

## **A Comparison between Different Ethnic in the Usage of Bahasa Melayu and English Language in ESL Classroom**

May May Grace Derioh<sup>1</sup>, Rabiha Maya Adiera Ab Rahim<sup>2</sup>,  
Yasir Yahya<sup>3</sup>

<sup>1,2</sup>Faculty of Education and Humanities, UNITAR International University, Malaysia, <sup>3</sup>Faculty of Modern Languages and Communication, University Putra Malaysia

Corresponding Author Email: [grace@unitar.my](mailto:grace@unitar.my)

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### **Abstract**

The aim of the study is to compare of how ethnic differences could affect the students' English language proficiency by looking at the influences of the students' mother tongue and the target language exposure at the classroom and home. As such, this study will contribute to a further insight that can enhance teaching strategies, promote inclusivity, and support students in their language learning journey. The research methodology is based on questionnaires which comply the frequency of both language usage in their daily conversation. A total of 70 students from different ethnicities were chosen as the samples of this study. However, the researcher has decided to narrow the number of samples into 60 students as there were only 2 types of ethnic group with the highest number, - Kadazan and Bajau. In addition, both ethnic groups are also the largest population in Sabah. The findings of the study reveal that there is no significant difference in language proficiency between the two ethnic groups, likely due to similar language exposure. However, interference from their respective dialects in their first language (L1) was observed, aligning with the 'weak' form of the Interaction Hypothesis. Additionally, questionnaire responses revealed similar patterns of language use in English classes across both ethnic groups, with most students choosing to speak English with their teachers and some also using English with peers both inside and outside the classroom. This study could be a great source of exploring the teachers' Perspectives on Managing Linguistic Diversity in ESL Classrooms for future research.

**Keywords:** Language Learning Theories, Bilingual, Mother Tongue, Krashen's Affective Filter, Limited English Proficient (ELP)

### **Introduction**

English is one of the most widely spoken languages globally, with 600-700 million people using it regularly, including 377 million native speakers. It is prevalent in over 100 countries and is a dominant language in international academic and business circles, often referred to as a

global language. While not officially recognized in many countries, English is widely taught as a second language, contributing to the rise of bilingualism and multilingualism worldwide. Bilingualism refers to individuals proficient in more than one language, a common feature due to factors like colonization, migration, and modernization.

Bilingual societies, like Malaysia, where multiple languages have official or significant status, are also common. In Malaysia, Bahasa Malaysia and English are both widely used, with English being a compulsory subject from the first grade and a medium of instruction for certain subjects since 2003. Bilingual education is subtly supported by the national education system.

The case study focuses on Sabah, Malaysia, particularly the Bajau and Kadazan ethnic groups. The Bajau, originally from the Philippines, are now the second-largest ethnic group in Sabah, while the Kadazan, closely related to the Dusun, form the largest indigenous group in the state. Both groups have distinct languages and dialects, reflecting the region's linguistic diversity.

### **Research Objective**

The objective of the study is to compare of how ethnic differences could affect the students' English language proficiency by looking at the influences of the students' mother tongue and the target language exposure at the classroom and home. The second objective of the study is to find a pattern of language use among the students in their English class by looking at the frequent use of the target language in the classroom. Hence this also consists of how the teachers promote an effective lesson or conducive environment which allows the students to speak the target language.

### **Research Questions**

The present study will focus on the following research questions:

- a. How do the ethnicity differences affect the students' English language proficiency?
- b. What are the patterns of language use among the students in their English class?

### **The role of ethnic group affiliation in second language proficiency development**

In today's increasingly multilingual world, failure to learn a second or foreign language can have serious socioeconomic consequences. To help people learn these languages, it is urgent to understand the factors that hinder or promote language acquisition. One factor that has recently come under study is the relationship people have with their primary social group. The intimate link between language and identity suggests that this relationship can shape people's attitudes and behavior, including language use and learning. Previous research by Gatbonton and Trofimovich (2008) proposed examining the relationship between people's sense of belonging to the group they were born into or claim membership in (henceforth Ethnic Group Affiliation or EGA) and the second language (L2) proficiency levels they have attained.

Previous research has yielded evidence for both positive and negative associations between EGA and L2 proficiency. For example, Gatbonton and Trofimovich (2008) found that a strong belief in the importance of language in defining group identity and strong support for one's own group's political aspirations were significantly negatively correlated with measures of L2

proficiency: the higher the EGA, the lower the L2 proficiency. A positive orientation towards both one's own and the target (L2) ethnic group was also significantly positively associated with higher L2 proficiency, consistent with the findings of Ellinger (2000) and Coupland et al. (2005) in other contexts. Finally, the EGA-L2 proficiency link was mediated by the amount of L2 use (Gatbonton & Trofimovich, 2008). In all this research, however, only a few EGA factors were examined, and EGA was found to be related only to some overall measures of L2 proficiency, not to specific aspects of L2 development, such as pronunciation or grammatical accuracy. Of the psychosocial variables that might mediate an EGA-L2 proficiency link, only the amount of L2 use has been studied.

Gatbonton and Trofimovich (2008) proposed two sets of studies to further investigate the EGA-L2 proficiency link. Study 1 re-examines this link using a larger sample of participants ( $n = 450$ ) from varied linguistic backgrounds, representing different contexts of L2 use (French Canadians, English Canadians, and Chinese), and employing wider-ranging EGA measures and more comprehensive L2 usage measures compared to previous work. The goal is to examine whether and how EGA dimensions, other than those investigated so far, are associated with global proficiency and whether and how L2 usage, measured more thoroughly than previously, plays a mediating role in the EGA-L2 proficiency link. It also focuses on other possible mediating variables, such as willingness to communicate (Clément, Baker & MacIntyre, 2003). By using different groups of participants, the study tests the generalizability of the EGA construct to other groups drawn from different contexts of L2 use. Study 2 examines the EGA-L2 proficiency link longitudinally, in contrast to previous research, which has been cross-sectional only.

### **Language and Group Identity**

The hypothesis that EGA might influence L2 proficiency levels attained is based on the intimate relationship between language and group identity (Edwards, 1985; Gumperz & Cook-Gumperz, 1982) documented in anecdotal and empirical studies (Pavlenko & Blackledge, 2004). Barring a few exceptions (e.g. Northover & Donnelly, 1996; Edwards, 1985), language is to most groups 'the pillar of ethnolinguistic identity' (Sachdev & Bourhis, 2005: 66), in other words, a symbol of who they are (Giles, 1967; Sachdev & Bourhis, 1990). Aware of this symbolic function, groups often pressure their members to behave in ways that ensure the maintenance and preservation of their language and protect their own existence.

The importance of language as a symbol of identity is especially felt at the level of the individual, where the identity function of language is called into constant play. Individuals possess multiple identities (e.g. gender, ethnic, professional) that they "negotiate" with lesser or greater enthusiasm in daily interactions, often being consciously aware of doing so (Noels et al., 1996; Pavlenko & Blackledge, 2004). In such day-to-day negotiations, individuals might manipulate either language, for example, by choosing which language to speak and to whom, or its specific features, for example, by choosing particular lexical items or by producing sounds in a particular way (Appel & Schoonen, 2005; Boberg, 2004; Doran, 2004; Kostinas, 1998; Shilling-Estes, 1995; Zuengler, 1989). Language choice as a strategy for negotiating identities is illustrated in Bailey's (2000) study of a Dominican teenager who code-switched from Spanish to Black English to emphasize either his Dominican identity or his blackness. The manipulation of specific language features for the same purpose is exemplified in the choice

of vowel sounds by residents of Martha's Vineyard (a US island) to mark their identity as islanders and to indicate their rejection of 'mainland' values (Blake & Josey, 2003; Labov, 1972).

While plausible, these EGA influences on L2 proficiency attainment have largely remained unexplored. One exception is Taylor et al. (1977) study of French-speaking Canadians that found that a high degree of perceived threat to the L1 group significantly correlated with low self-rated L2 proficiency. More recently, Ellinger (2000) reported a positive correlation between her Russian and Hebrew participants' strength of identification with their home groups and their achievement in English, as reflected in final examination grades and reading comprehension scores. Coupland et al. (2005) made a similar claim with English-speaking ethnically Welsh students whose strong personal affiliation with Welsh correlated with higher levels of L2 proficiency.

### **Methodology**

This is a quantitative study to investigate the relationship between the usage of Bahasa Melayu and English language among the Primary Six students, and to their ethnicity. This study was conducted in a primary school in Tuaran, Sabah. The school was selected because the researcher was substituting for an English teacher on maternity leave, providing an excellent opportunity to conduct the study and gather data at the school. The sample for this study consisted of three classes of Year Six students. They were chosen based on their ethnicity, as the researcher aimed to explore the relationship between ethnic diversity and the usage of Bahasa Melayu and English among the students.

For this research, the researcher first conducted a week-long observation during language classes. Additionally, the researcher had informal conversations with the language teachers, focusing on the students' attitudes towards using the target language during lessons and outside the classroom. The observation revealed that students had specific periods when they used the target language, English, while at school. Therefore, the researcher decided to investigate how frequently the students used the target language outside the classroom.

A total of 70 students from different ethnic backgrounds were initially selected for the study. However, the sample was narrowed down to 60 students, as the majority belonged to two ethnic groups: Kadazan and Bajau. These two groups also represent the largest ethnic populations in Sabah.

The items used in the questionnaire were adapted from the Language Background Scale by Baker (2001), in *Foundations of Bilingual Education and Bilingualism* (Clevedon: Multilingual Matters, pp. 20-21). The researcher made modifications to the questionnaire to better suit the students' language backgrounds, including some simplifications to facilitate easier analysis.

The questionnaire consisted of three sections. The first section included questions about the language the students use when talking to different people, gathering information on how frequently they use the target language with various individuals. The second section asked which language certain people use when talking to the students, providing insights into the

students' linguistic environment and exposure. Finally, the third section focused on the language students often use for activities such as reading, listening, watching, and writing, offering information on their attitudes toward using the target language.

Students were asked to tick 'v' in the column provided to indicate their answers to the questions stated. The questions were based on a five-point likert scale and there were five choices for each question.

- 1-Always in Bahasa Melayu
- 2-In Bahasa Melayu more often than English
- 3-In Bahasa Melayu and English equally
- 4-In English more often than Bahasa Melayu
- 5- Always in English

In Section A of the questionnaire, students were asked to indicate the language they use when speaking to various people, including family members (parents, siblings, grandparents), teachers, members of society, friends in the classroom, and friends outside the classroom. They had five options to choose from, each reflecting the frequency with which they use their first language (Bahasa Melayu in this study) and the target language, English. The options are listed below:

Since these options applied to Parts A, B, and C, they have already been discussed earlier in this section. To determine the students' language use patterns, the researcher noted that if a student selected the first option, "always in Bahasa Melayu," it indicates that the student rarely or never uses another language when speaking to certain people. The option "In Bahasa Melayu more often than English" suggests that the student uses both languages but still favors their first language. The third option, "In Bahasa Melayu and English equally," indicates that the student is balanced in both languages, also known as balanced bilingualism. However, measuring balanced bilingualism is challenging, as it requires proficiency in all four language skills—reading, writing, listening, and speaking. Furthermore, someone equally proficient in both languages may not necessarily pass as a native speaker in either language.

Finally, the fifth option, "always in English," indicates that the student prefers to use English exclusively when speaking to certain people. While this questionnaire does not provide an exact measurement of a student's proficiency in both languages, it serves as a valuable tool for gathering information on how frequently students use their first and second languages in daily activities. Moreover, it offers teachers insights into how they can motivate students to use the target language more effectively.

## **Results**

The purpose of the study was to find out whether ethnic diversity affects the usage of English language and their first language in their daily life, thus also identifying clusters of students' which dominant on one language or having a balance between the two languages, which are English and Bahasa Melayu.

## **Demographic Data**

The demographic data collected included gender, ethnicity group, and parents' occupation.

**Gender**

The respondents were mostly consisting of female students. Of the respondents, 51.7% (31) were female students, and 48.3% (29) were male students. (See figure 4.1)

**Gender**

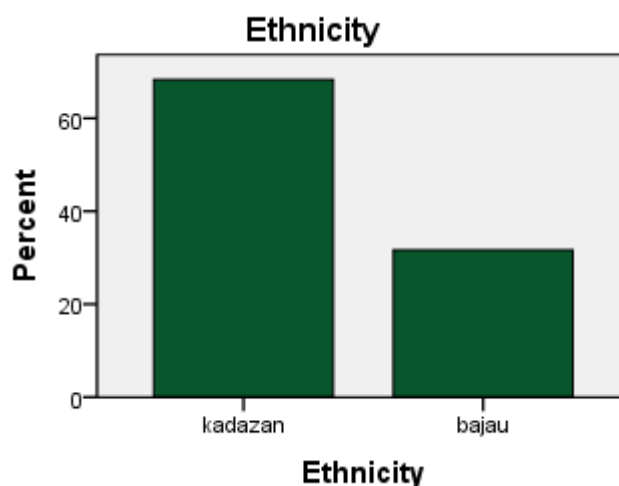
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	29	48.3	48.3	48.3
female	31	51.7	51.7	100.0
Total	60	100.0	100.0	

**Ethnicity Group**

A total of 70 students from different ethnicities were chosen as the samples of this study. However, the researcher decided to narrow the number of samples to 60 students as there were only 2 groups of ethnic groups with the highest number, - Kadazan and Bajau. In addition, both ethnic groups are also the largest population in Sabah. Of the respondents, 68.3% (41) were Kadazan and 31.7% (19) were Bajau.

**Ethnicity**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid kadazan	41	68.3	68.3	68.3
bajau	19	31.7	31.7	100.0



**Parents' Occupation**

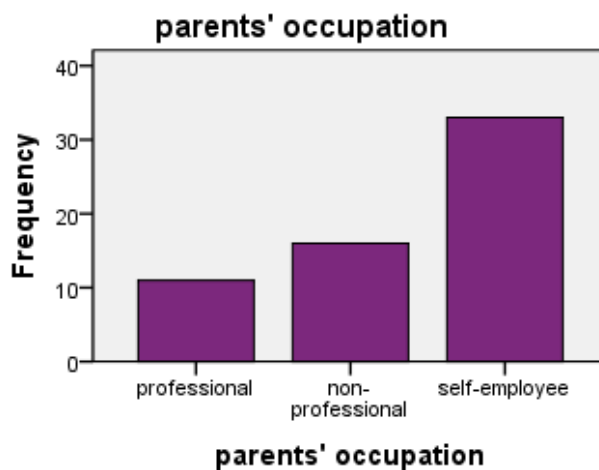
In this section, the researcher divided the respondents' parents' occupation into three categories. Occupations such as doctors, teachers, lawyers and accountants were categorized as professional. Meanwhile, laborer jobs and front-line sales and service jobs were

categorized as non-professional jobs. Lastly, the number of parents who are self-employed has the largest number among the categories, as most of them run family businesses. From the data collected, there were also a high number of mothers who are a housewife.

Of the respondents' parents, 18.3% (11) were under professional category. While 26.3% (16) were non-professional and the highest percentage were 55.0% (33) which were parents who were self-employed. (See figure 4.3)

**Parents' Occupation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid professional	11	18.3	18.3	18.3
non-professional	16	26.7	26.7	45.0
self-employed	33	55.0	55.0	100.0
Total	60	100.0	100.0	



**Kadazan Respondents**

The results from data analysis of the Kadazan group ethnic respondents (Part A of the questionnaire) were shown as below. All of 41 respondents filled in Part A of the questionnaire as shown in the statistic table. (See table 4.4)

**Statistics**

	Family	Teachers	Society	Friends inside the classroom	Friends outside the classroom
N Valid	41	41	41	41	41
Missing	0	0	0	0	0

Table 4.4

*Statistics of respondents in Part A*

Of the respondents, 61% (25) chose the option, which was *always in Bahasa Melayu*, in speaking with their family members. 36.6% (15), 26.8% (11) chose to speak *in Bahasa*

*Melayu more often than English* and only 12.2% (5) chose *in Bahasa Melayu and English equally*. None of the respondents chose options 4 and 5. (See frequency table 4.5)

Frequency Table 4.5

#### Family

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	25	61.0	61.0	61.0
in Bahasa Melayu more often than English	11	26.8	26.8	87.8
in Bahasa Melayu and English equally	5	12.2	12.2	100.0
Total	41	100.0	100.0	

Next, there were a quite high number in students who chose *in Bahasa Melayu and English equally*, which is 34.1% (14) when speaking to the teachers, although 36.6% (15) of them chose *always in Bahasa Melayu*, followed by 26.8% (11) who chose *in Bahasa Melayu more often than English* and lastly 2.4% (1) chose *in English more often than Bahasa Melayu*. From the table below, the students were using English language when speaking to the teachers which portrays the Interaction Hypotheses discussed earlier. The information gathered also showed that students have the effort to use the target language while at school.

#### Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	15	36.6	36.6	36.6
in Bahasa Melayu more often than English	11	26.8	26.8	63.4
in Bahasa Melayu and English equally	14	34.1	34.1	97.6
in English more often than Bahasa Melayu	1	2.4	2.4	100.0
Total	41	100.0	100.0	

To the society, 46.3% (19) students chose *always in Bahasa Melayu*, whereas only 4.9% (2) chose *always in English*. 17.1% (7) chose *in Bahasa Melayu and English equally*. Of the respondents, 29.3% (12) chose *in Bahasa Melayu more often than English* compared to 2.4% (1) students who has chosen *in English more often than Bahasa Melayu*.



**Society**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	19	46.3	46.3	46.3
in Bahasa Melayu more often than English	12	29.3	29.3	75.6
in Bahasa Melayu and English equally	7	17.1	17.1	92.7
in English more often than Bahasa Melayu	1	2.4	2.4	95.1
always in English	2	4.9	4.9	100.0
Total	41	100.0	100.0	

There were no significant differences between the results of which language students used when talking to friends inside and outside the classroom. The frequencies in both tables showed that students who chose *always in Bahasa Melayu* were higher than those who had chosen *in English more often than Bahasa Melayu*. Finally, only 2.4 %(1) of the respondent chose *always in English* when speaking to friends outside the classroom.

**Friends inside the classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	27	65.9	65.9	65.9
in Bahasa Melayu more often than English	8	19.5	19.5	85.4
in Bahasa Melayu and English equally	5	12.2	12.2	97.6
in English more often than Bahasa Melayu	1	2.4	2.4	100.0
Total	41	100.0	100.0	

**Friends outside the classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	29	70.7	70.7	70.7
in Bahasa Melayu more often than English	7	17.1	17.1	87.8
in Bahasa Melayu and English equally	3	7.3	7.3	95.1
in English more often than Bahasa Melayu	1	2.4	2.4	97.6
always in English	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Part B of the questionnaire gathers information in which language the following people speak to the respondents. Like Part A, the respondents were asked to choose from five options given in the questionnaire.

The results from data analysis of the Kadazan group ethnic respondents (Part B of the questionnaire) were shown as below. All 41 respondents filled in Part B of the questionnaire as shown in the statistic table. (See table 4.6)

**Statistics**

	Family	Teachers	Society	Friends inside the classroom	Friends outside the classroom
N Valid	41	41	41	41	41
Missing	0	0	0	0	0

Table 4.6

*Statistics of respondents in Part B*

In the first column, which was family, respondents only chose between option one and two. None of them has chosen options three, four and five. 58.5% (24) has chosen *always in Bahasa Melayu* whereas 41.5% (17) has chosen *in Bahasa Melayu often than English*. From the result obtained, the family members never or rarely use English language when speaking to the respondents. Hence, the first language was fully used at home.

**Family**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	24	58.5	58.5	58.5
in Bahasa Melayu more often than English	17	41.5	41.5	100.0
Total	41	100.0	100.0	

There was a significance difference in the results as 48.8% (20) respondents chose teachers speak *in Bahasa Melayu and English equally* to them compared to only 26.8% (11)

respondents chose *always in Bahasa Melayu*. A number of 9.8% (4) chose *in English more often than Bahasa Melayu* and 14.6% (6) chose *in Bahasa Melayu more often than English*.

### Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	11	26.8	26.8	26.8
in Bahasa Melayu more often than English	6	14.6	14.6	41.5
in Bahasa Melayu and English equally	20	48.8	48.8	90.2
in English more often than Bahasa Melayu	4	9.8	9.8	100.0
Total	41	100.0	100.0	

In the items for society, there was only option one, two and three were chosen by the respondents. The highest percentage chosen was *always in Bahasa Melayu*, which 53.7% (22) was followed by *in Bahasa Melayu more often than English*, which was 39.0% (16). Only 7.3% (3) respondents chose *in Bahasa Melayu and English equally*.

### Society

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	22	53.7	53.7	53.7
in Bahasa Melayu more often than English	16	39.0	39.0	92.7
in Bahasa Melayu and English equally	3	7.3	7.3	100.0
Total	41	100.0	100.0	

Similar to Part A, there were no significant difference in the results of Part B for respondents who answered the choice of language which friends inside and outside the classroom speak to them. The percentage of respondents who chose *always in Bahasa Melayu* for both items were slightly difference by less than 1%. 31.7% (13) of the respondents chose *in Bahasa Melayu more often than English* for friends inside the classroom compared to 22.0% (9) for friends outside the classroom. Meanwhile, only 7.3% (3) chose *in Bahasa Melayu and English equally* in friends outside the classroom.

**Friends inside the classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	28	68.3	68.3	68.3
in Bahasa Melayu more often than English	13	31.7	31.7	100.0
Total	41	100.0	100.0	

**Friends outside the classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	29	70.7	70.7	70.7
in Bahasa Melayu more often than English	9	22.0	22.0	92.7
in Bahasa Melayu and English equally	3	7.3	7.3	100.0
Total	41	100.0	100.0	

Part C of the questionnaire features the choice of language students mostly use in the following activities:

- Reading : books, newspapers
- Listening: music, radio
- Watching: movies, news broadcast
- Writing: emails to friends, stories, letters and articles

They were basically part of the language skills (except for watching) which includes speaking in Part A and B in the questionnaire earlier. From the results, the researcher has concluded the pattern on which activities the students mostly use their first language and target language. Basically, the researcher had labeled each two language skills under two categories; - academic and leisure.

- Academic : Reading and writing
- Leisure : listening and watching

The results from data analysis of the Kadazan group ethnic respondents (Part C of the questionnaire) were shown as below. All 41 respondents filled in Part C of the questionnaire as shown in the statistic table.

**Statistics**

	Reading books,newspapers	Listening to music, radio	Watching movies, news broadcast	Writing emails to friends, letters
N Valid	41	41	41	41
Missing	0	0	0	0

For reading, the highest percentage is *always in Bahasa Melayu*, which 36.6% (15) is compared to *always in English* which consist only 4.9% (2) of the respondents. Whereas 22% (9) of the respondents chose *in Bahasa Melayu more often than English* compared to only 12.2% (5) who chose *in English more often than Bahasa Melayu*. Though most of the respondents were dominant to Bahasa Melayu when comes to reading activity, 24.4% (10) would still read in Bahasa Melayu and English equally.

**Reading books,newspapers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	15	36.6	36.6	36.6
in Bahasa Melayu more often than English	9	22.0	22.0	58.5
in Bahasa Melayu and English equally	10	24.4	24.4	82.9
in English more often than Bahasa Melayu	5	12.2	12.2	95.1
always in English	2	4.9	4.9	100.0
Total	41	100.0	100.0	

In writing emails to friends, letters and articles, 36.6% (15) of the respondents chose *always in Bahasa Melayu* compared to only 4.9% (2) who chose *in English more often than Bahasa Melayu*. Whereas 29.3% (12) of respondents who chose *in Bahasa Melayu more often than English* and *in Bahasa Melayu and English equally*. Thus, academically, the respondents have a balanced language use in both languages. Though from the results, most of the respondent preferred to read in Bahasa Melayu reading materials, they show some effort in using English language when writing emails to their friends. This could be the vast usage of the Internet which features social networks that are accessible to all users.

**Writing emails to friends, letters**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	15	36.6	36.6	36.6
in Bahasa Melayu more often than English	12	29.3	29.3	65.9
in Bahasa Melayu and English equally	12	29.3	29.3	95.1
in English more often than Bahasa Melayu	2	4.9	4.9	100.0
Total	41	100.0	100.0	

Of the respondent, 31.7% (13) chose to listen to English songs, 29.3% (12) listens to Bahasa Melayu and English songs equally and 31.7% (8) chose to listen to English songs more often than Bahasa Melayu. Only 7.3% (3) and 12.2% (5) respondent chose *always in Bahasa Melayu*

and *in Bahasa Melayu more often than English* in this section. Thus, we can see that the respondents enjoy listening to English songs compare to songs in Bahasa Melayu.

#### Listening to music, radio

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	3	7.3	7.3	7.3
in Bahasa Melayu more often than English	5	12.2	12.2	19.5
in Bahasa Melayu and English equally	12	29.3	29.3	48.8
in English more often than Bahasa Melayu	8	19.5	19.5	68.3
always in English	13	31.7	31.7	100.0
Total	41	100.0	100.0	

Similar to the results from listening to music and radio, the percentage of respondents' choice of English language in watching movies and news broadcast were also higher than the percentage of respondents who chose Bahasa Melayu in the activity. 51.2% (21) chose to watch movies in both Bahasa Melayu and English movie, and news broadcast, 17.1% (7) of them chose *English more often than Bahasa Melayu*, whereas only 4.9% (2) chose *always in English*. As for the first language, 14.6% (6) chose *always in Bahasa Melayu* and 12.2% (5) remained *in Bahasa Melayu more often than English*.

#### Watching movies, news broadcast

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	6	14.6	14.6	14.6
in Bahasa Melayu more often than English	5	12.2	12.2	26.8
in Bahasa Melayu and English equally	21	51.2	51.2	78.0
in English more often than Bahasa Melayu	7	17.1	17.1	95.1
always in English	2	4.9	4.9	100.0
Total	41	100.0	100.0	

#### Bajau Respondents

The results from data analysis of the Bajau group ethnic respondents (Part A of the questionnaire) were shown as below. All of 19 respondents filled in Part A of the questionnaire as shown in the statistic table. (See table 4.7)

Table 4.7

Statistics of respondents in Part A  
Statistics

	Family	Teachers	Society	Friends inside the classroom	Friends outside the classroom
N Valid	19	19	19	19	19
Missing	0	0	0	0	0

The frequency table below shows the results for which language the respondents speak to their family members. For this item, the respondents only choose option one to three from five options given. 68.4% (13) chose always in Bahasa Melayu when speaking to their family members, 15.8% (3) chose Bahasa Melayu more often than English and in Bahasa Melayu and English equally.

#### Family

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	13	68.4	68.4	68.4
in Bahasa Melayu more often than English	3	15.8	15.8	84.2
in Bahasa Melayu and English equally	3	15.8	15.8	100.0
Total	19	100.0	100.0	

Next, the more than half of the respondents chose to speak in Bahasa Melayu more often than English to their teachers. 47.4% (9) of them chose *always in Bahasa Melayu* and 26.3% (5) chose *Bahasa Melayu more often than English*. Whereas only 26.3% (5) has chosen *in Bahasa Melayu and English equally*.

#### Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always in Bahasa Melayu	9	47.4	47.4	47.4
in Bahasa Melayu more often than English	5	26.3	26.3	73.7
in Bahasa Melayu and English equally	5	26.3	26.3	100.0
Total	19	100.0	100.0	

The respondents also chose Bahasa Melayu more often when speaking to society. From the table below, 68.4% (13) chose always in Bahasa Melayu, 15.8% (3) chose in Bahasa Melayu more often than English and in Bahasa Melayu and English equally. Hence the result is similar to the frequency in speaking with family members.

**Society**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always in Bahasa Melayu	13	68.4	68.4	68.4
	in Bahasa Melayu more often than English	3	15.8	15.8	84.2
	in Bahasa Melayu and English equally	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

**Friends inside the classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always in Bahasa Melayu	14	73.7	73.7	73.7
	in Bahasa Melayu more often than English	2	10.5	10.5	84.2
	in Bahasa Melayu and English equally	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

The result obtained from friends inside and outside the classroom did not show any significant difference as the percentages for both items were slightly the same. For both items, 73.7% (14) chose *always in Bahasa Melayu* and 15.8% (3) chose *in Bahasa Melayu and English equally*.

**Friends outside the classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always in Bahasa Melayu	14	73.7	73.7	73.7
	in Bahasa Melayu more often than English	3	15.8	15.8	89.5
	in Bahasa Melayu and English equally	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

The results from data analysis of the Bajau group ethnic respondents (Part B of the questionnaire) were shown as below. All of 19 respondents filled in Part B of the questionnaire as shown in the statistic table above. (See table 4.7)

The result shown below is the percentages on which language the following person speak to the respondents. 52.6% (10) respondents answered their family member speak always in Bahasa Melayu to them and 15.8% (3) speak in Bahasa Melayu more often than English. 21.1%



(4) chose *in Bahasa Melayu and English equally* and 5.3% (1) chose *in English more often than Bahasa Melayu and always in English*.

**Family**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	52.6	52.6	52.6
	3	15.8	15.8	68.4
	4	21.1	21.1	89.5
	1	5.3	5.3	94.7
	1	5.3	5.3	100.0
Total	19	100.0	100.0	

In the teachers' section, 36.8% (7) respondents chose *always in Bahasa Melayu* compared to only 31.6% (6) chose *in Bahasa Melayu and English equally*. Whereas there was an equal percentage in respondent who chose *in Bahasa Melayu more often than English and in English more often than Bahasa Melayu*, which was 15.8% (3).

**Teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always in Bahasa Melayu	7	36.8	36.8	36.8
In Bahasa Melayu more often than English	3	15.8	15.8	52.6
In Bahasa Melayu and English equally	6	31.6	31.6	84.2
In English more often than Bahasa Melayu	3	15.8	15.8	100.0
Total	19	100.0	100.0	

Next, 57.9% (11) respondents answered the society always speak in Bahasa Melayu to them while only 31.6% (6) answered in *Bahasa Melayu and English equally*. Only 5.3% (1) respondent answered *in Bahasa Melayu more often than English and Always in English*.

**Society**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always in Bahasa Melayu	11	57.9	57.9	57.9
In Bahasa Melayu more often than English	1	5.3	5.3	63.2
In Bahasa Melayu and English equally	6	31.6	31.6	94.7
Always in English	1	5.3	5.3	100.0
Total	19	100.0	100.0	

The result in friends inside and outside the classroom is shown below. Both items showed that the respondents' friends mostly speak Bahasa Melayu to them. Both items has the highest percentages in *always in Bahasa Melayu* which was 63.2% and 68.4%. only 15.8% and 21.1% respondents chose in English and Bahasa Melayu equally.

**Friends inside the classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always in Bahasa Melayu	12	63.2	63.2	63.2
In Bahasa Melayu more often than English	2	10.5	10.5	73.7
In English and Bahasa Melayu equally	3	15.8	15.8	89.5
In English more often than Bahasa Melayu	2	10.5	10.5	100.0
Total	19	100.0	100.0	

**Friends outside the classroom**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always in Bahasa Melayu	13	68.4	68.4	68.4
In Bahasa Melayu more often than English	2	10.5	10.5	78.9
In Bahasa Melayu and English equally	4	21.1	21.1	100.0
Total	19	100.0	100.0	

The results from data analysis of the Bajau group ethnic respondents (Part C of the questionnaire) were shown as below. All of 19 respondents filled in Part C of the questionnaire as shown in the statistic table.

**Statistics**

		Reading	Listening	Watching	Writing
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		2.1053	3.7368	3.2632	1.7368
Std. Deviation		.99413	1.36797	1.19453	.93346

Similar to the discussion in Part C of the Kadazan respondents, the researcher also found out that the respondents from the Bajau group ethnic also chose always in Bahasa Melayu when it comes to reading and writing. 36.8% (7) chose for reading and 57.9% (11) in writing. Only 36.8% (7) chose in Bahasa Melayu and English equally in reading and 31.6% (6) in writing activity.

**Reading**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always in Bahasa Melayu	7	36.8	36.8	36.8
	In Bahasa Melayu more often than English	4	21.1	21.1	57.9
	In Bahasa Melayu and English equally	7	36.8	36.8	94.7
	In English more often than Bahasa Melayu	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

**Writing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always in Bahasa Melayu	11	57.9	57.9	57.9
	In Bahasa Melayu more often than English	2	10.5	10.5	68.4
	In Bahasa Melayu and English equally	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

As for listening to music and watching movies activity, the percentage of respondents who chose English over Bahasa Melayu was also higher compared to the other two activities. 36.8% (7) chose to listen to English songs compared to 10.5% (2) who chose *always in Bahasa Melayu*. The percentage of respondent who chose in English more often than Bahasa Melayu was also higher than respondent who chose in Bahasa Melayu more often than English, which was 31.6% compared to only 10.5%.

**Listening**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always in Bahasa Melayu	2	10.5	10.5	10.5
	In Bahasa Melayu more often than English	2	10.5	10.5	21.1
	In Bahasa Melayu and English equally	2	10.5	10.5	31.6
	In English more often than Bahasa Melayu	6	31.6	31.6	63.2
	Always in English	7	36.8	36.8	100.0
	Total	19	100.0	100.0	

As we can see from the table below, there were a lower percentage of respondents who chose to watch movies and news broadcast in Bahasa Melayu compared to English. The cumulative percentage of respondents who chose Bahasa Melayu in this activity was only 21.1% (4). Thus, this also concludes that there was similarity in the pattern of first and second language usage between both ethnic groups. Most of the respondent from both ethnic preferred to listen to English songs and movies compared to reading and writing activities. Hence, the researcher will discuss the answers to the research questions which were stated in chapter 1 of the study in the discussion section.

**Watching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always in Bahasa Melayu	2	10.5	10.5	10.5
	In Bahasa Melayu more often than English	2	10.5	10.5	21.1
	In Bahasa Melayu and English equally	7	36.8	36.8	57.9
	In English more often than Bahasa Melayu	5	26.3	26.3	84.2
	Always in English	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

**Parents' Socioeconomic Status**

In this section, the results shown were the researcher's attempt to find significant result on the effect of parents' socioeconomic status on the students' English language acquisition. There were two (3) groups divided; professional, non-professional group and self-employed group. As mentioned earlier, the professional group consists of parents who are working as educators, doctors, and lawyers. Whereas non-professional group consists of parents who are working in the minor sector, such as clerk, assistant and self-employed group consists of parents who run family business.

**Statistics**

Professional

N	Valid	11
	Missing	0

**Professional**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Always in Bahasa Melayu	6	54.5	54.5	54.5
	In Bahasa Melayu more often than English	3	27.3	27.3	81.8
	In Bahasa Melayu and English equally	1	9.1	9.1	90.9
	In English more often than Bahasa Melayu	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

The results from the table shown above shows that 54.4% of the parents who are working in the professional group chose to speak Bahasa Melayu to their children, 27.3% in Bahasa Melayu more often than English whereas only 9.1% from the group were using Bahasa Melayu and English equally as well as in English more often than Bahasa Melayu.

**Statistics**

Non-professional

N	Valid	16
	Missing	0

**Non-professional**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Always in Bahasa Melayu	6	37.5	37.5	37.5
	In Bahasa Melayu more often than English	8	50.0	50.0	87.5
	In Bahasa Melayu and English equally	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

The results from the non-professional group as shown in the table above indicates that parents from the non-professional group were also in favor of speaking Bahasa Melayu more often than English to their children. There was only slightly difference in the number of parents who speak in Bahasa Melayu and English equally in this group compared to the professional group earlier, which was 12.5% > 9.1% . Whereas 37.5% always in Bahasa Melayu and 50% in Bahasa Melayu more often than English.

**Statistics**

Self employed

N	Valid	33
	Missing	0

**Self employed**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Always in Bahasa Melayu	22	66.7	66.7	66.7
	In Bahasa Melayu more often than English	10	30.3	30.3	97.0
	In Bahasa Melayu and English equally	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Lastly, the result for self-employed parents' shows that 66.7% were speaking only in Bahasa Melayu to their children, 30.3% were using Bahasa Melayu more often than English and only 3.0% in Bahasa Melayu and English equally.

To conclude, the researcher has gained the information needed from the questionnaires which answered the research questions. As seen on the results, we can identify that there is no significant effect on the students' language proficiency in both ethnicities. This could be the reason for the exposure of language is the same in both ethnicities. However, there is also interference from their respective dialects in their L1. Which means, the students' language proficiency is based on the 'weak' form of the Interaction Hypothesis.

Next, from the questionnaires, we can identify that the pattern of language use among the students in their English class is similar in both ethnic. Most students chose to speak English with their teachers in the classroom. There were also respondents who use the target language to speak with their peers in the classroom and outside the classroom.

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