreasing turnover risks (Leiter & Maslach, 1988). As a result, affective commitment may be identified as a mediator variable that connects both burnout and turnover (Jackson et al., 1986; Maslach & Jackson, 1984). Furthermore, the importance of affective commitment as a mediator is that it mediates between burnout and turnover intention, allowing academics who are more burned out to stay and remain in their jobs due to having degrees of affective commitment.

Although prior studies within the burnout, turnover intention and affective commitment continuum from other sectors have suggested a link amongst the variables, (Mahmod & Rosari, 2020; Rehman et al., 2012; Ussahawanitchakit et al., 2009), generalisation cannot be made to Malaysia's private HEIs sector without further investigation. Due to that, the present study aims to provide an understanding into samples of academics working at private HEIs who have yet to be appropriately investigated.

2. LITERATURE REVIEW

According to current research on academic stress, the prevalence of burnout is growing at universities as the nature of an academic's day-to-day responsibilities have become far more intricate and taxing (Khan et al., 2019; Winefield, 2003). Nonetheless, there has been a scarcity of research examining the link between turnover intention and burnout among HEI faculty members, resulting in a scarceness of literature in this area. Burnout is a state in which one's physical and mental emotions are spent as a result of being involved in a particularly emotionally taxing scenario for a prolonged period of time (Pines & Aronson, 1988; Rotenstein et al., 2018). If taken to its extreme, this might entail an individual desiring to quit their job and organization (Pines & Aronson, 1988; Wen, et al., 2020).

2.1 Job Burnout and Turnover Intention

The principle component of burnout, emotional exhaustion, has been the topic of much recent research. Burnout or interchangeably referred to as emotional exhaustion, is a state in which an individual suffers emotional tiredness and a condition when a person's mental and physical well-being deteriorates (Aslam & Safdar, 2012; Maslach et al., 1997; Rotenstein et al., 2018). Previous studies has established a positive and substantial link between emotional exhaustion and one's intent to leave, and researchers too have confirmed that individuals who are more emotionally exhausted were more prone to withdraw from their workplace (Chuan, 2001; Russell et al., 2020; Westman & Eden, 1997).

An Australian study on n = 98 teachers to determine their turnover intentions and well-being revealed that 29% of the sample had considered leaving the school, while others who had experienced burnout in their careers mentioned that they had deliberated about wanting to quit the profession (O'Brien et al., 2008). Emotional exhaustion was discovered to have a strong link with severe turnover desire to leave the teaching profession in this study. Furthermore, several participants stated that they would have not chosen teaching as a profession if they were again given the choice.

In one study conducted among teachers in Kuching, Malaysia, the burnout and intent to leave of (n = 131) teachers were examined. A positive and significant relationship between both variables were found ($r = 0.36$, $p < 0.001$). Teachers having a higher inclination to quit the job were in fact those experiencing a higher degree of emotional exhaustion in their careers.

2.2 Affective Commitment and Turnover Intention

According to Celep (2000) in one study, teachers who were equipped with good levels of commitment are far lesser to engage in turnover intention. Additionally, these teachers were seen to be able to respond more effectively to a variety of life challenges in their careers. According to the findings, teachers who have a weaker affective commitment to the school are less effective in their job and are more likely to quit the profession altogether.

Likewise in a similar investigation, teachers scoring high on the variable of affective commitment were less likely to leave the institution (Chughtai & Zafar, 2006) indicating a negative connection ($r=-0.40$). Many additional research have also depicted this adverse (negative) association between turnover intent and affective commitment (Chughtai & Zafar, 2006; Moreira et al., 2020; Slattery & Selvarajan, 2005).

2.3 Affective Commitment's Function in Mediating the Link between Turnover Intention and Burnout

Rehman et al. (2012) discovered that affective commitment was a significant mediator between emotional exhaustion and turnover intention ($B = 0.530$, $p<0.01$), and that the link between affective commitment and turnover intention was also significant ($B = -04.77$, p<

0.01). A significant and negative relationship was established between affective commitment and turnover intention in their research sample (B = -0.349, p<0.01). Affective commitment was found to be a mediator in the link between emotional exhaustion and turnover intention in this study.

In a study conducted by Aslam and Safdar (2012) in regards to the effects of burnout and affective commitment on one's turnover intention, the aim of the investigation was to see if affective commitment had a role in mediating the link between burnout and workers' intentions to stay with the company. Emotional exhaustion and affective commitment (r = - 0.28, p = 0.01) were shown to have a negative and significant link with workers' desire to stay (r = - 0.35, p = 0.01).

Here, burnout is linked to the intention of employees to leave an organisation, according to the two research mentioned above. Affective commitment also mediates the association between organisational burnout and turnover intention, with individuals who have a lower level of affective commitment owing to a higher level of burnout being more likely to participate in turnover intention.

2.4 Research Hypotheses

The following hypotheses were posited for this study:

H1: Burnout is positively linked to turnover intention; academics with a high level of burnout are more likely to plan to leave the organisation.

H2: Affective commitment will act as a mediator in the relationship between burnout and turnover intention of academics; turnover intentions are greater in academics who have a lesser level of affective commitment towards their organisation as a result of a higher level of burnout.

3. METHODOLOGY

3.1 Participants

The information was gathered by a voluntary online questionnaire survey from n = 297 full-time academics' within five private colleges in the Klang Valley. The participants were drawn from various faculties at the chosen HEIs. The inclusion criteria for the HEIs must be continuously delivering degrees within its operation of two years and no less, be legally certified to offer a higher education programme beyond secondary education, and be recognised by the Ministry of Higher Education Malaysia. Males and females were included in the sample, which was chosen using a purposive sampling method. Table 1 shows the demographic characteristics of the sample.

3.2 Measures

This study took a quantitative method. The questionnaire was made up of two parts. The first section was used to gather basic background information about the participants, while the second was comprised of three different scales. Several earlier research have validated the measures' psychometric properties used in this study (Kelloway et al., 1999; Maslach, et al., 1997; Noor Harun & Noor Hasrul Nizan, 2006).

3.2.1 Burnout. Burnout in university academics was assessed using five questions that corresponded to the emotional exhaustion component of the Maslach Burnout Inventory-Educators Survey (MBI-ES) created by Maslach et al. 1997. 'I feel burned out from my work' and 'I feel tired when I get up in the morning and have to face another day at work' were two example items. The items were scored on a seven-point scale ranging from 0 (never) to 6 (always) (always). The Cronbach's alpha was 0.91.

3.2.2 Affective commitment. For this variable, the Affective Commitment Scale (Allen & Meyer, 1996) was used, comprising of six questions on a 5-point Likert scale. The commitment components are based on an employee's attachment to their organisation and relationship with it. Individuals scoring higher on this measure are thought to have a stronger level of affective commitment to their organisation. The instrument validity of this scale has been proven for both convergent and discriminant validity (Noor Harun & Noor Hasrul Nizan, 2006). The Cronbach's alpha for this study is 0.84. "I do not feel 'emotionally attached' to this organisation" is a sample item on the Affective Commitment Scale.

3.2.3 Turnover Intention. Four questions from Kelloway et al.'s (1999), Turnover Intention Scale was used to measure academic turnover intentions on a 5-point Likert scale, with 1 (Strongly Disagree) and 5 (Strongly Agree). High scores indicates a more serious desire to leave the organisation. This measure has strong internal consistency in the current investigation, with a value of ($\alpha = 0.96$). "I am planning to look for a new job" is a sample item of this scale.

3.3 Analyses

Affective commitment, burnout and turnover intention were assessed with bivariate correlations to determine the degree and direction of the association. This analyses was also computed to determine whether affective commitment functioned as a mediator in the burnout-turnover Intention relationship. A multiple regression was also performed to see if affective commitment and burnout had any predictive value in predicting turnover intention whilst the sociodemographic characteristics were controlled.

4. MAIN RESULTS

A total of 297 valid surveys were received. Overall, 297 sets of the 350 questionnaires were analysed, resulting in an 85% response rate. The study's sample included 297 academics from five HEIs in the Klang Valley, ranging in age from under 25 to 55 years old (mean = 2.76, SD = 0.875). Participants within the age groups of 25 and 34 years were the majority. Females accounted for 60.3% of the respondents in this survey, while males accounted for 39.7%. In terms of academic credentials, 4.4% had a bachelor's degree, 65.5% had a master's degree, and 30.3% had a doctorate. The length of time they had spent in their different universities was also inquired about. According to the responses, 14.8% served for less than two years, 22.6% for two to four years, 13.8% for five to seven years, 12.1% for eight to ten years, and 36.7% for more than ten years as shown in Table
1.

Table 1. Frequency table displaying characteristics of the sample.

Personal Characteristics		Frequency (N=297)	(Percentage %)
Age	Below 25 years	4	1.3
	25 to 34 years	135	45.5
	35 to 44 years	98	33.0
	45 to 54 years	49	16.5
	55 years and above	11	3.7
Gender	Male	118	39.7
	Female	179	60.3
Race	Malay	192	64.6
	Chinese	62	20.9
	Indian	27	9.1
	Others	16	5.4
Academic Qualifications	Bachelor's degree	13	4.4
	Master's degree	194	65.3
	PhD degree	90	30.3
	Others	0	0
Duration of Service	Less than 2 years	44	14.8
	2 to 4 years	67	22.6
	5 to 7 years	41	13.8
	8 to 10 years	36	12.1
	More than 10 years	109	36.7

4.1 Relationship between Variables

To assess the relationships among variables, bivariate correlation was performed. The standard deviations, means, and inter-correlations are displayed in Table 2.

The associations vary from weak to moderate to high in general. Emotional exhaustion was shown to have a significant positive link with turnover intention ($r = 0.43$, p 0.01). Findings also show those who are more likely to declare a desire to quit their organisation are also the ones who are emotionally exhausted. The first hypothesis, that burnout will be strongly correlated with turnover intention, was validated by this data.

Table 2. Means, Standard Deviation and Intercorrelations of Variables (N = 297)

Variable	M	SD	1	2
1. Emotional Exhaustion	15.62	11.17		
2. Affective Commitment	20.88	4.76	-.44**	
3. Turnover Intention	10.06	5.05	.43**	-.55**

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed)

Table 3. Results of multiple regression analysis

Measures	Model 1			Model 2			Model 3		
	β	t	p	β	t	p	β	t	p
Demographic									
Age	-.18	-2.53	.01	-.15	-2.25	.03	-.15	-2.56	.01
Gender	-.14	-2.36	.02	-.13	-2.43	.02	-.11	-2.22	.03
Race	.13	2.16	.06	.10	1.93	.06	.01	.22	.82
Academic qualifications	-.07	-1.16	.25	-.08	-1.47	.14	-.06	-1.25	.21
Duration of service	.06	.83	.41	.06	.93	.35	.08	1.44	.15
Burnout									
Emotional Exhaustion				.38	5.90	.00	.23	3.75	.00
Affective Commitment							-.43	-8.00	.00
R^2		.07			.25			.38	
F		4.16			11.66			19.75	
ΔR^2		.07			.18			.14	
ΔF		4.16			22.61			64.03	

4.1.2 Affective Commitment and Turnover Intention

Table 2 also shows that affective commitment has a significant and negative link with turnover intention ($r = -0.55$, $p<0.01$), indicating that academics with lower commitment levels have higher intents to resign or leave their organisations. Furthermore, affective commitment was found to be critical in shaping academics' intentions to stay in their current organisations. In contrast to academics with lower degrees of commitment or attachment to their HEIs, highly devoted academics were more likely to stay loyal to their institutions and had less plans to leave.

4.1.2 Emotional Exhaustion, Affective Commitment and Turnover Intention

The predictability of burnout and affective commitment in predicting turnover intention among academics at private HEIs was investigated using multiple regression analysis. Table 3 above displays the results of the multiple regression analysis. The multiple regression result was significant, with $F (9, 287) = 19.75$, $p< 0.01$, and $R^2 =0.38$. As shown in Model 3, the factors in the last phase, affective commitment and emotional exhaustion, accounted for 38% of the variance in the amount of turnover intention.

4.1.3 Affective Commitment as Mediator

The four-step approach devised by Baron and Kenny (1986) was used to examine whether affective commitment played a role as meditator in the emotional exhaustion and turnover intention relationship (Hypothesis 2). The regression findings are summarised in Table 4. When affective commitment was included in the regression equation, the emotional exhaustion and turnover intention relationship was significantly reduced, suggesting that affective commitment indeed acts as a mediator. Affective commitment also negatively mediated the effect of emotional exhaustion on turnover intention in the study. The path between a predictor variable and the mediator variable, as well as the path between the mediator and the outcome variable, must be substantial for complete mediation to occur (Baron & Kenny, 1986). The major effect between the predictor and the outcome variable should be zero when both routes are controlled (Baron & Kenny, 1986). According to the findings, after adjusting for affective commitment, the major influence of emotional exhaustion on turnover intention is zero. As a result, this is a complete mediation. Hypothesis 2 is thus supported, based on these findings.

Table 0. Hierarchical regression results for Hypothesis 2

Variable	Model 2		Model 3	
	Beta	**t**	**Beta**	**t**
Emotional Exhaustion	0.38	5.90	0.23	3.75
Affective Commitment			-0.43	-8.00
R^2	0.25		0.38	
Adjusted R^2	0.18		0.14	

5. CONCLUSION

The first hypothesis, that burnout (emotional exhaustion) will have a positive relationship with turnover intention, was supported by the findings of this study ($r = 0.43$, $p < 0.01$). This results emulates previous studies depicting a link between burnout and turnover intention (Aslam & Safdar, 2012; O'Brien et al., 2008; Rehman et al., 2012).

The second hypothesis, that affective commitment will mediate the association between burnout and academics' turnover intention at private HEIs in Klang Valley, was equally supported by the findings owing to the fact that the paths from the predictor variable (emotional exhaustion) to the mediating variable (affective commitment), as well as the path from the mediating variable (affective commitment) to the criterion variable (turnover intention), were both significant (r = -0.55, p 0.01). In addition, the main effect between the predictor and the outcome variable was zero. As a result, there is a mediation effect of affective commitment in this interaction. The findings of this study also match some of the current research on turnover intentions in other industries, including customer service, banking, and hotel management (Aslam & Safdar, 2012; Rehman et al., 2012). These findings show that devoted employees are more likely to remain dedicated despite suffering some burnout throughout their time at the company.

Overall, the importance of both organisational burnout and affective commitment to turnover intention has been underlined in this study. Furthermore, it is well understood that affective commitment is indeed the most essential feature in shaping an individual's turnover intent – a person with high levels of commitment towards the organisation would be less prone to want to quit his or her job.

Findings gained from this study may help the administration of HEIs, particularly private HEIs in the Klang Valley, to devise appropriate methods in coping with and avoiding academic turnover. This is a rational concern, as private HEIs are rapidly entering a competitive market with public HEIs. Issues of staff turnover intention will become a major concern in such scenarios as this is more apparent in private HEIs than in public ones (Gates, 2000; Lew, 2009). Academics are under constant pressure to succeed in all areas, including teaching and research, while also retaining their status as frontlines within the educational setting. HEI management ought to address this matter by increasing the affective commitment of their academic staff while correspondingly reducing their burnout levels. In addition, management need to give the appropriate training for these academics' in order to prepare them for circumstances of burning out on the job.

In relation to the topic of burnout, affective commitment, and turnover intention, the researcher would like to propose recommendations to private HEI policymakers. By measuring degrees of employee's burnout and affective commitment we are able to ascertain if employees have such desires of wanting to leave their organisation. Besides, by constantly inspecting academics' levels of affective commitment and burnout, more outstanding and committed employees can thus be produced by these private HEIs in the future.

Biography

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SUSTAINABLE APPROACHES TO QUR'ANIC MEMORIZATION: EXPLORING TAHFIZ SECONDARY SCHOOL GRADUATES EXPERIENCES

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ABSTRACT

This article examines the approaches in sustaining Qur'anic memorization as well as memory theories in sustaining memorization. Thus, the objective of this study is to explore the approaches in sustaining Qur'anic memorization among secondary school graduates. To acquire the data, a case study design was adopted, including semi-structured interviews with eight *huffaz* (someone who has memorized the Quran) based on particular criteria. The data suggest that there are 11 approaches in sustaining Qur'anic memorizing, with recitation, repetition, division, *tafsir* (exegesis), and audio being the top five. Apart from that, translation, *tasmi'* (reciting to someone else), division, visualization, imitating the *Qari's* (person who recites the Quran with the proper rules of recitation) style of recitation, categorization and reciting during prayer are among other ways that can be used. Recitation is the most commonly used approach among the participants, it should be used regularly by others who are attempting to maintain their knowledge of the Qur'an. Furthermore, schools should provide guidance to aspire huffaz on how to maintain memorization even after years of completing the memorization of Qur'an in secondary school.

Keywords: Approaches, Qur'anic Memorization, Sustainable, Tahfiz, Tasmi'

1. INTRODUCTION

Memorizing the Qur’an has been practiced since the era of the Prophet peace be upon him (PBUH), in which it became a sunnah since he set an example by memorizing the Qur’an then encouraging his companions to do the same (Nik Abdullah, 2019). The culture of Qur’an memorization was preserved even after the Prophet and his companions died, and it continues to spread throughout the world through Islamic da'wah. There are two ways on how the Qur’an is guarded—first: by writing the verses of the Qur’an; and second: through reciting by heart or memorization (Nik Abdullah, 2021).

In recent days, *tahfiz* (to memorise) centres and religious schools exist all over the world to produce more huffaz, including Malaysia. In Malaysia’s Muslim society, the huffaz are highly respected due to their ability and efforts in memorizing the Qur’an, hence why it is well preserved until today. Furthermore, Prophet Muhammad (PBUH) mentioned the huffaz as the most honorable, as stated in the following: “The best of you is those who learn the Qur’an and teach it” (Sahih al-Bukhari: 5027).

Therefore, many schools, either private or government-based, provided a special module for students to memorize the Qur’an, in which they will graduate after they succeed to memorize the whole Qur’an. However, as *hafiz* and *hafizah* (someone who has memorized the Quran), they have a huge responsibility as the ones who carry the Qur’an inside their minds, therefore sustaining memorization during the school era must continue even after graduation.

Next, to provide adequate Islamic knowledge, many Islamic academic institutions, such as *madrasahs*, *maahad*, Islamic schools, and tahfiz institutions, have been established in Malaysia. Some of the academic institutions and secondary schools such as Darul Qur’an, Ministry of Education (MOE), MARA Junior Science College (MRSM) ‘Ulul Albab, Kelantan Islamic Foundation (YIK) and Imtiyaz Primary School offered tahfiz courses due to the society’s demands in producing more huffaz (Md Yusnan, 2020). The institutions usually had their syllabus or modules for Qur’an memorization, often monitoring students’ progress to ensure that they manage to memorize within certain periods, especially student themselves. All methods utilized in tahfiz schools such as *tikrar* (repetition), *talaqqi wa musyafahah* (face-to-face) are all important methods (Hashim and Tamuri, 2012). Students’ motivation as well played a crucial role in memorizing the Qur’an (Sabbri, 2016).

Meanwhile, the responsibilities the huffaz needed to have after managing to learn the verses of the Qur’an by heart, which are honesty and integrity (Al-Nawawi, 2003). When the students are in tahfiz institutions, they follow a set routine determined for them including memorization schedules, time management, and certain practices in a huffaz-oriented environment. However, after graduating from tahfiz schools, the huffaz faces new environments different from those in tahfiz institutions. Thus, their lifestyle changed as the challenges of sustaining Qur’an memorization became harder (Abdullah M., Abdullah, Rosman, & Ilias, 2016). Obviously, they will be exposed to environments outside of tahfiz institutions and face new difficulties to sustain Qur’an memorization, as they will no longer receive supervision.

As sustaining the Qur’anic memorization is important, a study on how they maintained their memory of Qur’anic verses is necessary. Although most research focused on Qur’anic memorization among secondary school students, there is a lack of research on the sustainment of Qur’anic memorization among secondary school graduates. Therefore, the objective of this research is to explore the approaches of sustaining Qur’anic memorization among the graduated secondary school students.

2. LITERATURE REVIEW

2.1 The Importance of Qur’anic Memorization

Memorizing the Qur’an is an honorable act of worship. The Prophet Muhammad (PBUH) himself paid so much attention toward the memorization of the Qur’an to protect it from any changes so that it was preserved until the end of the Day. Allah s.w.t. mentioned in the Qur’an that it will remain guarded against any corruption or alteration:

> “Indeed, it is We who sent down the Qur’an and indeed, We will be its guardian”. (Al-Hijr: 9)

One of the ways the Qur’an is preserved is through memorization in the heart of Muslims since the Prophet (PBUH) era. The Prophet (PBUH) being the first who memorized the Qur’an would then teach the companions its verses and meanings. The companions during that time manage to memorize the verses word by word considering they were of Arab lineage who were very well-known for their strong memory ability that they were able to remember their genealogy, songs (*qasidahs*), and poets (Halilovic, 2007).

The heart that did not remember anything of the Qur’an is equal to a ruined house as it is abandoned, uninhabited, and useless. Hence, it must be avoided by everyone (Halilovic, 2007). Allah s.w.t. rewarded those who memorized the Qur’an with a high and honourable position in the Hereafter. The Prophet (PBUH) said in a *hadith* (the narration of the sayings, doings or approvals (Taqrir) of Muhammad PBUH): Abu Umāmah al-Bāhili (may Allah be pleased with him) reported: I heard the Messenger of Allah (may Allah’s peace and blessings be upon him) saying: "Recite the Qur'an, because it will come as an intercessor on the Day of Judgment for its reciters. (Muslim: 804)

However, as human beings, we tend to forget even though we once remembered the Qur’anic verses. Because of that, it is recommended for us to rehearse frequently especially after memorizing the verses, and be warned of the risk of forgetting them by the Prophet (PBUH), as narrated by Abu Musa al-Ash’ari (may Allah bless him), the Prophet (PBUH) said, "Read the Qur'an regularly. By the One in Whose Hand Muhammad's soul is, it escapes from memory faster than a camel does from its tying ropes" (Reported by Al-Bukhari and Muslim).

It is very difficult and challenging to sustain the Qur’anic memorization and prevent forgetfulness (Nik Abdullah, 2017). Frequent recitation and repetition of the verses help prevent from forgetfulness. Sustaining memorization requires an enormous amount of effort, sacrifice, and patience. According to Imam Al-Nawawi in his book Al-Tibyan fi Adab Hamalat al-Qur’an (Etiquette with the Qur’an), the Righteous Forebears (may Allah be pleased with them) continuously completing the Qur’anic recitation. Some of them finished reciting the Qur’an once a month or once every two months; once every ten or eight nights; every week, every six, five, four or three nights; every two nights, every day and night, twice every day and night, twice each day and even eight times every day– four by night and four by day. The ones who managed to finish the Qur'an every day were Uthman bin Affan, Tamim al-Dari, Sa'id ibn Jubayr, Mujahid, al-Syafi'e, and others. The amount of effort and sacrifice they made by completing the Qur'anic recitation every day to sustain memorization is exemplary. Some of the Religious Forebears took a longer amount of time to complete the Qur'an as some of them went into a deep reflection of the readings and its meanings while some others were preoccupied with spreading knowledge and other work for the sake of Islam. Hence, the amount of recitation should not be a burden as one must accomplish what is expected of him.

Sustaining the memorization of the Qur'an is very crucial as forgetting it is considered as a great sin. Imam Al-Nawawi wrote in his book that Anas ibn Malik narrated from the Prophet (PBUH) said, "The rewards of my nation shown to me-even the litter a man removes from the mosque. And the sins of my nation were shown to me. I did not see a sin greater than a *surah* (chapter) or verse of the Qur'an given to a person who then forgot about it." (Sunan Abi Dawud: 461). Deliberately forgetting the Qur'an because of laziness and carelessness due to worldly matters is a sin. However, forgetting because of weak memory is forgiven as it is one of the human characteristics (Al-Bakri, 2018).

In a nutshell, methods of sustaining Qur'anic memorization is very important for every hafiz and hafizah to be able to continue retaining the verses of the Qur'an in their heart and brain.

2.2 The Process of Qur'anic Memorization

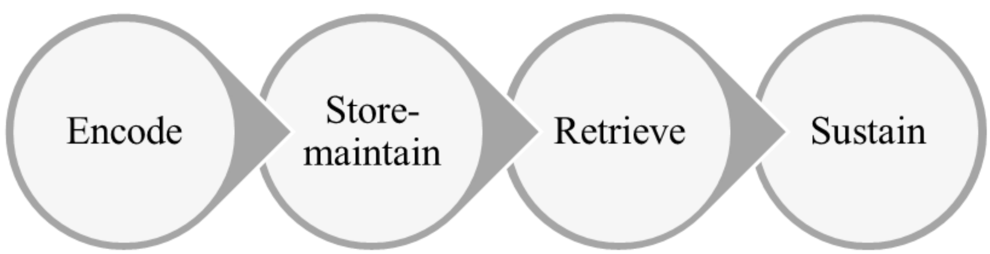

Figure 1. *The process of Qur'anic memorization* (Nawaz & Jahangir, 2015).

Memorizing the Qur'an involves the process of encoding, storing, and retrieving the Qur'anic verses by practicing and reciting it repetitively by heart, which is also known as *Hifz.* The Qur'anic memorization involves a few steps. First, the memorizers must encode the Qur'anic verses attentively, then storing it by maintaining the encoded information of the verses. Lastly, the memorizers must retrieve the information from memory stores by reciting it by heart. Once the process is done, they must sustain it in their memory so that it would not lose (Nawaz & Jahangir, 2015).

Furthermore, Lieberman (2012, pp.) stated that learning and memory are “inextricably intertwined” (pp. 289-314). Learning results in the acquisition of knowledge and new skill while memory is the capacity of our brain to recall gained information. To prove that one did learn something, one must use his memory to remember the information, as remembering is the most basic of learning in Bloom’s Taxonomy. Therefore, learning necessarily involves memory. In Islam, memorization often relates to reciting the Qur’an and *hadith* by heart. Tahfiz education is the basis of education in the Islamic scholar tradition (Yusop, 2019). Looking back at the previous famous Islamic scholars, most of them started their education by memorizing the Qur’an. For example, Imam Shafi’e and Al-Ghazali studied and memorized the Qur’an in their youth before seeking other knowledge. Even when we were little, we had to memorize at least surah Al-Fatihah as it is obligatory to be recited in the five daily prayers. Therefore, for the Muslims, memorizing and sustaining the Qur’an (either part of it or the whole of it) in the heart acts as a base in our life.

2.3 Memory Theory

There are many studies related to memory retention discussed by scholars and researchers. Atkinson and Shiffrin (1968) proposed Multi-Store Model, where they suggested that human memory has three states: sensory memory, short-term memory stores, and long- term memory stores. In the human brain, information passes from one state to the other by rehearsals. However, the information will be lost if not enough attention is given to it (Atkinson & Shiffrin, 1968). When information is received, it is retained in the sensory memory for a short period. If attention is given, some of the input is transferred to the short-term memory storage for a few seconds or longer, especially when rehearsals of information are involved. More rehearsals of information retained in short-term memory storage will allow it to enter the long-term memory storage. However, loss of information in the long-term memory section can happen if there is interference, such as lack of repetition, resulting in lost accessibility of information in the brain, which is also known as forgetfulness.

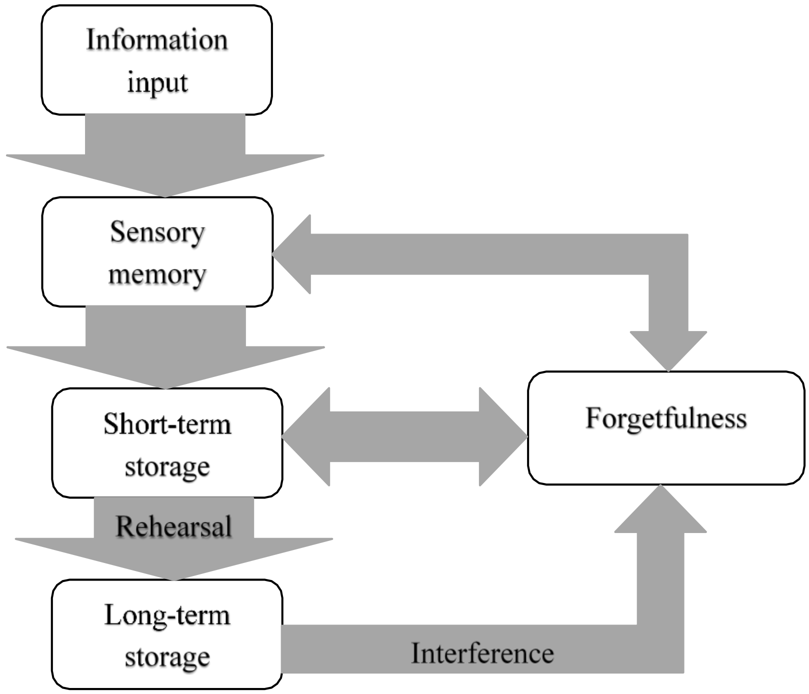

Figure 2. *Memorization theory was adopted from Atkinson and Shiffrin's Memory Model (1968, p. 37).*

Craik and Lockhart (1972) further critically explained that information does not simply process through three states of memory as in the Multi-Store Model, but also depended on the quality of processing information of a stimulus. In their Levels of Processing theory, they divided the levels of processing of a stimulus into two types, shallow and deep processing. In shallow processing, every physical or sensory stimulus is recognized, but later easily forgotten if it does not undergo deep processing, where the stimuli or information are further analyzed by associating them with past knowledge, recognizing patterns, and extracting meaning. This shows that in sustaining memorization, the 'depth of processing' or elaborative rehearsals of information is important to prevent forgetfulness. In a study by Ikhwanuddin (2013) on the relationships between memorization techniques and understanding of the Qur'an, he found that the respondents' scores for Qur'anic *tafsir* and memorization are significant. By studying the *tafsir*, helps to understand the meaning of the texts (deepens the processing of memory), which further strengthen the memorization of the Qur'an.

3. METHODOLOGY

The case study design was employed in the study. The researchers choose eight respondents based on the criteria determined. Participants must be hafiz or hafizah graduated from any secondary school. For this study, a semi-structured interview in Malay was conducted, with interview questions predetermined by the researchers, including several probing questions. The results of semi-structured one-on-one interviews were transcribed. Because qualitative data could not be quantified, transcripts were encoded into a variety of categories or patterns for each interview data transcript.

4. FINDING

4.1 Participants Demographic

According to the interview, there are four male and four female participants. The researcher discovered that all of the participants had graduated from religious secondary schools, indicating that they had an Islamic educational background. Two of the participants, participant 3 and 5, had been exposed to Qur'anic memorization since elementary school, while the remaining participants began memorizing the Qur'an during secondary school. Furthermore, participant 1 has already completed a bachelor's degree, four of them are pursuing Master's degrees, and two are currently pursuing bachelor's degrees. In addition, two participants received a *syahadah* certificate which was given to them after being qualified as huffaz through examinations.

Table 1: Participant demographic

PARTICIPANT NO.	GENDER	EDUCATIONAL BACKGROUND	YEAR FINISH MEMORIZING THE QUR’AN	SYAHADAH CERTIFICATE
P1	F	BD	2013	
P2	F	BD	2016	
P3	F	MD	2009	✓
P4	F	MD	2010	
P5	M	BD	2011	
P6	M	MD	2011	✓
P7	M	MD	2014	
P8	M	BD	2012	

M= indicate Male, F= indicate Female, BD= indicate Bachelor’s degree, MD= indicate Master’s degree, -= indicate not stated

4.2 Approaches in Sustaining Qur’anic Memorization

When asked about the method of sustaining their Qur’an memorization, all participants had various methods used. However, the majority of them answered that recitation, repetition, division, tafsir, and audio were the top five methods that they used to maintain memorization. Other methods were translation, *tasmi',* division, visualization, following the Qari's style of recitation, categorization, utilizing knowledge of Arabic language, and recite during prayer.

Table 2: Approaches in sustaining Qur'anic memorization

PARTICIPANT METHOD	P1	P2	P3	P4	P5	P6	P7	P8
R	✓		✓			✓	✓	
TF		✓	✓		✓			✓
TR		✓					✓	✓
RC	✓		✓	✓		✓	✓	
TM					✓			
DV		✓	✓	✓	✓			
VS		✓				✓		
AD			✓	✓		✓		✓
IR			✓					
CG				✓	✓			
RP		✓	✓		✓			✓

R= indicated repetition, T= indicated tafsir and translation, RC= indicated recitation, TM= indicated tasmi', DV= indicated division, VS= indicated visualization, AD= indicated audio, IR= indicated imitating the Qari's style of recitation, CG= indicated categorization, RP= indicated recite during prayer

Table 2 showed that most of the participants used recitation to sustain memorization followed by repetition, tafsir, division, and audio. Three participants used the translation method and visualization method. Two participants used categorization method and only one participant used the *tasmi'* method and following Qari's recitation method.

4.2.1 Repetition

Throughout the interviews, the participants used the method of repetition to sustain memorization. The participants try to sustain memorization by continuously repeating limited verses every day according to their abilities.

> "… I just repeat as much as I can". (Participant 1)
>
> "So only the 12 pages that I kept on repeating…" (Participant 3)
>
> "One chapter (I) repeated twice in the morning and at night before sleeping" (Participant 6)
>
> "I repeated the chapters that I remembered." (Participant 7)

Clearly, the participants make an effort to sustain memorization by continuously repeating selected verses every day according to their capabilities.

4.2.2 Tafsir

Participant 2 added that tafsir was important to remember the Qur'an stories,

> "Tafsir is primary, to remember back its story (the Qur'an)".

Participant 3 also referred book about surahs to aid her memorization,

> "..For example I memorized surah Yusuf, I will find a book about surah Yusuf".

Participant 3 also added that she referred to tafsir,

> "Oh, if it is like that, I will open the tafsir and see the reason why. Usually, tafsir As-Sya'rawi and Az-Zamakhsyari would mention why it happened. So why it happened that way, if we look at the tafsir's point of view, it would make it easier for me to remember".

> "When looking at the Qur'an look at the tafsir first." (Participant 5)

Participant 8 also referred to tafsir and translation,

> "My way.. because now I do not chase the target memorized so I took the time to understand the verse .. look at the interpretation, the meaning of the verse, asbab nuzul .. ha like that."

4.2.3 Translation

Participant 2 stated that he looked at translation of Quran during memorization,

> " I memorized, that is all, and looking at the translation."

Participant 7 said that looking at the translation of the Quran eased him to memorize,

> "If I remember its translation it is a little bit easier to remember".

Participant 8 also referred to tafsir and translation,

> "My way.. because now I do not chase the target memorized so I took the time to understand the verse .. look at the interpretation, the meaning of the verse, asbab nuzul .. ha like that".

4.2.4 Recitation

Six out of seven participants admitted recitation as one of the methods they used to sustain Qur'anic memorization.

For participant 1, he recited the Qur'an first before re-memorize,

> "I read (the Qur'an) first, and then I will gradually remember the verses."

Meanwhile Participant 3 divided Qur'an session into slots which included recitation,

> "I divided into slots. There were slots for memorization and slots for recitation….regular reading according to the Qari is always done."

While Participant 3 recite by following a *Qari's* recitation, Participant 4 recite the Qur'an if there were tough parts that he could not recall,

> "For the tough chapters, there were so many I couldn't remember, so sometimes I just recite despite not memorizing it."

Participant 6 said that he do revision of memorization by recitation,

> "Now when I'm doing muraja'ah, I will just read".

Apart from recitation, Participant 6 also added that he also observe and link the verses after recitation and then try to rehearse the verses,

> "I read and see it (the verses) first. See and link the verses."

Participant 7 stated that he recited to sustain memorization,

> "Now what was left is revision only, so for me, the way to revise is through recitation."

4.2.5 Tasmi

'Participant 5 frequently checked his memorization by reciting it in front of teacher. According to his experience, when reciting in front of ustaz, the accuracy of his Qur'anic memorization will improve as the ustaz will tell him if there was any inaccuracy or mistake in his memorization,

> "My ustaz shared to me, the key was during tasmi' makes sure the memorization was right. If reciting it wrongly in front of ustaz, then it will be forever.. with the ustaz that I learned, he reprimanded me 'Eh you recite fluently, but did you know there was wrong with this line'. And then I realized "Oh yeah..' because I from the beginning I remembered that surah like that. Ustaz said there was no need for tasmi' much, as long as we take care of the quality of memorization, because it was very important. Tasmi' in front of ustaz must be right. That was why there were some ustaz emphasized his students when they do tasmi', they should be fluent… ".

4.2.6 Division

The participants divided the Qur'an into several parts. Some of them divided according to pages, chapters and even a quarter page.

Participant 3 memorized per surah when it involved stories and facts,

> "The benefit of memorizing according to surah is we appreciate it more. If we read the surah using the story method, normally we use it for story-like surah and fact-like surah."

Participant 5 made a target to memorize the Qur'an into 1 page per day for 1 chapter,

> "I could not memorize one chapter per day, but I must memorize at least one page per chapter for a day."

Meanwhile, Participant 3 and 4 memorized according to chapters. Participant 3 said,

> "…Now I memorize according to chapters... By per chapters, this method eased me to memorize in situations where it was hard for me to memorize, for example when surrounded by noisy people or in a car."

> "For the earlier surah, I memorized according to chapters." (Participant 4).

Apart from the method of division above, some of the participants also divide the surah into several smaller parts to ease memorization. The methods were initially used during the first time of memorizing it. However, the participants still utilize the same method when trying to recall the verses they had memorized earlier.
Participant 2 said,

> "During the school period, I have to memorize one page. Therefore, for that one page, I divided it into three parts so that it looks smaller (to memorize)… Now, I still use the same method more or less."

When Participant 5 was interviewed, he told the researcher that he divided the page into three parts,

> "It was like, I had to re-memorize it back... yes I divided them into three parts." (Participant 5)

4.2.7 Visualization

Some of the participants also recite the verses by visualizing them in their mind such as during prayer.

Participant 2 memorize the details of each verses, particularly for the *mutasyabihat* (confuses) verses,

> "… If this mutasyabihat verse has to be remembered, for example, this verse was in the middle, this one was at the bottom, I had to really remember it. If the verse of mutasyabihat I could imagine where the verse was, in which surah… in terms of the position of the verse must be remembered."

4.2.8 Audio

Two of the female participants preferred to listen to Qur'an audio during menstruation period or *haid*.

> "Yes, I used listening method and divided it into slots, there were slots for memorization and recitation… mostly I listened during period…" (Participant 3)

Participant 4 said that she usually listen to the audio more during menstruation period and whenever she had no time to read,

> "One of the things that I always do is listening. Because by listening, at least when we do not have time to do qira'ah, some verses went through our mind… I see more than I hear. Because hearing will usually be more during the menstruation period. Because of the period, I did not do qira'ah (reading), so I did not open the Qur'an."

Meanwhile, for Participant 6, he listened to Qur'an audio before going to sleep,

> "At night, before going to bed, for that particular chapters, I will listen to a whoever syeikh's recitation."

Participant 8 also listened to Qur'an audio,

> "I always listen a lot to the recitation of the Qur'an.. open youtube or Spotify .. listen to the recitation of the Qur'an from any Qari… "

4.2.9 Imitating the Qari's style of recitation

Besides listening to Qur'an audio, Participant 3 also frequently follow the Qari's style of recitation,

> "I will always read and follow the recitation of the Qari."

4.2.10 Categorization

Some of the participants categorized their memorization into their level of difficulties.
Participant 4 categorized the Qur'an into the surahs that she remember and could not remember,

> "I would put the surahs that I fail to remember into the category of surahs that I couldn't recall."

Meanwhile for Participant 5, he categorized the pages or surahs in the Qur'an into a few colours that signified his memorization level,

> "If I do not remember in prayer, I categorize that page or that surah. I put red, green or yellow… right now when I look at the page, for me if I could remember majority of it when I close it, , so I categorized it green ... no tagging, I

categorized them in my own head."

He mentally categorized the pages or surah that he was able to remember in green colour. Besides, for the surahs or pages that he could not recall, he categorized it as red colour,

> " … When I get into eleventh chapters and above, that counts as a red zone. It's like when we open it and went 'uish cannot remember it', it's like I have to memorize it again. When I was in Centre for Foundation Study, I started repeating from chapters 20, 21 and 22. For one semester, I memorized the 3 chapters along with the interpretation… which I had to rememorize. Indeed the three chapters is in the red zone."

4.2.11 Recite during prayer

Participant 2 stated that she recited a few pages of the Qur'an in prayer,

> ".. If I pray, there are two to three pages that I like to repeat.."

Meanwhile participant 3 also did the same,

> "I also recite in prayer, recite in tahajud .. Normally during tahajud, maghrib, or isyak."

Participant 5 recite the Qur'an during non-obligatory prayers,

> "If I got one page, I would recite it in non-obligatory prayers."

Furthermore, participant 8 also did the same,

> "I recite in prayer, if it is my turn to become an imam, then I will take the opportunity to remember the surah I memorized." (Participant 8)

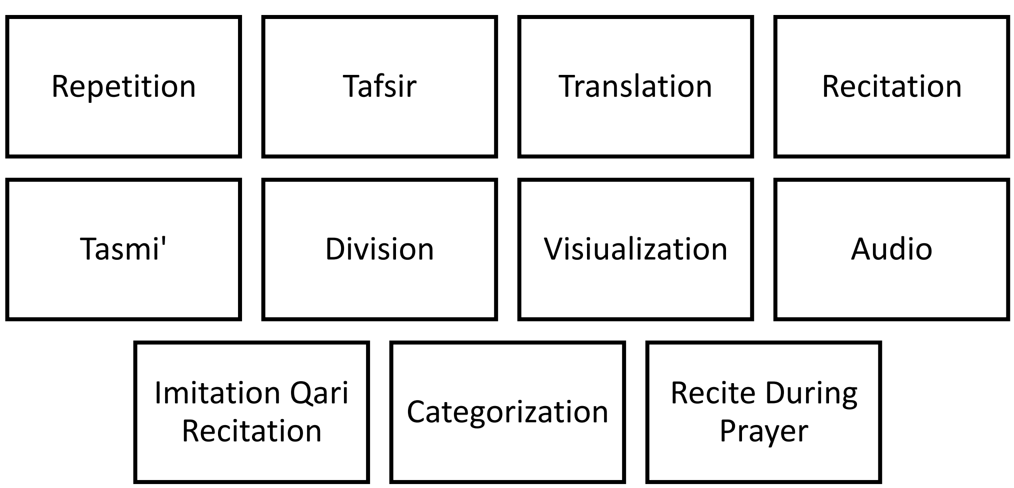

Figure 3: Approaches of sustaining Qur'anic memorization

5. DISCUSSION

According to the findings, the researchers discovered various methods to memorize the Qur'an practiced by secondary school graduates huffaz such as repetition, tafsir, translation, reading, recitation during prayers, tasmi', division, visualization, audio, follow the Qari's style of recitation, and categorization which are consistent with Abdullah et al (2005), and Ikhwanuddin (2013) findings. The secondary school graduates continue to employ the same method when memorizing the Qur'an.

In Thorndike's law of readiness, the learning process took place when the learner was fully ready to learn. Learner's willingness to learn to facilitate the connection between stimulus and response (Thorndike, 1994). Besides, teachers' knowledge of this law will further help in achieving an educational goal for students. (Thorndike, 1994; Amadi, 2018). Pintrinch and Schunk (2002) in their theory of expectancy, most individuals will never do a task if they were expected to fail, or even they do a task and experience failure, they will not continue to do it. Therefore, students need to have self-efficacy. All three elements (value, affective, and expectation) may contribute to student self-development that facilitates their preparation in becoming a hafiz and hafizah.

Yusnan (2018) in his studies on factors that contribute towards the success of the Ulul Albab curriculum mentioned that the method of repetition and memorization books utilized by the teachers to the students as part of the curriculum. The students showed a positive attitude towards the methods and techniques used by teachers in applying the curriculum as it helped them to strengthen memorization, which contributed to the success of Qur'anic memorization at school.

MacLeod, Reynolds, and Lehmann (2018) suggested that even when the information was forgotten, humans can mitigate forgetfulness by reactivating memory using two different approaches: descriptive and component reactivations. Descriptive reactivation required a person to recall as much information as possible while component reactivation needed a person to a partial recall of categorical features of objects shown previously without detailed description. In their study, both types of reactivations mitigated forgetting, where they tested their participants. 59% of the Descriptive group and 67% of the Component group succeed to recall the visual images given even after 28 days after the initial learning when the memory was at its weakest. MacLeod, Reynolds, and Lehmann (2018) further explained that the reactivations strengthen the memory by initiating synaptic reconsolidation bouts. As memory was consolidated, it went through protein synthesis causing neuronal changes in the brain which then converted the memory into the long-term storage. Meanwhile, the reconsolidation of memory contributed to memory enhancement. Looking back at the various methods of Qur'anic memorization (Abdullah, et al., 2005; Ariffin, et al., 2013; Ikhwanuddin, 2013; Yusnan, 2018), mostly all of the methods required memory reactivations to sustain Qur'anic memorization. When the memory of the Qur'anic texts was reactivated, it better reconsolidates Qur'anic memorization.

Based on the previous studies, there are many methods of Qur'anic memorization and other studies that contribute to students' success in becoming a *hafiz* or *hafizah*. However, there is little research on the method of Qur'anic memorization among secondary school graduates. Usually, when they are still in school, the teachers and parents are motivated and monitored them to memorize. However, after graduation, they are no longer under the school surveillance to watch over their progress in sustaining Qur'anic memorization. As a result, this study may assist graduated huffaz in maintaining their Qur'anic memorization. Factor such as age may affect their ability to sustain memorization as Abdullah et al (2005) mentioned before that memorization is easier at a younger age but became difficult when older (Kataria, 2014).

6. CONCLUSION

Based on the study carried out, it can be concluded that the method of sustaining memorization is important in preserving the memorization of the Qur'an even after completing the Qur'an memorization. The recitation method is suggested to be the most frequent method followed by repetition, tafsir, division, audio, translation, tasmi', visualization, categorization and follow the Qari's style of recitation.

The researchers would like to make some recommendations regarding sustaining the Qur'anic memorization method. Firstly, as the result indicated that recitation is the most applied method among the participant, it should be frequently applied by others who are trying to sustain their memorization of the Qur'an too.

Secondly, the schools should provide a guide for the soon-to-be huffaz students on how to sustain memorization even after years of completing the Qur'an memorization during secondary school. On the other hand, more organization and support groups should be created to aid with the memorization between expert huffaz and new ones to help each other and share their experience or method in sustaining memorization.

The researchers also suggested that huffaz can organize a certain set of time for memorization, for example: one hour to memorize one page of Qur'anic verses, or two hours to memorize three to four pages of Qur'anic verses, at their own paces. They can also, if their time is limited and they are engaged in previous obligatory commitments, schedule for memorization for certain days in a week, for example: Monday for Surah Al-Baqarah, and Tuesday for Yaasin. Even though the most commendable way to memorize is to do it every day, however, for people with commitment in their lives such as time-consuming career, this type of schedule can be negotiated and arranged to ensure manageable handling of time for memorization.

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