

Malay Language Learning Strategies Use Among Chinese Student Through Attitude And Learning Skills

Zamri Mahamod^{1,*}, Kamiliah Ayu Ab. Ghani², Rohaida Mazlan³, Norziah Amin⁴, Mohd Zaki Abd. Rahman⁵, Abdul Rasid Jamian⁶, Shamsuddin Othman⁷

^{1,2} Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

³ Sungai Ramai Secondary School, Kajang, Selangor, Malaysia

^{4,5} Hulu Langat District Education Office, Kajang, Selangor, Malaysia

⁶ Faculty of Language and Communication, Universiti Pendidikan Sultan Idris, Tanjung Malim, Perak, Malaysia

⁷ Faculty of Education Studies, Universiti Putra Malaysia, Serdang, Selangor, Malaysia

Article History: Received: 11 November 2020; Accepted: 27 December 2020; Published online: 23 January 2021

Abstract: This study was conducted to identify the Malay language learning strategies (MLLS) and frequency through language skill use among Chinese students in Muar, Johor. This study aimed to investigate the relationship of language learning strategies (LLS) by attitude. A total of 181 Chinese students from 4 selected for this study. The sample selection was random. This research uses a questionnaire as a major research tool to gather information about the use of language learning strategies. The instrument uses a Likert scale of 1 to 5. Data were analyzed using Statistic Package for Social Science (SPSS) version 22.0. The questionnaire is divided into three parts, namely demographic information, the Malay language learning strategies and attitudes. The questionnaire data were analyzed using descriptive statistics and statistical inference. The findings show that Chinese students use LLS as a whole in the medium level (mean = 3.45). Speaking strategies (mean = 3.55) was the highest strategy followed a strategy used to hear (mean = 3.53), write (mean = 3.43) and read (mean = 3.29). Student attitudes towards learning languages showing a moderate level (mean = 3.49). The results showed that the use of LLS influenced by the attitudes of students when studying Malay language. In conclusion, these findings could be used to some extent by the various parties to take learning strategies as a means to enhance Malay language proficiency among students, especially non-Malay students.

Keywords: Language learning strategies, Malay language, Chinese students, attitude, language skills.

1.0 INTRODUCTION

Strategic Learning Language(s) are increasingly becoming the focus of educators in helping their students increase their language proficiency. According to Mohamed Amin (2000), a language learning strategy is done to help students master the learning process easily, fast, more fun, more self-directed, more efficient and more easily transferred to new situations. A pupil's knowledge of important learning strategies is as important as a student understands the learning style that should be followed. In the context of language education and learning, knowledge about Strategic Learning Language is needed. Therefore, Strategic Learning Language is very important in helping students, especially non-Malay students in learning the language.

This Strategic Learning Language will not only help pupils increase their proficiency in the target language but also form independent learners in learning the language without the help of teachers. Strategic Learning Language is increasingly paying attention to research in Malaysia. Research conducted was more focused on English learning and followed by studies conducted in Malay Language and other languages (Kamarul Shukri 2009). The concept of study which originally focused on the outcome and learning process has already shifted to the learning process. The researchers have realized the importance and advantages that exist in the strategy in the process of language learning.

Sharala et al. (2014) states that most second language learning researchers give the view that strategy is a very important element in learning a second or foreign language. Examiners such as Ellis (1994) in his study of putting Strategic Learning Language are one of the most important elements in his work framework. The Strategic Learning Language is also important in helping students learn and master the language well-targeted and effective. Strategy is a learning process that requires the use of various ways of thinking and actions that can help students learn, understand and remember the information provided. Successful learning strategies are often found to have strong relationships with language performance excellence (Zamri 2015, 2004, Griffiths 2003). Therefore, a study on the Strategic Learning Language used by Chinese students in learning Malay Language should be done to obtain useful information. In addition, it can provide benefits to non-Malay students in learning Malay Language as a second language more easily and effectively.

2.0 PROBLEM STATEMENT

The Malay Language learning is important to all pupils after the Ministry of Education Malaysia (MGM) to standardize the implementation of Malay Language education as the official language of the Malaysian school system starting in 1982. Through this policy, all students must sit for exams using Malay Language as a medium.

Therefore, all students theoretically should master Malay Language well (Zamri & Mohamed Amin 2008). The deterioration in achievement in non-Malay student examinations in Malay Language subjects is increasingly alarming. The Malaysian Examinations Board has issued a report on the decline in the percentage of student achievement. This is parallel in the study (Norsidah et al., 2010) said the achievement of Malay Language 's pupils in the Lower Secondary Assessment (PMR) for secondary schools in the state of Johor for the past three years was an issue among educators in the state due to improved performance shown by pupils very small.

Strategic Learning Language is a way to help students succeed in mastering language learning. Studies in Malay Language research by Mohamed Amin, Zamri and Mohd Nazali (2001), Zamri et al. (2002) and Supian (2003) find that most outstanding students have earned more academic achievement and more Strategic Learning Language than students are weak (Zamri et al., 2001). It is important that students are required to identify their respective learning strategies to further enhance the effectiveness of the lessons learned. Beeker and Rodman (1995) in Shareza (2003) point out that the learning process is important for a student to recognize the type of learning strategy that is appropriate to himself. This is because the learning strategies practiced by students will influence their achievement. For example, studying Malay Language other than mother tongue is not an easy thing especially in an environment that does not encourage the use of the language. Appropriate Strategic Learning Language selection and diversifying language strategies will give the students an edge to master Malay Language. Therefore, teachers and students should pay attention to Strategic Learning Language for the success of language learning.

In the context of language proficiency, each individual has a different level of language proficiency in language learning. Some studies on Strategic Learning Language's relationship with language use have been conducted in various contexts worldwide including Puerto, South Africa, Japan, Thailand, Taiwan, China, Singapore, the United States, and Korea (Kamarul Shukri 2010). Brilliant students use a variety of strategies and their use of strategies is more effective than weak language learners. This shows that learning strategies have a positive impact on language achievement. The strategies used by excellent student learner can be used and adapted in weak student learning. The strategies used can indirectly help students to study Malay Language more effectively and effectively (Zamri 2015).

The study on the use of Strategic Learning Language among non-Malay students learning Malay Language is still underdeveloped. Therefore, the researcher wanted to study the use of strategy among Chinese students in the Muar district based on the strategy used in learning Malay Language. The researcher chooses only one race for wanting to obtain more detailed information on the use of strategies among Chinese students. There is also a problem in learning Malay Language among non-Malay students, especially Chinese students. There are many views from past researchers on this issue. According to Sulkily (1996), discussing the problems faced by non-Malay students in Malay Language subjects. According to him, non-Malay students find it difficult to get a good result in Malay Language examinations.

Besides the performance problems in the exam there are also researchers who study the language mistakes made among the students. Abdul Hamid (1990), in his study found that the misuse of words or terms was widely practiced by non-Bumiputera students especially by Chinese students. According to Abdul Hamid (1990), the lack of exposure to Malay Language is one of the main factors that cause such conditions. In a study conducted by Nursidah et al. (2010) stated that 89% non-Malay students are weak in grammar control. According to Chew and Lee (2009) in his study, Chinese pupils at SRJKC failed to master Malay Language writing and writing. It is clear that Chinese students are facing problems in the Malay Language learning process. The problems they face are caused by internal factors related to themselves as well as external factors such as environmental influences, less effective teaching methods and more.

Attitude is an important factor in determining students' success in acquiring second language learning (Gardner 1983). Negative abjections such as hating and downplaying a language make it difficult for a second language learning (Nur Hayati 2002). This is because students who use negative attitudes will use less effective strategies in learning second language. The lack of exposure to the second language causes students to have a negative attitude towards the language. Zamri and Zarina (2001) stated that the lack of exposure to Malay Language such as lack of reading Malay Language books and lack of communication in Malay Language with friends was a contributing factor to the negative attitude towards Malay Language learning.

In conclusion, this Strategic Learning Language is very important for students to study Malay Language. The strategies used can improve the mastery of students in learning Malay Language. Students who practice multiple Strategic Learning Languages are usually more successful in mastering the target language (Kamarul Shukri 2010; Zamri 2015). The Strategic Learning Language needs to be mastered by every pupil, if this strategy is in line with the way students learn, so it will help students learn well and improve their achievement in the examination (Zamri et al., 2002). Therefore, this study aims to examine the use of Strategic Learning Malay Language among Chinese students and to test the relationship of factors affecting the use of Strategic Learning Language among Chinese students.

3.0 RESEARCH QUESTION

In line with the purpose of the study, these are the questions that form the direction of the study.

1. What Strategic Learning Malay Language is used by Chinese students according to language skills?
2. What is the level of Chinese student attitude towards Malay Language learning?

4.0 RESEARCH METHODOLOGY

4.1 Research Design

In general, this study is a descriptive research using survey methods to explore the phenomenon of the use of learning strategies among Chinese students. This study was more quantitative using the set of questionnaires as a research instrument. The questionnaire will be distributed to the respondents involved in obtaining feedback from the respondents. Research conducted through this descriptive method is often used in education in particular that relates the relationship of all variables in the existing context such as background, attitude and achievement (Majid 2004). Hence, the design of this study is considered appropriate because of its extensive use, easy handling, fast data collection, large sample size, direct information and generalized research capabilities.

4.2 Research Sampling

This study involved secondary schools in the district of Muar, Johor. The sample is a subset of the target population that the researcher intends to study with the aim of making generalization on the population of the study. Steps in sampling need to be done to get a sample of studies that can be generalized to the entire population. Through this study, the sample of the study consisted of Chinese students enrolled in six secondary schools in Muar district, Johor. Samples were selected randomly by selecting 181 pupils who were studying in form 4. The sample size was determined by reference to the sample size determination of Crecy and Morgan (1990).

Table 1: Pupil tabulation based on school

School	Total student
SMK Dato Sri Amar Diraja	30
SMK Tun Perak	30
SMK Sungai Abong	30
SMK Tun Dr Ismail	35
SMK Raja Muda	35
SMK Parit Bunga	21
Total	181

Table 1 shows the distribution of pupils by school in Muar district. Six schools involved in this study. The sample of the study consisted of Chinese students of Form 4. The study selected samples according to the number of Chinese pupils in the six schools based on the scope of the study.

4.4 Research Instruments

This quantitative study uses a questionnaire to obtain the modified data from the study of Mohamed Amin (1996). This questionnaire consists of two parts. Part A with regard to the respondents personal information. Part B on a Malay Language learning strategy comprising four (4), namely listening strategies, speech strategies, reading strategies and writing strategies. Part C is concerned with the attitude of the student towards learning Malay Language. This study has used the five-point Likert scale.

4.5 Pilot Research and Instrumentation Reliability

This study needs to be done to see the response of the item tested i.e. in terms of item understanding, difficulty level so that the set of questions can be understood easily without confusion. In addition, this study needs to be done so that the questions given are in line with the study. Before the study was conducted to the actual respondents, the researcher had made a pilot study in advance to measure the validity and reliability of the items contained therein. The researcher has conducted a pilot study at a secondary school in Selangor. Wolf (1997) suggested that the selection of 30 to 50 people to undergo a pilot test was good. A total of 30 Chinese students form 4 were involved with the pilot test.

After a pilot study the researcher tested the findings obtained using Alfa Combrach to test the validity and reliability. Sekaran (2000) states that if the value of Alfa Cronbach approximates 1.0, the reliability of the item is high, well and Mohd Majid Konting (2004) suggests the Alpha Cronbach value at level 0.70 and above, as high alpha value. In this study, the researcher uses the recommended Alpha Cronbach value, which is 0.70 as the value of reliability received.

Table 2 shows that each variable studied has high reliability and feasible to be used in the actual study. The alpha Cronbach value for each variable is listening strategy (0.865), speech learning strategy (0.902), reading learning strategy (0.909), writing learning strategy (0.825) and student attitude toward Malay Language learning (0.877). Overall Alpha Cronbach's value for Malay Language learning strategy instrument is high (0.958) and it is strong and remains in use in actual studies.

Table 2. Reliability of the research instrument

No.	Variables	Alpha Cronbach	Cronbach Total
1	Learning strategy (listening)	0.865	0.958
2	Learning strategies (speaking)	0.902	
3	Learning strategies (reading)	0.909	
4	Learning strategies (writing)	0.825	
5	Student attitudes (towards Malay Language learning)	0.877	

4.6 Data Analysis Procedures

Information obtained from the questionnaires will be encoded and analyzed and analyzed using the Statistical Package for Science (SPSS) version 22.0 software. Descriptive statistics are used to describe thoroughly the respondents' demographic information. In describing or describing the study variables, mean values and standard deviations are the size of the central tendency and dispersion size used. Percentages are also used primarily when explaining the level of use of learning strategies. In this study, the researcher has used the min score interpretation guidance which has been developed by Jamil (2002). In the value, this interpretation of this min score, the value for 1.00 to 2.33 is low level, 2.34 to 3.66. The main statistics used are MANOVA, Pearson correlation and Spearman correlation. In the analysis carried out the significant degree of value selected ($p=0.05$). In addition, this value is selected to avoid having a type 1 error (Type 1 Error). Interpretation of the mean score of the attitude and the correlation coefficient value used in this study is shown in Table 3.

Table 3. Interpretation of mean score of attitude

Min score	Interpretation
1.00 to 2.33	Low (negative)
2.34 to 3.66	Medium
3.67 to 5.00	High (positive)

5.0 FINDINGS

The study was conducted to determine Strategic Learning Malay Language and the attitude of Chinese students towards Malay Language learning. Data were analyzed using SPSS 22.0 software. Descriptive analysis involving frequency, percentage, mean and standard deviation was used to determine the demographic profile of the study and the attitude of Chinese students towards Malay Language learning.

5.1 Demographic Profile Review

The study involved 181 pupils with various backgrounds such as location, sex, flow, grade Malay Language PT3, parent's education level and family income estimation. The demographics profile of the study is described in Table 5. Table 5 shows that based on location, 90 (49.7%) urban students and 91 (50.3%) rural students. Based on sex, 90 (49.7%) male students and 91 (50.3%) female students. Next, according to the flow, 83 (45.9%) students of science and 98 (54.1%) literary students. Based on grade Malay Language of PT3, there were 41 people (22.7%) grade A, 29 people (16.0%) grade B, 20 people (11.0%) grade C, 29 people (16.0%) grade D and 62 (%) grade E.

Table 4. Demographic profile of the study

Demography	Mode	Percentage
Location:		
Urban	90	49.7%
Sub urban	91	50.3%
Gender:		
Male	90	49.7%
Female	91	50.3%

MALAY LANGUAGE LEARNING STRATEGIES USE AMONG CHINESE STUDENT THROUGH
ATTITUDE AND LEARNING SKILLS

Stream:	Science	83	45.9%
	Art	98	54.1%
Grade Malay Language PT3:	A	41	22.7%
	B	29	16.0%
	C	20	11.0%
	D	29	16.0%
	E	62	34.3%

Chinese Language Learning Strategy by Language Skills

Descriptive analysis involving mean and standard deviation is used to determine the listening, speaking, reading and writing skills strategies used by Chinese students.

A. Language Learning Strategy - Chinese Students' Listening Skills

Table 5 shows that every item in the listening strategy used by Chinese students is low, medium and high. The highest mean item is "listening to a Malay speaking partner" (mean = 3.97 and sig = 0.86) is at a high level. Items with the lowest mean of "listening to radio in Malay Language " (mean = 2.13 and sig = 0.98) are low. Overall, listening strategies used by Chinese students are at a moderate level (mean= 3.53 and sig = 0.56).

The summary of this data is that there are five items showing a high mean value. Chinese students use the "listening strategies of Malay-speaking friends". This strategy is most widely used among Chinese students. The strategy becomes the choice of this pupil because in this class of Chinese pupils it is surrounded with Malay friends so the strategy is most easily used by pupils when students are in the classroom. Next, the pupils use the "listen carefully when teaching teachers in the classroom". This strategy is most often used by current students in the classroom. From this data it shows that students use a lot of listening strategies in the classroom. Followed by "strategy asking for explanation if I did not understand the first time I heard it". Pupils will seek clarification if they do not understand the word that the pupil has curiosity about the meaning of the word. Students will try to understand what they say in Malay Language and try to understand them. In conclusion, from this finding it shows that:

1. These Chinese students need help from teachers and friends to study Malay Language. At first, they will hear what the teacher and the friend are saying afterwards students will ask explanation if they do not understand it.
2. Students will try to understand what is being spoken in Malay Language.
3. The use of Strategic Learning Language in these listening skills as a whole shows a modest level.

Table 5. Strategic Learning Language - the listening skills used by Chinese students

Bil.	MalayLanguage Learning Strategy	Skills	Mean	Significance Level	Interpretation
1.	Listen carefully when teachers are teaching in the classroom		3.88	0.78	High
2.	Pay particular attention to certain aspects of the language (eg how the speaker speaks a word's sound)		3.45	0.98	Moderate
3.	Listen to a Malay-speaking friend		3.97	0.86	High
4.	Concentrate fully on the teaching of the teacher in the classroom		3.81	0.91	High
5.	Listening to radio in Malay Language		2.13	0.98	Low
6.	Ask a friend to repeat the words of the newly audible Malay Language		3.25	1.18	Moderate
7.	Try to understand what is being heardwithoutlooking for a dictionary		3.51	1.05	Moderate
8.	Hear carefully the announcement at school		3.60	0.98	Moderate
9.	Ask for explanation if I did not understand the first time I heard it		3.60	0.98	Moderate
10.	Listen to people who speak Malay Language and try to understand what they say		3.82	0.99	High
	Overall		3.53	0.56	Moderate

B. Language Learning Strategy - Chinese Students Speaking Skills

Table 6 shows that every item in the spoken strategy used by Chinese students is at medium and high levels. Items with the highest mean were "asking for help from classmates" (mean = 4.01 and sig = 0.84) to be high. Items with the lowest mean are "start conversations in Malay Language as often as possible" (mean = 3.04 and sig = 1.02) at a moderate level. Overall, the spoken strategies used by Chinese students are at a moderate level (mean = 3.55 and sig = 0.59). The summary of this finding is that there are three items that show a high mean value compared to other items showing a moderate level. The strategies used by the pupils to achieve high mean values of the strategy of "speaking with Malay friends" and "listening to teachers in Malay Language ". From the research findings find that:

1. Chinese students like to use strategy to talk with teachers and friends.
2. This Chinese pupil also uses the strategy by asking for help from a classmate. These three items show the strategies used by Chinese students in learning Malay Language.
3. The strategies used by students in this language skills are still at a moderate level.

Table 6. Strategic Learning Language - speaking skills used by Chinese students

Bil.	Malay Language Learning Strategy	Mean	Significance Level	Interpretation
1.	Talk with teachers in Malay Language	3.92	0.99	High
2.	Speak with a Malay friend	3.98	1.01	High
3.	Ask questions as a way to participate in conversations	3.54	1.04	Moderate
4.	Speaking in a formal language	3.22	1.02	Low
5.	Start a conversation in Malay Language as often as possible	3.04	1.02	Moderate
6.	Practice using new words to build self-confidence	3.30	1.11	Moderate
7.	Encourage other to correct mistakes in my conversations	3.51	1.02	Moderate
8.	Try a new topic in speech	3.42	1.03	Moderate
9.	Plan ahead with what I want to say	3.56	1.05	Moderate
10.	Ask for help from a classmate	4.01	0.84	High
	Overall	3.55	0.59	Moderate

C. Language Learning Strategy - Reading Skills Of Chinese Students

Table 7 shows that every item in the reading strategy used by Chinese students is at medium and high levels. The highest mean item is "looking for easy-to-understand reading" (mean = 3.91 and sig = 0.89) at high levels. Items with the lowest mean are "read as many books as possible in Malay Language " (mean = 2.96 and sig = 1.07) at a moderate level. Overall, reading strategies used by Chinese students are at a moderate level (mean = 3.29 and sig = 0.68).

The summary of this finding is that there is only one item that shows a high mean of 10 items showing a low level. Chinese students lack the strategies in reading skills. It is evident that only one item gets a high mean, which is to use the "easy-to-understand reading" strategy. Other items are still being used by students, but are in moderation. From this finding it shows that:

1. Chinese students are still looking for easy-to-read materials in learning Malay Language. This easy-to-understand reading material can help them learn Malay Language. From this easy reading material, students can improve their understanding of Malay Language and easy-to-learn materials.
2. In addition it can also improve and extend the vocabulary in Malay Language that they will learn.
3. The hard-to-understand reading material will cause the student not to understand and will cause the student not to read.

Table 7. Strategic Learning Language - reading skills used by Chinese students

Bil.	Malay Language Reading Strategy	Mean	Significance level	Interpretation
1.	Re-read Malay Language text to improve understanding	3.10	1.19	Moderate
2.	Read Malay Language text once scan before reading carefully	3.08	1.09	Moderate
3.	Read the conversation dialog in Malay	3.54	1.04	Moderate

MALAY LANGUAGE LEARNING STRATEGIES USE AMONG CHINESE STUDENT THROUGH
ATTITUDE AND LEARNING SKILLS

4.	Language Read as many books in Malay Language as possible	2.96	1.07	Moderate
5.	Lookforeasy-to-understand reading materials	3.91	0.89	High
6.	Make repeated reading exercises	3.45	1.02	Moderate
7.	Make notes while reading Malay Language text	3.25	1.15	Moderate
8.	Checkhowwell I understand reading material	3.42	1.02	Moderate
9.	Make formulas based on readable material	3.13	1.12	Moderate
10.	Guess the meaning of the Malay Language text without looking at the dictionary	3.30	1.08	Moderate
Overall		3.29	0.68	Moderate

D. Language Learning Strategy - Chinese Students Writing Skills

Table 8 shows that every item in the writing strategy used by Chinese students is at medium and high levels. Items with the highest mean are "writing easy-to-understand words" (mean = 3.87 and sig = 0.87) to a high level. Items with the lowest mean is to try to "write different types of Malay Language texts" (for example, personal notes, messages and letters) (mean = 3.07 and sig = 1.20) are at a moderate level. Overall, the writing strategy used by Chinese students was at a moderate level (mean = 3.43 and sig = 0.63).

The summary of this finding is that there are two strategies that students use in writing skills with high mean values of the strategy of "easy to understand words" and "using dictionaries to help find words in Malay Language ". From this conclusion shows that:

1. Chinese students love to write moderate English words that Chinese students write Malay Language words they understand and know only.
2. Chinese students also use materials such as dictionaries to help them write Malay Language words.
3. Help such as this dictionary can help the Chinese students in writing the Malay Language because not all the words in Malay Language Chinese students know. Therefore, they require a dictionary to search Malay Language words.
4. With the help of the dictionary, students will be able to learn Malay Language more easily because they know more Malay Language words and can improve their understanding.
5. This strategy as a whole shows a moderate stage.

Table 8. Strategic Learning Language - writing skillsused by Chinese students

Bil.	Malay Language Learning Strategies	Mean	Significance Level	Interpretation
1.	Practice writing new words in Malay Language	3.39	1.02	Moderate
2.	Use dictionaries to help search words in Malay Language	3.80	0.96	High
3.	WritingMalayLanguage meanings	3.29	1.11	Moderate
4.	Check out what I wrote before continuing to write	3.61	1.02	Moderate
5.	Write notes in Malay Language	3.28	1.13	Moderate
6.	Show the writing to a Malay friend	3.11	1.12	Moderate
7.	Check written words to improve content	3.49	1.03	Moderate
8.	Design a way to write an essay by writing an essay frame first	3.22	1.13	Moderate
9.	Write words that are easy to understand	3.87	0.87	High
10.	Try writingvarious typesof Malay Language texts(personal notes, messages and letters)	3.07	3.07	Moderate
Overall		3.43	0.63	Moderate

E. Summary of the Overall Language Learning Strategies According to the Skills among Chinese Students

Overall, the findings show that the Strategic Learning Malay Language used by Chinese students as Table 9. The Chinese speaking strategy (mean = 3.55 and sig = 0.59) has a higher mean and moderate level. The following is

followed by the listening strategy (mean = 3.53 and sig = 0.56) at moderate level, write strategy (mean = 3.43 and sig = 0.63) at moderate level and reading strategy (mean = 3.29 and sig = 0.68). Overall, it can be concluded that the Malay Language learning strategy (Strategic Learning Malay Language) used by Chinese students is at a moderate level (mean = 3.45 and sig = 0.54).

Table 9. Strategic Learning Malay Language according to the language skills used by Chinese students

Bil.	Strategy Category Malay Language Learning	Mean	Significance Level	Interpretation
1.	Learning strategy (listening)	3.53	0.56	Moderate
2.	Learning strategies (speaking)	3.55	0.59	Moderate
3.	Learning strategies (reading)	3.29	0.68	Moderate
4.	Learning strategies (writing)	3.43	0.63	Moderate
Overall		3.45	0.54	Moderate

Attitudes to Chinese Students towards Learning Malay Language

Table 10 shows that each item in the attitude of Chinese pupils towards Malay Language learning is low, medium and high. Items with the highest mean are "I study Malay Language because I want to pass the exam" (mean = 4.30 and sig = 0.95) are at high level. Items with the lowest mean are "I have no problem in Malay Language learning" (mean = 2.88 and sig = 1.16) are at moderate level. Overall, the attitude of Chinese students towards Malay Language learning was at a moderate level (mean = 3.49 and sig = 0.69). In conclusion, from this finding it shows that:

1. The level of attitude of Chinese students towards Malay Language learning shows a moderate level. There are two items showing a high level of attitudes in Malay Language learning, i.e. Malay Language learning students because they are compulsory subjects and learn Malay Language because they want to pass the exam. Other items acquire moderate and low levels. This means that Chinese students are less interested in learning Malay Language. They only learn Malay Language for the purpose they have a negative attitude towards Malay Language learning.
2. Students have the awareness that Malay Language is a compulsory subject and Malay Language is also a requirement to enter university. Therefore, they learn Malay Language not to master it but just to qualify. This proves that they have negative attitudes toward Malay Language learning.
3. The Malay Language subject is easy to learn and there is no problem in learning Malay Language at a moderate level. Although these findings show a moderate level, the researcher found that these Chinese students had problems with learning Malay Language and they stated Malay Language was a difficult subject to learn. This problem is faced with the possibility of teachers being less effective and not centered on students. Therefore, teachers need to change the way they teach to be more interesting. Hence, if these problems are not addressed, Chinese students will be left behind in Malay Language lessons. Many Chinese pupils will be on a recovery class when their Malay Language is at a disadvantage.

Table 10. The level of attitude of Chinese students towards learning Malay Language

Bil.	Student Attitude	Mean	Significance Level	Interpretation
1.	I like to learn Malay Language	3.20	1.28	Moderate
2.	Malay Language subjects are easy to learn	2.99	1.17	Moderate
3.	I have no problem in Malay Language learning	2.88	1.16	Moderate
4.	I learned Malay Language because it is a subject that is required	4.08	0.91	High
5.	I learned Malay Language because I wanted to pass the exam	4.30	0.95	High
Overall		3.49	0.76	Moderate

6.0 DISCUSSION

After the findings of the findings, the researcher will discuss the findings in this section, the use of Strategic Learning Language as a whole, the use of language-based strategies, students' attitudes towards Malay Language learning, learning strategy linkages with Chinese students attitude towards Malay Language learning, Strategic Learning Language based on location, based on gender, use of class-based strategies, use of Strategic Learning

Language based on achievement in PT3, use of Strategic Learning Language based on parents education level, and ultimately the use of Strategic Learning Language based on family income.

6.1 The Use of Language Learning Strategy Overall

This study found that the overall level of strategy utilization among Chinese students was moderate. The average frequency of Strategic Learning Language usage as a whole (mean = 3.45) in this study showed moderate levels. There are several factors that influence the findings as a whole. Among the factors that influence the findings are the level of need for the use of native language or the first language in the life of the study participants. They certainly use more mother tongue to meet their daily needs and communicate with their community. Therefore, they are less using Malay Language either in the classroom or outside the classroom. They also feel that they do not need to be proficient in Malay Language because they are not the language they use every day as well as the level of Malay Language usage amongst Chinese students is alarming. This scenario has been demonstrated in several studies such as studies such as Abdul Ghani (1993) and Nasimah (2006). As a result, students are less likely to use the Strategic Learning Language regularly and widely. Other studies have supported support of Siti Saniah and Sharala (2012), Sharala (2014) and Abdul Rahim and Mohd Sharifudin (2014).

In addition, the attitude of Chinese students towards Malay Language shows at a modest level. They think Malay Language is not important and does not need to learn it. As a result, students are less likely to improve their language skills and use Strategic Learning Language regularly and consistently. Based on the findings of the students studying Malay Language only because Malay Language is the subject of compulsory and the students only learn Malay Language just want to pass in the exam only. They think that good Malay Language mastery is not important because of its widespread use in their society as Chinese is their native language. However, Chinese students showed a positive attitude towards overall Strategic Learning Language skills as they learned Malay Language. This shows that Chinese students still think learning Malay Language is still important. The research statement was supported in the study of Zamri (2004), Jeri and Zamri (2011), Siti Saniah and Sharala (2012) and Abdul Rahim and Mohd Sharifudin (2014).

Teacher factors may be the cause of using Strategic Learning Malay Language in Chinese students as a whole. Teachers lack the master language approach in teaching in the classroom. They are less likely to use student-centered teaching methods in teaching and learning, especially in classroom language teaching activities (Ab. Halim 2005) which makes students less susceptible to the use of Strategic Learning Language. In fact, pupils will be limited in learning the language and using effective learning strategies. Based on the findings of the study participants using the strategy "giving full attention when teaching teachers" indicates that the study participants only expect teachers' help in learning. They focus more on observing teachers teaching in the classroom. Therefore, the role of the teacher is huge in the teaching of the language in the classroom. This teacher's factor was supported in the study of Wan Mohd Hamada (2008), Mohammad Shiham (2010), Yong Chyn Chye (2010), Mastura and Kaseh (2012) and Nur Ainil (2013).

Finally, the participants were less susceptible to Malay Language because Malay Language was the second language for the study participants so they felt that the language was less important. They feel that learning Malay Language only in school and they do not practice it when they go out of school. Based on the findings of the study, only learn the language of the school. Pupils use strategies by focusing entirely on teachers teaching in class rather than listening to radio in Malay Language. Therefore, the exposure they receive when the teacher teaches in the classroom. They also need help from their fellow Malays in learning Malay Language. This is because, only in schools they are able to mingle with fellow Malaysians. This statement is supported in the study of Wan Mohd Hamada (2008), Mohammad Shiham (2010), Mastura and Kaseh (2012) and Nur Ainil (2013). Therefore, this study is desirable to study the extent of Strategic Learning Malay Language's use among the study participants. In addition, the results of the study were able to provide teachers with information on streamlining pedagogy in the classroom by focusing on all levels of Chinese students and other students who are weak in their Malay Language proficiency.

6.2 The Use of Strategies Based on Language Skills

Overall, the findings indicate that Strategic Learning Malay Language used by Chinese students showed moderate (mean = 3.45). Based on the findings, Chinese students often use strategies in speaking skills followed by listening and reading skills strategies. The writing skills strategy is least or less used by Chinese students while studying Malay Language.

Strategic Learning Malay Language speaking skills is the most widely used strategy by Chinese students based on the 3.55 mean score obtained. While they speak a lot with their fellow Malaysians and listen to the teachers in the Malay Language, but overall they have less use of the speech skills strategy. The Malay Language-speaking strategy used by Chinese students is still in moderation. They only speak Malay Language at school because at school they only have the opportunity to speak with their Malay friends and teachers. The use of spoken strategies is limited when they are home because they speak only the mother tongue with family members. Therefore, in school only they can have the opportunity to speak as often as possible outside of school. This study is in line with

Zamri et al. (2015). This finding is also parallel to the study of Manprit and Mohamed Amin (2011), Mastura and Kaseh (2012), that students use classroom-speaking strategies with friends and teachers.

The second strategy being the choice of Chinese students in Strategic Learning Malay Language is Strategic Learning Malay Language listening skills with 3.53 mean. From this finding, these Chinese pupils need help from teachers and friends to study Malay Language. Initially the pupils will hear what the teacher and colleagues say afterwards students will ask for clarification when they do not understand it. In addition, students will try to understand what is being said in Malay Language. However, the use of Strategic Learning Language in these listening skills as a whole shows a moderate level. This study is in line with Zamri et al. (2000), Manprit Kaur and Mohamed Amin (2011), and Sharala et al. (2014) which states that students use Strategic Learning Language to listen to teachers and classmates while studying Malay Language in the classroom. The findings show that Chinese students use Strategic Learning Language by listening to Malay Language teachers in the classroom and getting help from their fellow Malays. The role of teachers in Malay Language teaching is important as this finding is also supported in the study of Sharala et al. (2014).

Strategic Learning Malay Language writing skills is the third most commonly used strategy. There are only two items showing the highest level. Chinese students love to use the easy-to-understand Malay Language words writing strategies. They also use dictionaries as their strategies in learning Malay Language. With the help of this dictionary, Chinese students can find words in Malay Language more easily and quickly. The strategies used by these Chinese students can enhance their understanding of Malay Language by looking at the meaning of the word, in addition to helping them in Malay Language writing. Additionally, they know more Malay Language words and can improve their understanding. However, this strategy as a whole shows a moderate level of 3.43. The findings are supported by the study of Kamarul Shukri (2010), Mastura and Kaseh (2012) and Suhaida (2015). In addition, the findings are similar to the findings of other studies, namely Wan Mohd Hamdi (2008), and Suhaida (2015) report students using Strategic Learning Language in writing skills.

Strategic Learning Malay Language reading skills is the least-or-less strategy used by Chinese students in learning Malay Language. Overall, the reading strategies used by Chinese students are at a moderate level of mean = 3.29. Only one item indicates a high mean of ten items that indicates a low level. Chinese students lack the strategies in reading skills. It is evident that only one item gets high mean, using the "easy to understand reading material" strategy. From this finding, Chinese students are still looking for easy-to-read materials in learning Malay Language. This easy-to-understand reading material can help them learn Malay Language. Understandable reading materials will cause students to not understand and will cause students to not read. The lack of reading material in Malay Language led Chinese students to use less reading skills strategies. This can support the study conducted by Zamri et al. (2000) which states that non-Malay students especially Chinese students are less likely to read the material written in Malay Language. This is a problem for them as to read the exam questions. This finding is also supported in the study of Kamarul Shukri (2010), Mastura & Kaseh (2012), Sharala et al. (2014) and Suhaida (2015).

6.3 Student Attitudes towards Learning Malay Language

Descriptive analysis involving frequency, percentage, mean and standard deviation is used to determine the level of Chinese students' attitudes towards Malay Language learning. Overall, the result of this study shows that the attitude of Chinese students towards Malay Language learning shows a moderate level (mean = 3.49). From these findings, each student has a high awareness that this Malay Language is important because it is a condition of entering the institution of higher learning. They are not interested in getting good results in Malay Language, but just passing in the exam. The findings of this study are in line with previous studies, namely Mohamed Amin (1996), Zamri (2004) and Kamarul Shukri (2009).

In addition, the findings show that these Chinese students have problems learning Malay Language. This is likely to be a bigger Malay Language learning scale. In addition, teachers are also less focused on students who have problems in learning. The "Malay Language easy to learn" item (mean = 2.99) also indicates low mean. These Chinese students have problems learning Malay Language because Malay Language is a difficult subject to learn. This is also because Malay Language is the second language for students. Therefore, Chinese students have difficulty mastering Malay Language and are facing problems.

To overcome this, Malay Language teachers should play a very important role in this problem. Malay Language teachers need to know the problems faced by students and immediately assist students so they do not miss out on the lesson. Therefore, the teacher should use the appropriate strategies used in the lesson and the student can practice when they review the lesson. The findings of the study in line with Abdul Rashid (2010) study found that Chinese students had difficulties in learning Malay Language because it was difficult to learn. In addition, this finding is supported in the study of Abdul Rahim and Mohd Sharifudin (2014).

7.0 CONCLUSION

Based on the discussion, it can be concluded that this study can benefit teachers and teachers of Malay Language. Not only that, it also benefits the non-Malays in learning Malay Language as the second language. Each strategy

used in language skills can be utilized and practiced by pupils to improve the level of language proficiency in language skills. Furthermore, teachers and instructors can plan better lessons on the basis of different student abilities in language skills. By identifying Strategic Learning Language controlled by students, teachers can plan their teaching more systematically. Oxford and Erdmann (1995) states that teachers who teach the language well will influence the students to learn the language well. Pupils will use various Strategic Learning Languages as used by teachers in the classroom. Finally, this study will provide space for non-Malay students in learning Malay Language and improving their proficiency in Malay Language.

ACKNOWLEDGEMENT

Thanks to the Faculty of Education, UKM for providing the *Fpend Research Fund* with research code: GG-2020-083 until this article is successfully published.

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