

Compensation Mastery of Initial Compensation Men-And Weaknesses of Students Around Kuala Selangor

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Abstract

The mastery of remuneration is a problem for the students of National Type Tamil School (SJKT) in the Kuala Selangor district so that it is difficult to get good results in essay writing. Thus, there was a discrepancy between the Kuala Selangor district SJKT and the Language Unit, Kuala Selangor District Education Office. This study aims to achieve the following objective, which is to identify the level of mastery of the prefix Men- in the writing of SJKT students' essays around the Kuala Selangor district and summarize the errors of the prefix meN- to improve the effectiveness of learning Bahasa Melayu as a second language. This study was conducted in 10 SJKT in the Kuala Selangor district and was limited to 140 5th grade students randomly in each school. The instrument used is an essay selected from the collection of UPSR questions in 2019. Qualitative methods are used in the analysis of research data to analyze the weaknesses in terms of the selection of the prefix meN- in the essays of respondents based on Corder's Analysis Theory (1981) which focuses on the errors of non-native speakers of the Malay language. The findings of the study show that the use of the prefix meN- in essay writing is at a weak level which affects the quality of students' essay writing. The implication of this study is that it will be useful information about the mastery of grammar in Malay essay writing for all SJKT students and teachers throughout Malaysia. The results of this study are expected to help students, language teachers, schools and the Malaysian Ministry of Education to overcome students' weaknesses in the mastery of grammar and improve the performance of the Final Academic Session Test (UASA) results in the writing section.

Keywords: Remuneration, Mastery, Malay Language, SJKT Students, Fifth year students, Academic Session Final Test

Introduction

Mastery of the Malay language among students who master Malay as a second language is currently a major challenge in the education system even though our country has achieved independence for 63 years. In this era of globalization, the Malaysian Ministry of Education (KPM) has made various reforms and developments in the education system. One of them is the Education Development Master Plan (PPPM) 2013-2025. According to PPPM (2013-2025), student aspirations in the education system consist of elements such as knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality and national identity are given priority. KPM ensures that all students are able to master the skills in Malay and English as well as other languages which is the main mistake in the transformation of the education system.

The Primary School Standard Curriculum (KSSR) was introduced by the Ministry of Education and Culture in 2010 and began to be implemented in stages from 2011. KSSR prioritizes the principle of an integrated approach that prioritizes elements of knowledge, skills and combining values in order to create intellectual, spiritual, emotional, physical and social cohesion. In order to achieve comprehensive individual development, all subjects taught can meet intellectual, spiritual, emotional, physical and social needs, further developing each student's potential in an integrated manner.

In addition, the minimum time allocation for Malay language subjects at SJKT is 160 hours for level 1 and 144 minimum hours per year for level 2. Curriculum Standard Document (DSKP) 2016, outlined by the Ministry of Education and Culture for all subjects. According to DSKP Bahasa Melayu, although Malay language skills are set as the main component in Classroom Assessment (PBD), students must master and learn two main aspects, namely the grammar aspect and the language arts aspect. Furthermore, every student who finishes primary school should already know the skills of writing letters, syllables and sentences mechanically correctly and neatly.

In this study, emphasis is placed on the Grammatical Aspects Module, especially in the prefix meN-. However, the main focus of this Grammatical Aspects Module is about the morphology and syntax of the Malay language which is one of the main elements contained in essay writing. According to Muhammad (2020), the mastery of Malay grammar is a problem among students who learn Malay as a second language. Learning the grammar of the language is very important in mastering the Malay language. A solid mastery of the Malay language is important because the Malay language subject is a core subject in the Final Academic Session Exam for year 6 students. The Proficiency Level (TP) in the Malay language subject that determines whether a student enters transition or level 1 in secondary school. Pupils who get TP3, TP4, TP5 and TP6 will be placed in the 1st level class while students who get TP1 and TP2 are placed in transition classes in secondary school.

In this regard, grammar is a broad component in the field of grammar and must be mastered by students at the end of the school session according to the performance standards set by the Ministry of Education. According to Karim (2009), an affix is a language unit that is added to another form and there is a change in the meaning of something, including prefix affixes, suffix affixes, insertions and affixes. Yahya (2016), explained that the skill of writing an essay

is the highest level in language and grammar skills, especially the aspect of grammar that plays an important role. Therefore, mastering the perfect language system is very important in solid writing.

Failure of students to write grammatical sentences causes them to fail to write quality essays. There is no denying that essay writing among SJKT students is at a weak level. A series of previous studies prove that students make big mistakes in morphological aspects. A study conducted by Jaafar and Haron (2016), about Malay language mistakes that are often made by students of Yunnan National University, China. The study proves that the level of student achievement is moderate in morphological, syntactic and mechanical aspects.

Although many studies on the mastery of affixes among non-native speakers have been conducted, studies on the level of mastery of affixes in the writing of Malay language essays by SJKT students have still not been done. This study focuses on the mastery of the prefix meN- among year 5 students who study Malay as a second language at SJKT in the Kuala Selangor district using Corder's 1981 Theory of Analysis.

Objectives

The objectives of the study are as follows:-

- i. To identify the level of mastery of the prefix Men- in the writing of SJKT students' essays around the Kuala Selangor district.
- i. To summarize the error of preposition meN- in improving the effectiveness of learning Malay as a second language.

Literature Review

Research on the dominance of affixes in the writing of Malay language essays among native speakers and non-native speakers has been done by previous researchers and scholars. Mat & Shaid (2023) in the study of Language Errors in the Writing of Essays by Ethnic Minority Students have proven that the students make a lot of syntactic errors, that is, many write hanging sentences in essay writing due to a lack of knowledge about Malay language essay writing. Respondents are less knowledgeable about the concept of sentence construction and correct sentence structure.

Tenggok and Shaid (2023), a study on the Analysis of Language Errors in Malay Language Essay Writing by Middle School Students. The purpose of the study is to identify language errors and incompetence factors in Malay essay writing among Iban students. The findings of the study show that many respondents make the mistake of using less accurate punctuation in sentences and using less accurate affixes based on the written phrase.

Sultan (2023), on Syntactic Structure Analysis of Sporting Goods Advertisements in Malay has proven that Chinese, Korean and other languages do not use affixes to produce different word forms. The issue of affix dominance does not only occur among non-native speakers but also occurs among native Malay speakers. This is proven in the study of the Use of Malay Language Affixes among 8-Year-Old Children made by Baharom (2022). This study aims to identify the use of noun affixes among Malay children through their parents' speech. The findings of the study show the role of language input on the development of reward as well as the study of the speech of parents and guardians to prove that the process of language acquisition involves cognitive, social and linguistic.

Ting (2023), has done a study on the level of mastery and the relationship between the factors of attitude, motivation and environment of second language trainee teachers in Malay grammar. This study was conducted to identify the level of mastery of Malay grammar, describe the factors that affect the mastery of Malay grammar and identify the relationship between the factors, attitude, motivation and environment of trainee teachers in mastering Malay grammar. The findings of the study show that the level of mastery of trainee teachers in Malay grammar is at a good level even though Malay is not the mother tongue of the respondents. A person's mastery of Malay grammar cannot be differentiated by race because the level of mastery of second language speakers is sometimes better than that of first language speakers.

Rosly (2023), studied the Analysis of Grammatical Mistakes among the Orang Asli Pupils of Jakun Lenga, Muar, Johor. The purpose of the study is to identify and discuss the types of grammatical mistakes made by Jakun indigenous students at Kampung Baharu National School, Lenga, Johor. Data analysis shows that students commit four types of grammatical errors, namely changing letters with other letters, dropping letters in words, adding letters in words and redundancy in sentences. The results of the study show that there is a factor of weak mastery, lack of interest and lack of understanding of the Malay language which is the main contributor to failure towards the achievement of Malay literacy.

Murshidi (2023), made a study on the Differences in Verb Characteristics in Four Classes of Malay Verbs: Analysis from the Perspective of Role and Reference Grammatical Theory. This study aims to examine and report the differences in telic characteristics in four classes of verbs which consist of state, activity, achievement and completion exist in Malay. The findings of the study show that the classification of state predicates also clarifies the characteristics and content of state predicates in Bahasa Melayu. Predicate situation is a situation that contains an event or situation that is constant and continuous.

Din and Wahab (2022), made a study about the Misuse of Malay Language Infinitives in Instagram. The main objective of the study is to unravel the problems that arise regarding the use of remuneration that is often used in social media. This is a morphological study that focuses on the aspect of affixation. The findings of the study show that the pollution of Bahasa Malay occurs in Instagram due to prefixes, suffixes and suffixes. The use of the wrong suffix automatically affects the true meaning of the sentence that is intended to be conveyed in the caption.

Methodology

The design of this study is descriptive by using qualitative methods. Qualitative methods have been used in this study to understand the real event and the context of the study to be done without manipulating any real situation. The research that will be conducted requires a deep understanding of the research material, which is a set of essays by SJKT school students through the document analysis method. The method of document analysis in the form of triangulation is used to achieve the objective of the study in a descriptive and detailed manner in the form of a table. In relation to that, Corder's (1981) 1918 Theory of Analysis which consists of 12 components is applied to the analysis of data obtained through field research in 10 selected SJKT in the Kuala Selangor district. A total of 140 5th year students were used as respondents in this study. The selection of respondents was made randomly by the school by referring to, Manion and Morrison (2001) who said that as much as 60% of the total number of year 5 students at SJKT were selected as respondents in the study. The 2018 UPSR question paper

was used as a research instrument. For the completeness of this study, the researcher chose the first component which is to understand students' mistakes through the interview method. In addition, each essay sample will be analyzed one by one by reading, checking, identifying and then listing the errors in the use of the prefix *meN-* found in each essay sample.

Results and Discussions

In order to achieve the first objective, which is to identify the weaknesses of SJKT students in the Kuala Selangor district in writing Malay language essays, a field study was conducted on year 5 students in 10 selected SJKT in the Kuala Selangor district. A total of 140 respondents did essay exercises. Essay samples are read and reviewed by a specialist Malay teacher in the Kuala Selangor district. Field study data is transferred in tabular form to be analyzed in detail.

Schedule 1

The Mistakes Made By Respondents In The Prefix Men- In Writing Essays In Percentage

Types of mistakes with the prefix <i>men-</i> in essay writing						
Number of respondents	There is no use of affixes on base words	Incorrect use of suffixes	<i>me</i>	<i>mem</i>	<i>men</i>	<i>meng</i>
140	52	97	12	2	5	8
Percentage (%)	37.1	69.2	8.6	1.2	3.5	5.7

According to the third edition of the Grammar Hall Dictionary (2015), the prefix *meN-* is divided into four, namely *me*, *mem*, *men* and *meng*. Prefix errors *meN-* in the sample of respondents' essays consist of five types, namely no use of prefixes on base words, incorrect use of prefixes on base words, errors in the use of prefixes *me*, *mem*, *men* and *meng*.

Based on table 1, a total of 52 or 37.1% of the respondents made the mistake of not using an affix on the base word and a total of 97 respondents or 69.2% made the mistake of using the wrong affix. A total of 12 respondents that is 8.6% made a mistake in the use of the prefix *me* while a total of 2 respondents that is 1.2% made a mistake in the use of the prefix *mem*. A total of 5 respondents i.e. 3.5% made mistakes in the use of the prefix *men* and a total of 8 respondents i.e. 5.7% made mistakes in the use of the prefix *meng*. This proves that the level of mastery of remuneration among the respondents of the Tamil National Type School in the Kuala Selangor district is at a deplorable level. They lack knowledge and are confused in the selection and use of the correct prefix *meN-*.

In order to fulfill the second objective, which is to identify errors in the prefix *meN-* to increase the effectiveness of learning Bahasa Melayu as a second language. The process of recognizing the error of prefix *meN-* in Malay essay writing and the data analyst in detail using the 5 main steps of Corder's Error Analysis Theory (1981) namely collect language errors, identify language errors, describe language errors, explain language errors and evaluate and correct language .

Errors in prefix meN- in a sample of 140 respondents' essays from 10 selected SJKT has proved that the level of mastery of prefix meN- among Tamil school students in Kuala Selangor district is at a weak level. A total of six errors were identified in a sample of the respondents' essays titled 'Teacher's Day Celebration'. Errors in the samples of respondents' essays consist of the error of not using an affix on the base word, the error of using the wrong affix, the error of *me, mem, men and meng*.

Next, this study uses the interview method to achieve the second objective that has been presented. Interview findings found that Tamil school students in the Kuala Selangor district are weak in the mastery of the prefix meN- due to several main factors, namely lack of motivation in learning Malay as a second language, confusion, the attitude of students not to practice and teachers also play a role important in learning prefix *meN-*.

Conclusion

In conclusion, it was found that the level of mastery of the prefix meN- in writing Malay essays of SJKT students in the Kuala Selangor district is at a weak level. Although imbuan is considered a rather broad field and takes a long period of time to be fully mastered, students must master it in order to improve the quality of writing and dignify the Malay language in the world arena. Language is the soul of a nation.

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