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Ambiguity on the Use of 'Kita' Personal Pronoun Among Foreign Students

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Abstract

The aim of the study is to examine the ambiguity of The Malay Language Personal Pronoun (PP) among foreign students. The objective of this study is to identify and analyze ambiguity in the use of the reference 'Kita' Personal Pronoun among foreign students. This study is a field study and the data was obtained using observation methods and interviews. Next, this PP usage data is recorded using a recorder. A total of 24 sample people were selected as respondents to the study using non-probability sampling techniques. These respondents are students at the International Modern Arabic School, Putrajaya. The results of the study found that the blurring in the use of PP 'kita' among foreign speakers could be overcome with the sensitivity and authority of teachers in the interpreting weakness of foreign speakers. However, foreign speakers also need to be more focused and earnest in learning sessions to overcome this problem.

Keywords: Ambiguity, Personal Pronoun, First Language, Second Language, Foreign Student

Introduction

Language is mastered because language provides meaning as well as convenience for interacting with each other (Mahzan, 2008). Ambiguity occurs when the reader or listener of the language is unable to choose the right reference through the linguistic expression of the language speaker (Mante & Jos, 2008). According to Sulaiman et al (2020), there are significant grammatical differences. Such differences include the use of implicit and explicit pronouns. In this context, in some languages such as Italian, the real subject of a sentence, whether in the form of a noun or pronoun, can be removed or is not required to be explicitly stated in a sentence. In fact, through the study of Sulaiman et al (2020), there was a difference in the number of people referred to. For example, in Arabic, there is a pronoun for one, two and a plural. These include gender-specific pronouns such as English, Arabic and French as opposed to Malay, Hungarian, Turkish and Persian, which have no gender differences.

Further, almost all students were found to be weak in the use of interrogative pronouns (Ghafar & Ma'alip, 2020). There was confusion with the choice of the respective answers as well as not being able to identify the correct interrogative pronoun and use it in accordance with the requirements of the question. Thus, inaccurate selection leads to errors in morphological aspects. According to Ghafar and Ma'alip (2020) again, the difficulty proved

that the students are still unable to master the aspect of the word group supported by each interrogative pronoun. Apart from that, Hayeeteh and Binsamaae (2010) explained that the lack of Malay language teaching and learning materials was one of the reasons for the weakness in language proficiency among students at southern universities in Thailand.

Objective of Study

Thus, through the above review, this study was carried out to identify and analyse ambiguity in the use of the 'kita' Personal Pronoun among foreign students. The selection of 'kita' Personal Pronoun in this study is due to its inclusive nature that includes the second person and has often been misinterpreted or unclear with the use of 'kami' Personal Pronoun that is exclusive in nature. Therefore, the focus on the 'kita' Personal Pronoun is expected to reveal the factors and situations of ambiguity that occur.

Literature Review

A Study of Malay Language Personal Pronouns

Studies on Malay language pronouns were widely exposed by language researchers such as Sulaiman and Yusoff (2020), who conducted a study on Malay language pronouns under the title "*Bila dan Mengapa 'You' Menjadi 'Kita': Satu Analisis Perbandingan Ingggris Melayu*". The purpose of the study was to examine how the *indefinite you* functions as well as its translation into the Malay language. In addition, the study also examined the reason behind the selection of 'kita' as a personal pronoun in Malay through cultural and linguistic perspectives. The method of analysis of parallel texts by Schaffner (1998) or comparable texts by Mediouni (2016) was used in the study. In addition, a total of 15 Malay documentary texts were selected as parallel texts. The choice of this genre is due to the format of documentary films, which is usually presented in narration by the relater. Thus, the number of conversations is quite limited between two or more parties. The total number of *definite you* are expected to be lower because there are not many conversations that occur in the documentary. However, the probability of indefinite pronouns, including *indefinite you* will be higher. The findings showed that the function of *indefinite you* was not realised by using any variant of the second pronoun in Malay, such as 'engkau', 'kamu', 'anda' and 'awak'. However, two other methods were used. First was the use of words that refer generally to humans, such as 'orang', 'siapa-siapa', 'seseorang' and 'sesiapa'. Second was the use of the plural first person pronoun 'kita'.

Further, Ghafar and Ma'alip (2020) conducted a study that also highlighted personal pronouns. The study was conducted to see the level of Malay language proficiency among foreign students with a focus on morphological aspects. A total of 16 male and female students from Yunnan Minzu University, China who attended the Malay language study programme in the 2019/2020 academic session at the National University of Malaysia and Science University of Malaysia were made the subjects of study. To assess and analyse identifiable errors, Malay language morphological tests were given to the subjects of the study. The results of morphological tests and questionnaires were used as study data. Research on basic knowledge in the field of morphology, i.e., aspects of the word group, word formation, and word concepts present in the test were analysed by the researchers. Through the study, questions on interrogative pronouns were only at an encouraging level, with almost all students not being able to answer the question correctly. In fact, the researchers stated that almost all students were still weak in the use of interrogative pronouns. Finally, the results of the study showed that the level of Malay language mastery statistics only reached

a satisfactory level. However, some students have managed to master all three parts, but almost all of them have only reached a satisfactory level.

Thus, the highlight of the study on personal pronouns is reviewed by the researcher by looking at aspects that need to be given more focus and fulfil the unexplored empty spaces. In addition, the highlight of this study also contributes a variety of information to the researcher on personal pronouns as well as smoothen the research process.

A Study of the Malay Language among Foreign Speakers

Next, the study of the Malay language among foreign speakers is also being explored, especially in the medium of teaching and learning the Malay language. The teaching and learning of the Malay language among foreign speakers is one of the significant issues that researchers in the country have examined. Osman et al (2021) have conducted a study on the teaching of the Malay language among foreign speakers. This study is a result of Osman et al (2018) study that has slight shortcomings and weaknesses. The purpose of this study was to examine teaching and learning strategies based on the learning methods of the Kolb Model (1984). The model covers the aspects of reflective observation, abstract conceptualisation, concrete experience and elective experiments used by international students at Universiti Malaysia Pahang. A total of 30 international students, namely foreign speakers at Gambang campus, Pahang were selected as respondents to the study. Additionally, this study uses the application of all the learning methods of the Kolb model. The learning method is the construction of new applications (apps) in 2020, in-class activities, outdoors, public speaking programmes, online learning media and other programmes. The findings showed that the reflective observational approach generally was 11.11%, the conceptual abstract at 11.11%, 33.33% and 66.67%, the effective experiment at 11.11% and the concrete experience at 11.11%, 22.22% and 77.78%. Thus, the strategy was seen to help the mastery of the Malay language among international students as well as attract their interest in continuing learning the Malay language.

Apart from that, Yamirudeng and Osman (2019) also studied the Malay language among foreign students. However, this study was conducted in Thailand, which made the teaching and learning of the Malay language as a foreign language. This study was carried out to report on the formative assessment process of teaching and learning the Malay language as a foreign language in Thailand. Tessmer's Formative Assessment model is used in the evaluation process. Three levels of assessment were used, namely field study, expert assessment and feedback from lecturers and students, pilot studies, or small groups. Respondents involved in this study were field experts, lecturers, and students. Meanwhile, the research instruments are face-to-face comments, material evaluation forms, student documents and materials developed. Through the evaluation of experts, lecturers and students, the material needs to be adapted and improved, especially in terms of teaching materials, content and pedagogy. In addition, the assessment from the small group showed that the aspects of teaching materials, motivation, language skills, content and assessment were in line with the ability of the students. Clearly, through field evaluation, it was found that aspects of content, use of language, illustrations, language and activities found in teaching and learning materials can have positive impacts on students.

Further, Omar et al (2017) also highlighted the teaching of Malay language among foreign speakers by focusing on cultural aspects. A cultural interactive approach based on visuals and learning books has been applied in this study. In addition, the objective of this study is to see how well the interactive cultural approach can help international students as

well as assist foreign speakers to improve their language abilities and explore the world of the Malays. International students who attended Malay language classes at the National University, UNITEN were the respondents of the study. Studies have used the methods of interviews, observations and research on relevant documents. Finally, the results of this study showed that language ability, especially in the writing aspect among foreign speakers is better than teaching sessions without using an interactive cultural approach. At UNITEN, this approach is very effective and suitable for students who are in science streams of technical nature.

The highlight of the study on Malay language among foreign speakers often gets a place for evaluation and examination by language experts. Thus, the selection of this study which highlights the aspect of pronouns seeks to further expand the knowledge of the Malay language by focusing on different areas.

A Study on Malay Language Ambiguity among Foreign Students

Melai and Abang et al (2020) conducted a study on the ambiguity of the Malay language among foreign students under the title *"Pengajaran Bahasa Melayu dalam kalangan Pelajar Asing: Analisis Pola Kesalahan Tatabahasa dalam Penulisan"*. This study was carried out to identify and explain the types of grammatical errors in writing made by international students at Universiti Malaysia Sarawak (UNIMAS). The study data is the result of the writing in the final examination answer paper for the Advanced Communication Malay Language course. For the purpose of data analysis, both the contrastive analysis approach and error analysis were used. A total of 38 students from Japan, Bangladesh, Africa, Indonesia, Tajikistan, Brunei, China and Morocco were involved as study respondents. The results of the study found that there were 215 grammatical errors that had been successfully identified. The offences covered morphological aspects, namely orthographic errors (76%) and lexical errors (1%). The second offence is the syntactic aspect, which is the element of redundancy (15%) and the D-M ruling (8%). Whereas, based on the process, orthographic errors are divided into three categories, namely the conversion of letters into other letters (^), the addition of letters in words (^^) and the abortion of letters in words (^^^). Therefore, it can be concluded that the offences that occurred were influenced by different national backgrounds and native languages.

Furthermore, Hassan et al (2018) have also conducted a study on Malay language disorder among foreign speakers under the title *"Kecelaruhan Morfologi dalam Penulisan Melayu oleh Penutur Asing"*. According to the study, the morphological aspect is an aspect that always poses an issue among foreign speakers. The type of agglutinative language that uses a lot of affixes in the formation of new words leads to changes in the meaning of words as well as the function of grammar or phrases in sentences. Meanwhile, the type of native language among the foreign speakers is inflection and isolative, which does not use affixes but changes in word form due to differences in gender, number (single or plural), time and case. In fact, the change in the meaning of the word also occurs due to the difference in tone or intonation (tonal or isolative language). Thus, foreign speakers have trouble matching the form of the word with the same meaning in their native language, including matching the form of affixes or morphemes tied to a form that is absent in their native language. Various ambiguities have led to this study, which aims to highlight the misconceptions of morphological aspects that exist mainly in the use of words, phrase construction and affixation in the writing of foreign students. The results prove that the ambiguities can be

classified based on the type of error as well as the form of the proposed solution to solve the problem.

Finally, Yong Chyn Chye and Vijayaletchumy a/p Subramaniam (2012) have also conducted a study on the mistakes made by foreign students in learning the Malay language. Research is done on the aspect of lexical errors as well as classifying the types of errors in the phonological aspect that have been made by foreign students learning the Malay language. The study was conducted at Multimedia University, Cyberjaya with 75 foreign students from China, Botswana, Indonesia and Iran were selected as respondents. They have been attending National Language classes for 14 weeks. Contrastive analysis and error analysis approaches were used in the study. The data collection process was done through writing and observation tests that lasted for eight weeks. The findings of the study showed that there were 182 cases of orthographic/spelling errors that have been identified and classified into five aspects, namely personal pronouns, basic numerals, interrogative words, greetings and basic communication words, based on the level of difficulty proficiency. The most common mistake made is a phonological error, which is the conversion of a letter into another letter. In fact, the errors that occur are seen to have differences between students based on demographic backgrounds, particularly country of origin as well as their respective native languages. Foreign students are also still passive in learning the Malay language due to the location of their studies, which gives them more exposure to the application of the English language. Hence, the role of language teachers and learning motivation are among the contributing factors that can lead to the solution of this problem.

Thus, the highlight of the study served as evidence of the existence of Malay language ambiguity among foreign speakers. The problem led to the implementation of this study, which focused more on the aspect of personal pronouns but chose to use respondents among school students. The data identified and studied certainly has differences with foreign speakers who have been at the university. Thus, this difference is capable of expanding knowledge of the Malay language, especially in the aspects of personal pronouns.

Methodology

This study focuses on the situation as well as the use of the PP reference in the Malay language among foreign speakers. A total of 24 foreign students who speak Arabic daily were selected as respondents to the study. In addition, these respondents were foreign students who took the Malay language subject, which is a compulsory subject at the International Modern Arabic School, Putrajaya. The study materials are voice recorders, interview questions, and a list of interview questions. A 40-minute recording was taken, and the recording was translated into the form of a transcription, which was used for the analysis process.

Findings

The PP of 'kita' and 'kami' belong in the same group, which is the first PP that refers to oneself and is plural. The 'kita' PP is inclusive, i.e., it includes the second person. Although, only distinguished by role, that is exclusive or inclusive, the study found that understanding and teaching among speakers remained vague and confused about these two references. Through the study as well, Malay language teachers were found to have given examples of references or explanations of 'kami' PP as 'we' and 'kita' as 'all of us'. This situation is usually described in two opposite situations, which are dependent on literal translations from English, namely 'we' and 'us'. This problem occurred due to PP's not being explained in detail based on

context-specific examples. In fact, ambiguity occurred when foreign speakers began to get confused with the language tests performed spontaneously by Malay language teachers.

Data	Line No.	Speaker	Conversation
1	88	CK	<p>We. <i>Bagus</i> <i>Seterusnya ialah <u>kita</u></i>. I want you to know how to the difference between <i>kami</i> and <i>kita</i>. Okay, <i>aa Cikgu Salmah</i>. Yes. <i>Kita ialah pelajar eh kita berada di IMAS</i>. What is the meaning of this sentence? <i>Kita berada di IMAS</i>. What is the meaning of this sentence? <i>Kita sekarang di IMAS</i> What is the meaning of this sentence? Yes ()</p>
	89	SMM	Aa all of us recently in IMAS
	90	SMM	No
	91	CK	<p>All of us, we are in IMAS <i>(speech is acknowledged by MM)</i> <i>Bagus</i>. All of us is in IMAS. <i>Bagus</i> thank you (CK speaks in Arabic) You understand what is the difference between <i><u>kami</u></i> and <i><u>kita</u></i></p>

Table 1: Ambiguity on the Reference of 'Kita' Personal Pronoun (Data 1)

Based on the data in the table above, ambiguity in the use of the 'kita' has been detected. The Malay language teacher asked the question, "*Kita sekarang berada di IMAS, what is the meaning of this sentence?*" The researcher at that time observed a competition between foreign speakers in answering the questions. One of the speakers replied, "*All of us recently in IMAS*". However, other foreign speakers disagreed with the answer. The atmosphere was cleared by the teacher, but confusion still emerged with the presence of two forms of answers. The confusion of the concept was unintentional by the teacher. The teacher quickly corrected the confusion in order to improve the learning climate by agreeing to the answers given by the foreign speakers.

Data	Line No.	Speaker	Conversation
2	191	CK	<p><i>Bagus</i>. Okay, <i>seterusnya</i>. Please. What is the meaning of (7 seconds of silence) all of us?</p>
	192	SMM	<i>Kami</i>
	193	CK	()
	194	SMM	<i>Kita</i>

Table 2: Ambiguity on the Reference of 'Kita' Personal Pronoun (Data 2)

The data analysis continues with the data in the table 2. Through the above data, it is clear that the silence indicator from teachers has led foreign speakers to change their answers because they think the answers given were wrong. Silence or stillness is a strategy to end a conversation. Through a study conducted by Pangat and Abdul Wahid (2016), Chinese students who made Malay language as L2 simply kept quiet or tried to switch to other topics due to the lack of Malay language vocabulary. They do so because it is difficult for them to continue the conversation and the message will fail to be conveyed. Thus, the conversation was indeterminate. That is what happened in the table above, whereby the foreign speakers kept silent because they do not know or were afraid of making mistakes. Through better and more structured exposure by teachers, such situations will be successfully overcome.

In fact, this data also proved that there is an ambiguity on the use of 'kita' PP with 'kami' PP among foreign speakers. Lack of vocabulary and communication are likely to be among the causes of this condition. The problem of mastering Malay language due to lack of communication not only happened among foreign speakers who live in Malaysia, but also occurred among non-Malay speakers in Malaysia. Ibrahim (2001) explained that non-Malay students do not speak Malay language at home. They only studied vocabulary, pronunciation, grammar, sound spelling and formal intonation at school. Thus, this situation did not help non-Malay students, especially Chinese students in correcting Malay language errors, especially in grammatical aspect. The concept of social integration is one of the practises that can be implemented to increase their confidence in communicating in the Malay language. Communication regularly with other races will access the L2 lexical as well as better proficiency in the Malay language. Clearly, foreign speakers can overcome the problem of lack of Malay vocabulary, especially the PP aspect by increasing social activities and communication with the local community.

Data	Line No.	Speaker	Conversation
3	195	CK	<i>Bagus. Kita</i> <i>Kita ialah di sini.</i> What is the meaning of <i>kita</i> ?
	196	MM	We
	197	CK	No..
	198	MM	All of us
	199	CK	All of us. Okay. <i>Sapa</i> . What what group?

Table 3: Ambiguity on the Reference of 'Kita' Personal Pronoun (Data 3)

Moreover, the difference in answers given by foreign speakers has shown ambiguity in the use of 'kita' PP. Based on the above table, the ambiguity is presented in the inaccurate answers from foreign speakers. Clearly, this data is evidence that there are weaknesses in understanding the teaching of PP among foreign speakers. According to Hamid and Abu (2013), although the pronouns are easy to understand and seem simple, the aspects of their use can be difficult and errors could occur due to inaccurate or incorrect use of personal pronouns. However, mistakes or errors in learning are already the norm. Instead, what is more important is the aspect of language because it is a symbol of identity for every human being. According to Zainon Hamzah (2012), the effect of speaking Malay is seen through pronouns, monikers, nicknames, respectful references and the selection of words that do

offend others when communicating. The acts of name-calling, shunning and slandering in schools will occur as a result of an individual's failure to display the values of manners in language. Thus, although foreign speakers have a lower level of proficiency in the Malay language and often make mistakes, especially in the aspect of pronouns, they still get along and even respect the teachers who have reprimanded them for language errors. Being courteous and polite does not only symbolise honouring the teacher, but is also one of the contributing factors towards better learning of the Malay language. Foreign speakers will be more careful and try to choose better words to preserve the value of the language and streamline the communication process in everyday life.

Data	Line No.	Speaker	Conversation
4	201	CK	Who, <i>siapa eh sila bina aa</i> (10 seconds disruption) <i>Perodua.</i> Okay. <i>Sila bina ayat kita</i> <i>Sila bina ayat daripada perkataan ::kita::</i> Bharat?
	202	SMM (maybe Bharat)	<i>Kita cikgu</i>

Table 4: Ambiguity on the Reference of 'Kita' Personal Pronoun (Data 4)

Data	Line No.	Speaker	Conversation
5	203	CK	((countdown 4, 3, 2)) Yes, you
	204	SMM	<i>Kita</i> (12 seconds of silence)
	205	CK	You?
	206	SMM	<i>Kita orang Malaysia</i>
	207	CK	Yeah. <i>Kita orang Malaysia.</i> ((CK scolded MM for making noise)) <i>Kita orang Malaysia.</i> <i>Kita sebagai rakyat Malaysia harus bangkit</i> <i>menegakkan keadilan. Yes bagus.</i>

Table 5: Ambiguity on the Reference of 'Kita' Personal Pronoun (Data 5)

Tables 4 and 5 explain the foreign speakers who managed to avoid any errors in the use of the 'kita' PP. The foreign speaker gave the correct answer, which is to build a sentence using the "*Kita cikgu*". The presence of this data at the same time proves that there is an element of low ambiguity and not all foreign speakers have problems understanding the 'kita' and 'kami' PP in the Malay language. This situation has an excellent impact on daily conversations between foreign speakers and local speakers. This is in line with Hamid and Abu's (2013) statement, which explained that pronouns are a small aspect of the Malay language but their use presents significant social implications in community relations, especially for Malaysians with its diverse ethnicities. Clearly, the positive social implications can also expand the development of the Malay language internationally.

Data	Line No.	Speaker	Conversation
6	208	SMM	We are from...we are
	209	CK	<i>Ha yes?</i>
	210	SMM	We are Malaysian
	211	CK	<i>Bagus.</i> What.. Mohd Aziq right?
	212	SMM (maybe Mohd Aziq)	Yes

Table 6: Ambiguity on the Reference of 'Kita' Personal Pronoun (Data 6)

Table 6 above exhibits the ambiguity that occurred among foreign speakers. The foreign speaker did not give examples of sentences that used 'kita' PP to answer the question given by the teacher, but instead used 'kami' PP or 'we' when constructing sentences. The "We Are Malaysian" line is proof of the ambiguity. In the event of such ambiguity, a confirmation from the foreign speakers has been requested by the teacher. It turns out, foreign speakers confirm that the use of 'kita' PP is correct compared to 'kami'.

Data	Line No.	Speaker	Conversation
7	311	SMM	<i>Kami is we and kati</i>
	312	CK	<i>Kita</i>
	313	SMM	<i>Kita is all of us</i>

Table 7: Ambiguity on the Reference of 'Kita' Personal Pronoun (Data 7)

Finally, the data in this study is concluded by the data in the table above. Studies have found that there is ambiguity in the use of 'kita' PP in terms of pronunciation and understanding. The speaker does not have a problem explaining his understanding of 'kita' PP but shows ambiguity in the aspect of 'kita' PP when saying "kati". The ambiguity involving certain syllables is one of the most common issues among foreign speakers who strive to master the Malay language. This problem occurred due to several factors, namely the absence of certain phonemes in the inventory of the native language, the frequency of hearing a word, the influence of other L2 such as English and confusion about choosing 'e-taling' or 'e-pepet' that use the same symbol (Mahadi, 2018). Through the above data, phoneme confusion has led to a reversal between the /i/ phoneme and the /a/ phoneme in the word [kita]. Through interviews with foreign speakers, most of them think that among the factors that caused them to give the wrong answer was being confused with phonemes /k/ as the initial letters in both 'kita' and 'kami' PP. This has been supported by the results of previous studies, namely Shahidi, A. H. and Shirley Langgau's (2014) study as well as Mahadi (2018), who have conducted a study on the element of the Malay language ambiguity. Clearly, apart from the influence of L1, confusion during the acquisition and teaching of L2 is the reason that affects the aspect of pronunciation among foreign speakers. Thus, the sensitivity of foreign speakers is very important in understanding the PP of the Malay language to avoid confusion about repetitive phonemes. The findings of this study proved that the element of this error poses confusion among foreign speakers, although the five foreign speakers admitted that they understand the PP lessons taught by teachers and understand the meaning of 'kita' PP in the Malay language.

Conclusion

Summary of Findings and Discussion

As a result of the overall findings, it can be concluded that ambiguity occurs among foreign speakers who are trying to understand and master the PP of the Malay language while undergoing teaching and learning sessions in the classroom. Although the pronunciation of foreign speakers was not very clear and accurate, they still tried their best to answer questions and speak the Malay language.

Finally, the ambiguity of '*kita*' PP involved several aspects:

- a) Uncertainty of the actual meaning or concept of '*kita*' PP.
- b) First PP of '*kita*' is regarded the same as the first PP of '*kami*'
- c) Ambiguity on '*kita*' PP.

Mistakes made involving two languages in the communication process will have a significant impact on teachers' ability to be more sensitive towards the constraints faced by the students. This is in line with the statement by Melai et al (2020) stating that the teaching and learning of Malay language in language proficiency is much needed by the teaching instructors, namely the lexical aspect, speech, writing, technology applications, as well as language and cultural connectivity that greatly influence the interests of foreign students. Foreign speakers need to engage more in reading activities such as reading text passages verbally in public by maximising the use of Malay words to increase confidence when communicating using the Malay language on a daily basis. In addition, oral activities such as public speaking competitions, poetry recitation and "*pantun*" festivals are among the activities that can be followed by foreign speakers to reduce errors and ambiguity, especially in the PP of the Malay language.

This study can specifically help certain individuals and groups, including teachers and educators to detect the constraints that are faced by foreign students, especially in the aspect of understanding the Personal Pronoun (PP) in Malay language. The success of a foreign speaker in learning the Malay language depends on the role of the educator who acts to ensure the use of appropriate and effective teaching methods. In addition, this study can help foreign speakers or students who use the Malay language as L2 to overcome the difficulties in the mastery of the Malay language system. In fact, the mastery of the L2 Malay language can also be done thoroughly, not only to pass the examination but to also be used in formal and informal communication.

In addition, the findings of this research also contributed in terms of attitude, motivation and teaching pedagogy. This study can have a positive impact on the implementation of teaching and learning in schools. Teachers who have the ability in identifying problems among foreign students and resolve those problems are much-needed teacher in the world of education. The ability and high level of knowledge in Malay language and linguistics is an excellent asset. Through teaching methods and pedagogy, the level of mastery among students, especially foreign students, can be improved if teachers use the appropriate approach in teaching the Malay language. Apart from helping to overcome the problem of ambiguity among foreign speakers, this study can also be the starting point for teacher to develop more interesting and motivate language teaching methods for foreign students.

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