INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES
HRMARS MANAGEMENT ACADEMIC RESEARCH SOCIETY EXPLORING INTELLECTUAL CAPITAL
www.hrmars.com
ISSN: 2222-6990

Strategy to Modernize the Classical Malay Prose from Generative Transformation Perspective

Rozaiman bin Makmun, Roslina binti Abu Bakar, Dk Soraya binti Pengiran Omar Ali Shaiffuddin, Abu Bakar bin Madin

To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v12-i9/14381 DOI:10.6007/IJARBSS/v12-i9/14381

Received: *19* July 2022*,* ***Revised:*** *21* August 2022*,* ***Accepted:*** *30* August 2022

Published Online: *14* September 2022

In-Text Citation: (Makmun et al., 2022)

To Cite this Article: Makmun, R. bin, Bakar, R. binti A., Shaiffuddin, D. S. binti P. O. A., & Madin, A. B. bin. (2022). Strategy to Modernize the Classical Malay Prose from Generative Transformation Perspective. *International Journal of Academic Research in Business and Social Sciences*, *12*(9), 1087 – 1106.

Copyright: © 2022 The Author(s)
Published by Human Resource Management Academic Research Society (www.hrmars.com)
This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non0-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: http://creativecommons.org/licences/by/4.0/legalcode

Vol. 12, No. 9, 2022, Pg. 1087 – 1106

http://hrmars.com/index.php/pages/detail/IJARBSS | **JOURNAL HOMEPAGE**

Full Terms & Conditions of access and use can be found at
http://hrmars.com/index.php/pages/detail/publication-ethics

INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES
HRMARS MANAGEMENT ACADEMIC RESEARCH SOCIETY
EXPLORING INTELLECTUAL CAPITAL
www.hrmars.com
ISSN: 2222-6990

Strategy to Modernize the Classical Malay Prose from Generative Transformation Perspective

Rozaiman bin Makmun, PhD
Universiti Brunei Darussalam
Email: rozaiman.makmun@ubd.edu.bn

Roslina binti Abu Bakar, PhD
Universiti Putra Malaysia
Email: lynabubakar@upm.edu.my

Dk Soraya binti Pengiran Omar Ali Shaiffuddin
SM Rimba II
Email: m-lurve@hotmail.com

Abu Bakar bin Madin, PhD
Universiti Brunei Darussalam
Email: abubakar.madin@ubd.edu.bn

Abstract
One of the components and teaching material that exists in the Malay Language subject in Brunei Darussalam is modernizing classical Malay prose. This component is taught and produced in the middle to pre-university level examinations. Students always face difficulties in switching classical Malay language (CML) to modern or standard Malay language (MML). One of the reasons of this is due to the hardship of understanding meaning and sentence structure that are convoluted and inverted as well as the existence of words or terms that are no longer used in the current or modern Malay language. Therefore, this study is executed for the purpose of exploring strategies that are used by two students when modernizing classical Malay prose. The process of modernizing will be explored through the Generative Transformation (TG) theory. The framework of the study uses the qualitative approach and data is collected using the triangulation method that combines observation, interviews and document analyses. This case study only chooses two students of Year 10 as study participants in a secondary school in the Brunei and Muara districts. The choosing of excellents students and weak students is to make comparisons from the aspect of the strategies that are practiced. The study data is analysed thematically based on the literature theme in the TG writing and perspective field. The outcomes of the study show that excellent students are more inclined towards using more of TG elements in comparison to weak students. The

implication of the study has potential for guidance to develop learning and facilitation that is more effective in modernizing classical Malay prose.
Keywords: Modernizing Classical Prose, Generative Transformation, Sentence Building

Introduction

Teaching and learning of the Malay Language (ML) also applies usage of other materials as a way to diversify teaching. One of the ways is by applying literary material (bahtera) because both of them have a close relationship. Bahtera includes poem, poetry, repetitive poetry, irregular poetry, short story, novel and excerpt of classical Malay language (CML) or known as classical Malay prose (CMP). Classical prose is an excerpt of text using old language, sentence arrangements that are long and convoluted as well as royal language. Classical prose that is used in this study are Legend of Gulbakawali, Legend of Hang Tuah, Legend of Panji Semirang, Legend of Tajul Muluk, Legend of Raja-Raja Pasai dan Malay History.

According to Rozaiman (2008), bahtera can be used as teaching material in language teaching that can consist of textbooks that are readily available in syllabus and with the addition of general literature work whether it be from local, or work from overseas. This diversity can expose students with creativity in using language that is appropriate with the line of literature that is diligently worked on by literature work writers.

According to Rozaiman (2011) again, bahtera of the Klasisme line uses classical or traditional language style while bahtera of the Realisme line uses conventional or standard language and also with the other streams that emphasize their respective language styles such as Romantisme masterpiece that is filled with various types of flowery language such as simile, metaphor, hyperbole and others. With the various types of bahtera in teaching of ML, students certainly are given the chance to learn various types of language styles in narrative and descriptive writing.

Application of bahtera does not only give opportunities for students to focus on the language aspect but will indirectly make them appreciate and indulge in the beauty of literary work. According to Hamid (1994), to help increase the language mastery of the student, usage of bahtera in ML teaching is important. In addition, the usage of bahtera in teaching is a good thing because other than comprehension it also instills interest and uncover talents in the literary arts field (Abdul Aziz, 2000).

Besides, Jeniri (1998) states that literature can make an individual more smart because it can help shape, sharpen the thinking power and increase efficiency of an individual. This is because learning and teaching of ML uses bahtera that can provide oppurtunities for students to follow various activities that involves various types of skills such as listening and speaking skills, reading and comprehension skills, writing skills and language knowing. According to Rozaiman (2008) the use of bahtera can ignite cognitive, affective and psychomotoer skills of students through acting, singing, poetry declamation, traditional dancing, poet replying and others.

The following parts will explain about the background, problem statement, theoretical research framework, significance of study, objective of study, research question and operational definition.

Background of Study

Malay Language (ML) is written as the official language of the Brunei Darussalam country. Teaching of ML starts at the level or primary school and is continued to the upper secondary level. The importance of learning ML is obligatory upon all students. In fact, the

main criteria for a candidate that wants to obtain a governmental scholarship to further their studies overseas must pass the ML oral test (Chuchu, 1989).

In relation, teaching and leaning of ML at the secondary school level gives emphasis about listening and hearing skills, reading and comprehensive skills, writing skills and language speaking knowledge. Therefore, as decreed in the *Huraian Sukatan Pelajaran Bahasa Melayu Menengah Atas* (1999) that this learning has to be integrated between language knowledge and other skills.

This is the same as outlined in *Huraian Sukatan Pelajaran Bahasa Melayu Menengah Atas* (1999) that in using language, writing skill is a skill that is important. Therefore, writing skills must be mastered with other mastery language skills that are listening, speaking and reading. Those skills are clear through moving exercise outcomes of creative writing whether it be from the perspective of language speaking including Brunei dialect and CML becoming normal essay. Then, the prosing of poetry such as poem, poetry, repetitive poetry, irregular poetry. Other than that, adjustment of direct speech, dialog and monolog as well as drama scripts becoming normal essays as well as modernising CML that is taken from CMP.

Exposure of students towards changing CMP to become MML is purposed to give emphasize towards reading and comprehensive skills as written in the *Huraian Sukatan Pelajaran Bahasa Melayu Menengah Atas* (1999) where in mastering reading and comprehensive language skills are skills that are very important. This must be exposed to students of the roman and jawi texts that are taken from various sources based on the diversity of language style and vocabulary that are easy and hard for sentence structure. Besides, the exerpts from prose and poetry can be used as legend, rendition, story and history.

However, the process of changing CMP to become MML is also closely related to literacy skills. According to Mahzan (2013), in the times before, literacy is a skill to recognize letters or literate in letters. In fact, listening, speaking, reading, writing, thinking skills in a language is a literacy skill. The skills mentioned is a process to build meaning and function in human life. Literary function means the ability for someone to use his or her mind to benefit the reading and writing ability in their daily lives with more meaning. In other words, an individual does not only can recognize letters and read well but also understand as well as be able to state again what was read.

Therefore, in the Brunei Darussalam Country context, transferring CMP to MML is a mandatory question that is published during the GCE 'O' Level examination and is a choice question in the second ML paper. Transferring CMP to MML is a writing skill that is taught in the higher secondary school (Norlina, 2008).

Problem Statement

The ability of student to interpret meanings of words are still at a low. This statement coincides with the outcome of the study that was done by Jaludin (1989) where the level of meaning mastery in Sekolah Menengah Menglait, Gadong students are still low. The factor that made for the occurence of this phenomenon is due to the confusion of students with the language conversations at home and school. This causes the vocabulary of students to decrease. Impactfully, students will have a hard time to build MML sentences.

Besides, studies done by Norlina (2008); Simah (2008); Maszuraimah (2011) find that students can not understand CMP excerpts due the lack of knowledge of classical language vocabulary. This problem occurs due to them rarely hear nor use it in daily conversations.

The level of metacognitive awarenss becomes one of the problems because it is not fully utilized when reading or understanding in the given text. Application of metacognitive strategy during reading actually helps readers master the understanding of the text well. The study by Simah (2008) show that the metacognitive strategy effectiveness in understanding KOMSAS (literary components) texts. The findings show that there is an increase towards KOMSAS text understanding in Form Five Satria students of the chinese ethnicity from SMK Pulau Ketam, Malaysia.

Other problems that arise are students are not interested in reading and answering CMP excerpts during examinations. This is supported with the statement from Norlina (2008) that students are not interested in answering questions of modernizing CMP. This is because students do not understand classical Malay language excerpts.

Study Purpose

Based on the mentioned problem statement, this study is done to compare differences in strategies that are practiced by excellent and weak students when modernizing classical Malay prose to identify elements that are related to TG as a stage or process to produce surfacal sentence in modern language build.

Research Objective

To fulfill this study purpose, there are two main objective that will be achieved. Comparisons will be made towards two research student participants for:

(1) Fomulating strategies for students to modernize classical prose from the generative perspective transformation; and
(2) Formulating ways for students to overcome constraints that happen during proces of modernizing classical prose.

Research Question

To ensure objectives that were mentioned accomPSishes its target, as much as two research questions are presented:

(1) How does strategy of students in modernizing classical prose from perspective of generative transformation; and
(2) How do students overcome obstacles that happen during the process of modernizing classical prose?

Research Significance

The research findings will give information about processes that has happened in the level of understanding and sentence construction in the process of modernizing CMP. Even, findings also give information towards obstructions that are faced by students. Therefore, teachers are able to give reflections and modify the learning and facilitation processes in modernizing CMP.

Theorotical Research Framework

Generative Transformation Model (TG) is used in this study. This model actually gives focus towards the field of syntax that is sentence pattern and semantics that is sentence meaning.

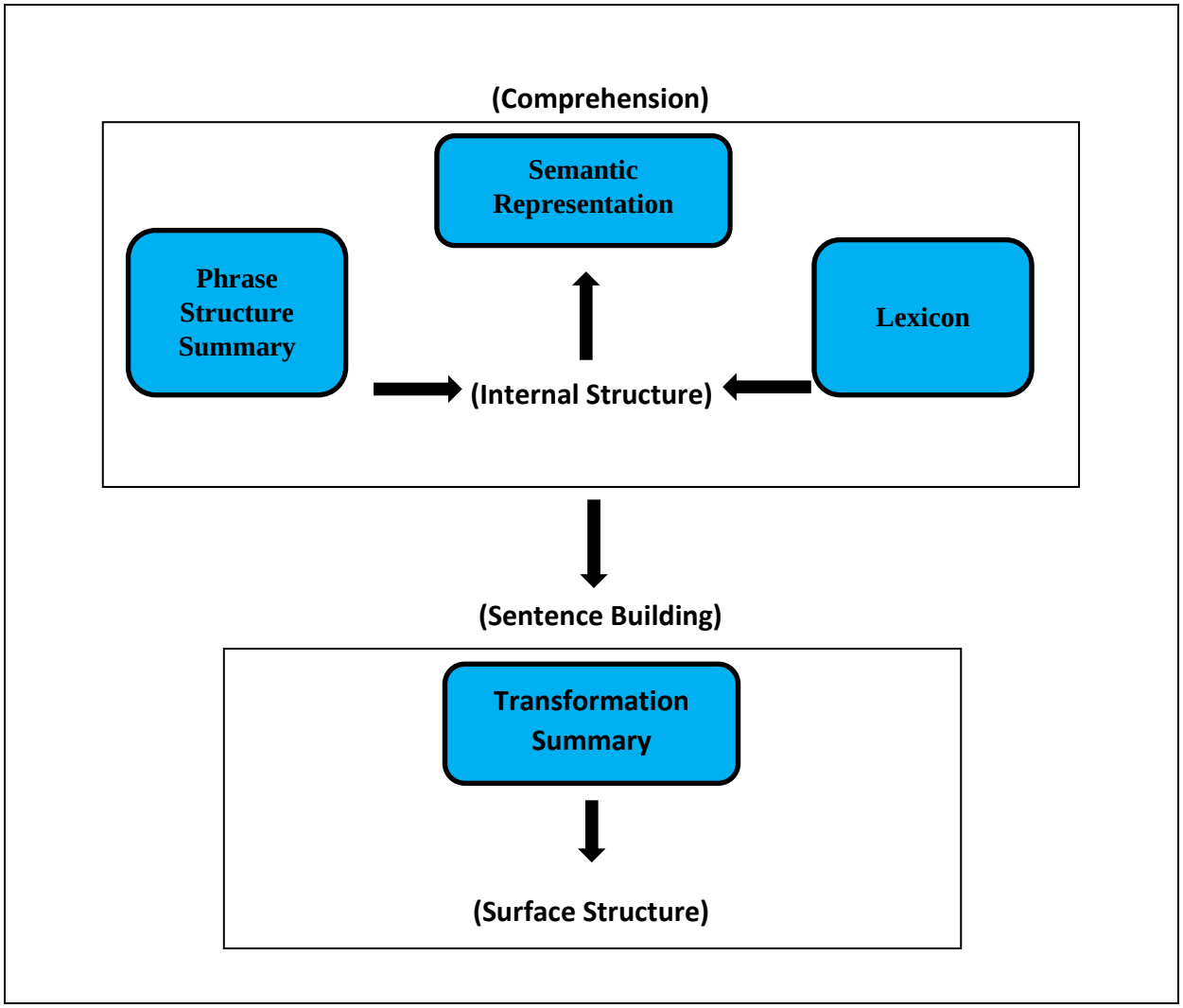

Figure 1 Generative Transformation Grammar Model
(Chomsky, 1957)

According to Jaludin (1989), the function of semantics in TG is a word that is available in a sentence and it can be expanded through two sections stemmed of subject and predicate. Postal (1962) states that TG is a sentece produced from comprehension. Therefore, Nik Safiah (1988) states that TG sees the ability to understand meaning in the level of internal structure and then transformation happens to produce sentences at the surface level.

According to Figure 1, the sentence structure is a transformation process. A sentence that is grammatical or not, is called as an internal structure and its attribute becomes a base to a different fomation or a published sentence that is more complex that is called surface stucture. Through this model, it is divided into two elements that is the level of understanding and sentence structure. This means at the level of understanding, a sentence that has similarities from the perspective of meaning with a sentence or other words, it can recognize sentences that are paraphrased. Consequently, according to Safiah (1988) at the level of internal structure is a stucture that usually contains base sentence form or sentence core that is needed to form sentence meaning or semantics.

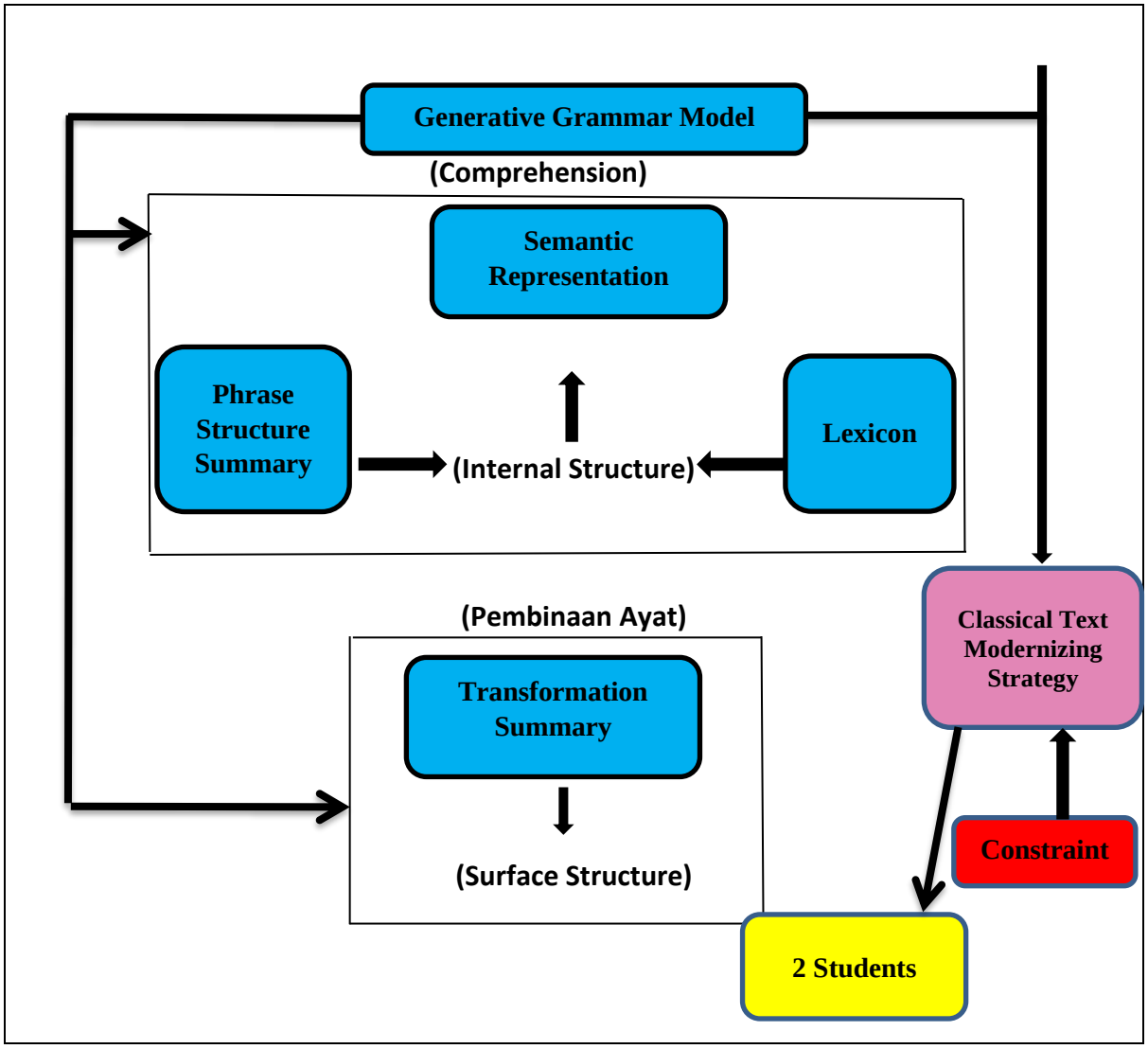

Figure 2 Research Concept Framework

From the aspect of sentence building, the surface structure level is the sentence structure that has undergone change or transformation from its internal structure. In addition, it is a sentence structure that can be written or said by the speaker or writer. This means, it is the ability of the reader in understanding sentence (internal structure) and produce new sentence but still retains its meaning at the surface structure. Therefore, the process of modernizing classical prose definitely involves two levels that is the part of textual Malay language comprehension while sentence building that is Malay language sentence produced by textual classical Malay language transformation.

According to Figure 2, the Grammatical Generative Transformation Model sees how surface sentences are produced from the meaning of core sentence. With the availability of this model, it can be adapted with the CMP modernizing strategy. Moreover, the process of modernizing CMP also definitely focuses on the understanding of the classical text and rebuilding of CML sentences by changing it to MML.

In relation, the process of modernizing CMP involves understanding of students to read texts (internal structure) and recognize vocabulary (lexicon) with sentence or CML phrase (phrase summary) itself. Then, students will identify meaning (semantics) in CMP excerpts.

After that, during process of sentence building, students will transfer (transformation) meaning that was known from the CMP excerpt (internal sentence) and the understanding outcome is changed to MML (surface structure).

Study Limitation

This study uses research participants that are from excellent performing students (ES) and poor performing students (PS) from Year 10. The selection of students is based on from examination results and suggestions from ML teachers of the research participants. The study was also only carried out in a secondary school in the Brunei and Muara district alone to ease the travelling of the researcher. The use of ES and PS is not only for comparison but to obtain and enrich data that is deep about modernizing processes.

Literature Review

The discussion in this section is related to modernizing classical malay prose (CMP) and generative transformation model (TG).

Study Associated Modernizing Classical Malay Prose

Indeed the study about modernizing CMP are few because there is only one study that truly leads to the topic of modernizing CMP in the secondary level that is a study that was run by Norlina (2008) about the weakness and causes of weakness of transferring CML to MML in two Arabic religious school on the district of Brunei Muara and Tutong. The findings finds that the main factor of students are not proficient in transferring texts from CMP to MML is that the are weak in the aspect of mastering CML vocabulary. The addition of constraints that is faced by time factor and shortage of literary material.

Meanwhile, Maszuraimah (2011) also ran a study about the usage of CML text, but focuses towards pra-university students. The findings show that metacognitive strategies help increase student understanding during CML text reading until the question can be answered well.

Lim (2005), the effectiveness of bahtera application in ML teaching is determined by the different interests the student has composed of various ethnicities such as Malay, Chinese and Indian. In fact, this difference of interest also influences their performance in examinations. There is a study that is focused on the usage of classical Malay texts among students in secondary schools. Yet, the study aspect was more towards the effectiveness of the metacognitive strategy usage in teaching and learning of the Malay Literary text component in Malaysia Language (KOMSAS) that is a Classical Prose Genre carried out by (Simah, 2008). The outcome of the study that was carried out by the person found that the usage of metacognitive strategy in understanding KOMSAS classical genre texts has increased the understanding of non-Malay students consisting of Chinese students in SMK Pulau Ketam, Malaysia.

Generative Transformation

Generative Transformation (TG) consists of internal structure and external structure components (Chaer, 2009) and this statement is supported by Rosenbaum (1968) that transformation is a process of changing internal structure to surface structure. Therefore, to produce a new sentence from external structure needs an ability to understand word or sentence meaning beforehand. This statement is in line with the opinion of Lim (1975) that the mastery of language is a skill to construct and understand sentences that has never been

produced before. Plus, the statement of Jaludin (1989), say the meaning component in a word in a sentence can be expanded to become another sentence.

The TG model prioritizes meaning and sentence that is how the core sentence produces new sentences by understanding word or sentence meaning. In TG, core sentence is of the upmost importance. Based on the outcome of the study of Awang Sariyan towards *Sulalatus Salatin* Masterpiece (classical text), there is much usage of core sentence in the piece of work.

In fact, Safiah (1988) states that sentences originated from core sentence but in the variable form. In modernizing CML, modern sentence that was produced consists of structure and adjustable standard language that is right. In relation, as with the opinion of Hayes (1969), the application of TG will produce grammatical sentences.

Research Methodology

This research is aimed to ascertain student understanding and recognize problems that they face during the learning and educational text modernizing of Classical Malay Prose (PNK). In this section, the methodology that is done by the researcher includes research framework, research participants, research instruments, research procedure, pilot study, data collection and data analysis.

Research Framework

The Research framework that is used is qualitative method. According to Kerlinger (in Sumilah, 1997), one of the purpose of providing research framework is to find answers to research questions. According to Creswell (1998), qualitative research is a process of understanding through questions that are expressed to exloore social problems or problems that are faced by human being. Therefore, studies that were carried out by researchers is certainly a problem that happens among students in secondary schools in this country.

Research Participants

The focus of the reseacher in this study is students. Therefore, the researcher chooses students from Year 10 only since the basis of modernizing CMP already exists in them. The various study of different cases is used for this study. The researcher uses studies of various cases because it involves students that are excellent performing students (ES) and poor performing students (PS).

Research Method

The method that is used to obtain data in this is by using the triangulation method which combines three methods that are observation, interview and document analysis. According to Cohen & Manion (1985), the process that involves two or three methods used to obtain data is called the triangulation method. According to them also the triangulation method is useful to avoid absolute trust to one method only that can cause misinterpretation of a picture about the validity or truth of a research.

Samsina (2013) says triangulation is a way to ensure the validity of the research findings using several methods and approaches of gathering information or data. This is one way of overcoming weakness or bias that may happen with only using one method or approach to gather information and data. Therefore, this method is very useful in ensuring the validity and trustworthiness as well as enforcing data that was obtained.

Observation

Observation is not involved when the researcher does not join in the research participant activity, even whether it will not disturb or hinder their activity (Samsina, 2013). This observation is carried out to see the understanding of students during the learning of modernizing CMP session. In addition, the researcher wants to indentify problems that are faced by students during when the learning process is ongoing. When the observation session is taking place, the researcher only uses a digital audio recorder device and observational notes only. Since the research participant does not allow video recording to be done throughout when the study was conducted.

Interview

To enhance the research study, researchers partially interviewed in a structured way two students of Year 10 that consists of one male student and one female student. Only the digital audio recorder and brief notes were used. According to Samsina (2013), structured partial interview enables researchers to control the respondent. In fact, it gives change to the reseacher to discuss and learn about issues or problems, explore opinions and views in a larger scope.

Document Analysis

To understand and obtain additional information about the place and participant of research, document analysis must be done. Focuses of the researcher include syllabus, practice, student practice book, notes that are prepared by teachers, test results and examinations. According to Othman (2015), information that is obtained from the concerned documents will help to add and explain data that was obtained and analyzed through observation and interview. In relation, document analysis that is used is important in adding and enhancing more the outcome of the findings.

Research Instrument

The researcher is the main instrument in the study. This is because the researcher serves as the lens throughout the study. Anything that is going on is seen from the perspective of the researcher and is then analyzed and described. Practice texts that is used in this study is the excerpt from CMP. The excerpts are taken from questions that are taken out during the GCE 'O' Level examination. The estimated paragraph in every practice text is between one to two and there is usage of dialog. The short note observation is done during monitoring in class and during reserch participant answers the practice of modernizing. After that, the short notes are changed to become complete notes to enhance and add to the research findings of the researcher. The researcher has carried out interviews towards two research participants. The outcome of the interview is used to enhance the findings about their strategies in modernizing CMP and their way of facing the constaints.

Research Findings and Discussion

This section discusses the research findings that was obtained by the triangulation method which are observation, interview and document analyses to answer two research questions and elaborating themes.

Modernizing CMP Strategy of Excellent Students

The teacher starts the learning process with showing a picture while asking students in a randomly manner. Then, teacher distributes CMP excerpts to students and the excerpt is also displayed on the blackboard. Consecutively, teachers ask several students to read the concerned excerpts out loud. Explanation is started by giving emphasis towards character, PSace background and time background as well as the process of abortion of the common CML words that are *maka, lalu, pun, -lah*, *-tah*. This session is also known as the pre modernizing stage. During the pre modernizing activity, ES is seen to give focus while making notes on a practice piece of paper (CMP excerpt). This is clear through (CLP1/ES/6.8.2016/pra memodenkan) and interview excerpt (TB4/ES/11.10.2016/pra memodenkan) as follows:

"emm..buat catitan sendiri, apa yang cikgu cakap..salin, buat catitan atu sendiri".

In fact, ES is seen to be actively involved during the learning and education process because when asked a question, ES can give the answer. Also, during being asked to identify CML that is shown on the blackboard, ES can state it correctly. Additionally, ES was found to have discussions with friends and ask questions to teachers about things that were not understood. This can be proved by the findings of the interview (TB4/ES/11.10.2016/pra memodenkan) as follows:

"Tanya cigu and kawan".

After the briefing session, teachers direct several students to do the common classical abortion process contained at the excerpt that is disPSayed at the blackboard. Apart from other students, ES also gives the right answers. Then, teacher of other several students is then asked to give the CML sentence meaning in bold. Next, teachers choose two students to convert the CMP excerpt to MML line by line.

Then, during the individual activity, teacher directs the student to do modernizing exercise. The main thing that is done by ES is reading the overall text. The second step, eliminating or aborting common classical words that are *maka, lalu, pun, -lah*, *-tah* and discourse markers or root word of the verse (*hatta, arakian, sebermula, kalakian*) by deleting them off. After the abortion process is done, ES reads again the excerpt to obtain meaning of CML word that are in bold. ES statement finding CML meaning is evident through (AD2/ES/1.9.2016/mencari makna) and interview findings TB6/ES/15.10.2016/mencari makna) as follow:

"emm..menukar ayat klasik atu jadi moden satu baris satu baris tapi misti faham makna ayat atu dulu".

The excerpt that uses dialog is converted to passive voice by ES. After finishing answering the exercise, ES refers back to the teacher to revise the answer.

Modernizing CMP Strategy of Weak Students

Research findings found that during the starting of the learning session, teachers show pictures and ask questions randomly. Teachers spread CMP excerpts to students and also display it on the blackboard. Instantly, teachers ask several students to read the CMP excerpt out loud. The briefing session starts with emphasizing about identifying character, place background and time background as well as the abortion process of common classical word that are *maka, lalu, pun, -lah*, *-tah*. This session is also as the pre modernizing session. During pre modernizing, PS is a student that is passive due to being quiet and does not do any kind of note taking nor asking teachers or discuss with friends. This is evident through the interview (TB4/PS/11.10.2016/pra memodenkan) as follows:

"Emm..cikgu mahu tahu semasa guru mengajar di dalam kelas mengenai memodenkan, apa yang kamu buat?".
"aa..saya akan dengar dan fahami apa cikgu cakap".
"Itu sahaja? emm..kamu tidak melakukan hal yang lain?".
"aa..tidak".

During the briefing session also, PS was found to read CML text multiple times and causes the PS to lose focus towards the explanation of the teacher. Upon completion of the briefing session, teachers ask several students to remove common clasical words that is in the excerpts that was displayed on the blackboard. One of them is a PS and the answer that was given is right. Then, teacher directs several other students to give meaning of classical words in bold. Next, teachers choose two students to convert the CMP excerpt to MML line by line.

After that, students were instructed to answer modernizing practices. The first step that is done by PS is reading the excerpt while removing CML words that are common and verse root word (*hatta, arakian, sebermula, kalakian*) or also known as classical discourse markers by removing those words. This is evident based on document analysis (CPS2/PS/20.9.2016/pra memodenkan) and the following interview excerpt (TB5/PS/13.10.2016/strategi memodenkan):

"aa..emm saya baca petikan tersebut dan meng cancel dan setelah itu saya akan tukar perkataan klasik dan buat arah sekeping kertas dan saya akan baca semula apa yang telah saya buat dan memperbaiki yang saya terlupa membuat".

PS only refers to friends if the excerpt is not understood. This is evident through inverview findings (TB6/PS/15.10.2016/strategi memodenkan) as follows:

"aa..cara memahami makna adalah membaca sebelum perkataan yang tersebut dan teka".

After that, PS copies the CML excerpt to answer paper and still can maintain the CML dialog usage. Yet, during the (TB2/PS/5.10.2016/strategi memodenkan) interview PS states after the common classical word abortion, the PS reads the text to obtain its meaning as shown as below:

"Emm..mula-mula saya akan baca semula petikan itu dan setelah itu saya dan teka apa perkataan itu".

In the end, PS was seen to read the answers again to ensure classical word that are common is not in the answer.

Strategy Differences between Excellent and Weak Performing Students

The main purpose is to see weakness that happened due to not undertanding TG. Based on the research findings using the triangulation method of observation, interview and document analysis has shown different strategies of modernizing CMP between ES and PS. According to Table 3, the differences that were identified were ES emphasizes the concept during pre modernizing with the motive to build understanding towards modernizing CMP. During the pre modernizing is taking place, there is an active involvement of ES by making notes from the explanation of teachers, discuss with friends and referring to teachers to understand CML excerpts. On the contrary, PS moves passively by only keeping quiet and

observe the explanation of teachers while reading excerpts and causes focus to dissapear. Sometimes PS will ask students during the exercise of answering and not to the teacher.

Strategy	ES	PS	Similarity	Differences
Strategy or technique of transferring classical malay language to modern malay language	3B1T (Read the whole text, remove classical word that are common, Then, read and change to MML line by line.)	BsBSB (Read text while removing classical words that are common. Then, excerpts are re-written. Read again to ensure again to ensure classical words are not in the answer.		
Understand meaning of classical word.	Read again sentence that are before classical words that are not known of its meaning and understand.	Read again sentence before classical words that are not known of its meaning and guess.	Read again.	ES-reads to understand meaning. PS-reads and guesses meaning.
Construct modern sentences	Read again text and understand its meaning. Then, change using simple sentence and permanent meaning.	BsBSB technique is used.		
Ongoing Learning Process	1. Explanation of teacher is noted. 2. Discuss with friends 3. Ask teachers questions.	Tries to understand the item delivered by the teacher while reading the excerpt. Sometimes losses focus.		ES-notes the discussion with friends and ask teachers. PS-read text and losses focus.
Obstruction	1. Time.	1. Time.	Time.	
	2. Find sentences that are easy to replace classical sentences.	2. A lot of classical words are not understood.		
		3. Long classical excerpts and dialogues.		

Figure 3 Student Strategy

During the exercise answering, ES applies the *3BIT* technique (read, remove, read and change) that is read the whole text and only then the removal of common classical word. Then, reading again and changing CML word by word. In fact, the *3BIT* technique clearly shows that ES follows every order and guidance that is explained by the teacher. For ES the guidance of teachers must be followed to give rise to understanding to ease the process of modernizing. In the meantime, PS then uses the *BsBSB* technique (read while remove, copy and read) that is read while removing classical word and copy excerpts only while reading them again to ensure that there is no usage of CML that is common.

Apart from that, findings show that ES read excerpts as a whole to understand excerpts (internal structure). Then, to understand lexicon (word) and CML phrase, ES removes the CML words that are common. After that, ES again does a repeated reading to obtain meaning of the (semantics) word and CML phrase. Transformation process happens after ES understands the internal structure level by doing a second repeat of the reading and changes it to MML line by line. In fact, CML dialogue is changed into active voice. Different is for PS, excerpt is read while removing common CML. After that, sentences are left behind are copied and excerpt is read again to ensure that there is no usage of common CML words in the answer. PS on the other hand still retains CML dialogue in the answer that is produced.

The behavior that is done by PS is identified as a misconception. Misconception happens when an invidivdual believes that his or her opinion is accurate. According to Martin et al (2002), misconception is an error of understanding of an idea. Misconception is a knowledge that is already present in a student about logic and opinion that is contradictory with scientific understanding (Tomita, 2008). PS was found to experience misconception towards technique to modernize classical Malay language even after CML word abortion although PS only copies the CML sentence. Supposedly, after finishing the abortion of classical words, research participant needs to change it to MML and not copy. In addition, to Eggen & Kauchak (2004), misconception is hard to change and gives a deep impact towards learning and education (Hanuscin, n.d.). This matter is what that happens to PS. The effect of misconception causes the process of modernizing that was done to be wrong because it was only copied from the excerpt after aborting classical word.

The research outcome show that ES does the reading repeatedly to ignite understanding towards CMP text. Understanding eases the PS search for suitable words and bring out sentence patterns into MML. However, the purpose of PS reading repeatedly after exercise answering sessions is because the lack of confidence to the answer. To instil confidence, PS reads again the answer and ensures that there is no usage of common classical word.

Strategy of Students Modernizing CMP from the TG Perspective

Figure 4 below shows as much as three main themes of CMP modernizing from the aspect of TG that has successfully been summarized through this exploration which include strategy of concept building; strategy of repeated reading; and abortion, transferring and connecting strategies.

Strategy of Concept Building

First is strategy of concept building that happens during pre writing. According to Marohaini (2000), pre writing stage is during the briefing session and before exercise is given to students. Through to pre writing or pre modernizing will help students to develop concept to understand topics that will be thought. To understand concepts (memahami petikan CML)

during the pre mdoernizing sessions, ES applies three ways where they are categorized as sub-theme that are making notes, discuss with firends and ask teachers. All three of these sub-themes are used to understand lexicon (CML vocabulary) and phrase or sentence to obtain its meaning (semantics) at the stage of internal structure (CMP text). In addition, it is in line with the opinion of Lim (1975) where the behaviour of language mastery is the ability of individuals to construct and understand sentences that has never been produced before that. In TG, understanding towards internal structure of the sentence is an important element before doing sentence transformation. It is clear that the actions of ES coincides with the track of TG that after understanding structure at the internal stage, only then transformation to produce sentence in the external structure stage will be materialized.

<table>
<tr><td colspan="5">COMPREHENSION</td></tr>
<tr><td rowspan="4">Internal Structure (prewriting)</td><td>Main Theme</td><td colspan="3">Subtheme (steps)</td></tr>
<tr><td>Concept Building Strategy</td><td></td><td>(3) Taking Notes
(4) Discussion
(5) Making references</td><td></td></tr>
<tr><td>Strategy of Reading Repeatedly and In Stages</td><td>(1) Extensive reading to understand overall meaning</td><td>(2) Extensive reading (build meaning based on lexical, context and dictionary sentence meaning)</td><td>(6) Reading scanning line by line</td></tr>
<tr><td>Transferring, Aborting and Connecting Strategy</td><td></td><td></td><td>(7) Transfer, abortion and connecting</td></tr>
<tr><td colspan="5">SENTENCE BUILDING</td></tr>
<tr><td>Surface Structure</td><td colspan="4">(8) Producing of modern Malay language sentence (writing)
(9) Revision of reading scanning (post-writing)</td></tr>
</table>

Figure 4 Modernizing CMP Theme from the Aspect of Generative Transformation.

Strategy of Repeated Reading

The second theme is repeated reading. This theme produces three sub-themes that are whole reading, repeated reading and line by line reading. Reading actually also involves mental processes. According to Pearson & Teirney (1984), the mental process that happens actively is to acquire meaning from the text that is read. In this case, ES does whole reading to understand the excerpt. According to Harris & Sipay (Yahya, 2007) reading is a process of making interpretations towards printed and written material while Smith (1994) states that reading then helps readers to acquire more output.

For Goodman (1973), reading is a psycholinguistic process because it is meaning produced by text observation that is read. Therefore, to ignite deep lexicon understanding to obtain semantics, ES does repeated reading to obtain word meanings of CML in MML. In accordance with the opinion of Jaludin (1989), says the meaning component in a word in a sentence according to TG can be expanded to become other sentences.

Before doing the transformation process in the outer structure, ES does reading line by line to understand phrase or sentence at the internal stage (CMP text) to know the sentence semantics for the purpose of easing the transformation that is done to produce MML sentence, grammatical sentence and active sentence. From the syntax aspect (process of sentence building that consists of the right pattern), CML consists of passive sentence and it has to be changed to active sentence but still has to retain its semantics in the sentence. In fact, to build MML sentence requires individuals to find suitable sentences (from the syntax aspect) and build sentences from subjects and predicates.

TG emphasizes sentences that originates from core sentence but in a form that is variable. Therefore, as of the opinion of Hayes (1969), generative transformation application will produce grammatical sentences.

Moving, Aborting and Connecting Strategy

The third theme is abortion of CML discourse markers. According to Halimah (1988), TG summarizing in phrase goes through moving, aborting and connecting phases of certain elements to produce grammatical sentences. This abortion process is made to help ES to obtain and understand meaning as well as phrases in excerpts. This is the same with TG summarizing where the occurence of abortion happens to publish verses that are accurate from the aspect of syntax in the surface structure level during transformation process. During CMP modernizing, to establish understanding towards internal structure, students must understand lexicon and phrases to achieve synonymous semantic sentences or words so that transformation can be done to MML with success. During transformation, there is a change of sentence pattern in the surface structural level. This is closely related to syntax. This is because, syntax is not only about sentence building process that consists of the right pattern but also the way words are arranged in sentences.

Ways to Overcome Constraints During Modernizing CMP

Table 5 shows the ES and PS marks acquisition. There is a significant difference between ES and PS. ES obtained marks between 10 to 13 through exercise (L1 to L8) and conversely PS acquired marks from three to four marks only. From the aspect of language, ES only changed CMP to MML well due to being able to understand the CML excerpt. However, PS did not change the CML sentence but only copies back the excerpt although after doing CML abortion that are common in the excerpt.

Table 5
Research Participant Marks

	Legend of Gulbaka-wali	Legend of Hang Tuah	Legend of Hang Tuah	Legend of Panji Semirang	Legend of Hang Tuah	Legend of Tajul Muluk	Legend of Raja-Raja Pasai	Malay History
ES	L1	L2	L3	L4	L5	L6	L7	L8
CONTENT/LANGUAGE	8	9	6	9	9	7	7	8
TECHNIQUE	4	4	4	4	4	4	4	4
SUM	**12**	**13**	**10**	**13**	**13**	**11**	**11**	**12**
PS	L1	L2	L3	L4	L5	L6	L7	L8
CONTENT/LANGUAGE	2	2	2	2	3	2	2	3
TECHNIQUE	1	1	1	1	1	1	1	1
SUM	**3**	**3**	**3**	**3**	**4**	**3**	**4**	**4**

The findings that were obtained show that ES faces constrains of finding the suitable sentences to construct MML. The way to overcome the problem is by finding easy sentences but retain its meaning according to the TG summarizing by understanding lexical and phrases to achieve its semantics by reading it again. While for PS, the obstruction that is faced is the factor of CMP itself that uses a lot of CML vocabulary, long excerpts and a lot of dialogue usage. However, PS settles this problem by reading again setences before the CML and copies CMP.

Time constraint is also a reason CML modernizing can not be done well. Norlina (2008), her study that was done states that one of the reason that is face by a student in an Arabic school during modernizing CMP is the time factor.

Conclusion, ImPSication and Recommendations

This section discusses reasearch findings, implications and recommendations. The recommendations that are were submitted can become referring, guiding and action material from teachers, researchers nor parties involved.

Research Conclusion

Research findings show the process of modernizing using TG as a guide. In TG, to produce sentence transformation, reader must understand internal structure from the lexical and phrase aspect to produce semantic components. By understanding the concept of modernizing it would be much easier for students to understand CMP. Reading text as a whole and the common CML abortion process helps students to understand vocabulary (lexical) and phrase or CML sentence for the purpose of achieving meaning (semantics). Objective of modernizing was succesfully operational after students understand the internal structure level and does the transformation to MML.

There are strategies of students overcoming the obstruction that had happened during the process of modernizing CMP. The obstruction that was faced only finding the suitable sentence in MML but meaning must be retained. To overcome the problem. Students uses strategies to read again the text. After that, students will give their best to use MML that is easy replace CMP.

Reseach ImPSication towards Students

Implication towards students can be seen through two aspects that are:

1. CMP modernizing strategies during teaching and educational session.

To understand CMP text and ease the process of modernizing, understanding concept is important. During pre modernizing, three elements to understand the concept has been practiced. Those elements are by noting the explanation of teachers, discussing with friends and referring to teachers.

2. Strategy of answering modernizing CMP as individuals

During the exercise answering, the behaviour of understanding concepts is no longer imPSemented. On the other hand, students read the overall text to understand and abort common CML. After, students read again to find meaning of words and sentences while changing them line after line.

Research ImPSication towards Teachers

With the availability of this research findings, not only teachers can increase but also make reflections to improve their teaching. Teachers can prepare activities or exercises that can help students to more understand the text. By practicing the strategy that was summarized it is hoped that it can help teachers to increase student understanding to answer modernizing CMP better. The main emphasis about modernizing concept is a strategy that can help understand CMP excerpts well. Other than that, repeated reading and abortion also is an important factor so the understanding in the internal structure level that has been achieved eases transformation excerpt production to MML.

Recommendation

Recommendations that must be done by teachers, the Ministry of Education and Department of Curriculum Expansion are:

(1) Teachers giving emphasis about concepts must happen earlier and effectively before teachers teach modernizing steps or techniques. With this, misconception in students can be avoided.
(2) Teachers must be sharp in problems that are faced in students. Teachers should know that every student is different in their levels of understanding and constraints that are faced by them. Therefore, by knowing their problems teachers can help them solve the constraint through varying learning.
(3) On the part Education Ministry must reveal to teachers with various methods to increase their teaching skills. Teachers PSay the role of helping student increase their understanding about the text that is read. Teachers must also be encouraged to execute research action and have a sharing session of learning and facilitation method.

Closure

This study was succesfully executed based on the research objective, methodology and theoretical framework to answer research questions and describe themes according to TG. Overall, research findings show that understanding internal structure of the classical prose sentence is an important item to be mastered first by students. Through understanding towards internal structure, students are able to determine meaning that wants to be delivered by the writer and then deliver back its meaning through surface sentence structure

in the modern Malay language. Findings that are obtained is hoped to be use by teachers or other researchers that does research about the use of CMP in teaching of Malay Language. In addition, focused resaerch of CMP modernizing are scarce. Therefore, related research needs, this study will be benefits and help teachers make references for their teaching and also help upgrade student skills**.**

References

Hamid, A. J. (1994). *Kepentingan Bahan Sastera dalam Pengajaran Bahasa Melayu*. Pelita Bahasa, Jilid 6, Februari.

Abd. Aziz, A. T. (2000). *Pedagogi Bahasa Melayu Prinsip, Kaedah dan Teknik.* Kuala Lumpur: Utusan Publications & Distributor Sdn. Bhd.

Abdul, C. (2009). *Psikolinguistik Kajian Teoritik.* Jakarta: Rineka Cipta.

Awang, S. (1988). *Penerapan Teori Linguistik Transformasi-Generatif dalam Analisis Teks: Satu Kajian Kesinambungan Bahasa*. Dalam Nik Safiah Karim. (Penyunting). Linguistik Transformasi Generatif: Satu Penerapan pada Bahasa Melayu. Ms. 63-94. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Cohen & Manion. (1985). *Research Methods in Education.* London: Crown Helm.

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design Choosing Among Five Traditions*. USA: Thousand Oaks.

Eggen, P., & Kauchak, D. (2004) *Educational Psychology: Windows, Classrooms*. Upper Saddle River: Pearson Prentice Hall.

Norlina, U. (2008). *Beberapa Kelemahan dan Punca-Punca Kelemahan Memindahkan Bahasa Melayu Klasik ke Bahasa Melayu Moden: Kajian Kes Di Dua Buah Sekolah Ugama Arab (Daerah Brunei Muara dan Tutong).* Universiti Brunei Darussalam.

Jaludin, C. (1989). *Semantik dan Pengajaran Bahasa: Penguasaan Makna Di Kalangan Murid-Murid Sekolah Menengah. Satu Kajian Kes Di Sekolah Menengah Menglait, Gadong.* Universiti Brunei Darussalam.

Halimah, W. A. (1988). *Teori Standard dalam Perkembangan Aliran Transformasi-Generatif*. Dalam Nik Safiah Karim. (Penyunting). Linguistik Transformasi Generatif: Satu Penerapan pada Bahasa Melayu. Ms. 63-94. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Hanuscin, D. (n.d.) *Misconceptions in Science E328*: Elementary Methods. http://www.indiana.edu/ ~w505a/studwork/deborah/ diakses pada 20 November 2016.

Hayes, C. W. (1969). *Linguistics and Literature: Prose and Poetry*. Hill, A.A. (ed). Linguistics. New York Voice of America Forum Lectures.

Jabatan Perkembangan Kurikulum. (1999). *Sukatan Pelajaran Bahasa Melayu Menengah Atas*. Kementerian Pendidikan, Negara Brunei Darussalam.

Jacobs, R. A., & Rosenbaum, P. S. (1968). *English Transformational Grammar*. London: Ginn and Company Ltd.

Janesick, V. J. (2011). *"Stretching" Exercises for Qualitative Researchers Third Edition*. University Of South Florida, USA.

Jeniri, A. (1998). *Strategi Penggunaan Bahan Sastera Bahasa Melayu KBSM*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Lim, K. B. (1975). *An Introduction to Linguistics for the Language Teacher.* Singapore: Regional English Language Centre, Monograph Series.

Lim, S. T. (2005). Keberkesanan Unsur Sastera Dalam Pemelajaran Bahasa Melayu. Universiti Putra Malaysia.

Mahzan, A. (2013). *Pendidikan Literasi Awal Kanak-Kanak Teori Dan Amali*. Penerbit Universiti Pendidikan Sultan Idris, Perak Darul Ridzuan.

Martin, R., Sexton, C. & Gerlovich, J. (2002) *Teaching Science for all Children: Methods for Constructing Understanding*. Boston: Allyn and Bacon.

Safiah, N. K. (1978). *Bahasa Malaysia Syntax Some Aspects Of Its Standardization.* Kuala Lumpur: Dewan Bahasa dan Pustaka.

Safiah, N. K. (1988). *Lingusitik Transformasi Generatif, Suatu Penerapan pada Bahasa Melayu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Othman, L. (2015). *Penyelidikan Kualitatif Pengenalan Kepada Teori dan Metode.* Penerbit Universiti Pendidikan Sultan Idris Tanjung Malim, Perak Darul Ridzuan.

Rozaiman, M. (2008). *BAHTERA: Bahan Sastera dalam Pengajaran Bahasa.* Bandar Seri Begawan: Dewan Bahasa dan Pustaka.

Makmun, R. (2011). *Stilistik: Manipulasi Gaya Bahasa Aliran.* Bandar Seri Begawan: Dewan Bahasa dan Pustaka.

Samsina, S. (2013). *Panduan Melaksanakan Kajian Tindakan di Sekolah.* Kuala Lumpur: Freemind Horizons Sdn. Bhd.

Simah, M. (2008). *Keberkesanan Strategi Metakognisi Dalam Pemahaman Membaca Teks KOMSAS Genre Prosa Tradisional*. Diakses pada 20 November 2016 daripada www.simahmamat.wordpress.com

Tomita, M. K. (2008). *Examining The Influence of Formative Assessment on Conceptual Accumulation and Conceptual Change*. Doctoral Dissertation, Stanford University.