An Analysis of Errors in Jawi Writing: An Overview of the Mastery in Writing Jawi for j-QAF Trainee Teachers

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ABSTRACT

This study aimed to explore the forms of Jawi spelling mistakes faced by j-QAF trainee teachers in their bid to uphold Jawi spelling in present time via the implementation of Jawi Restoration Model Jawi in greater depth. This study used quantitative research methods with descriptive design, implemented using purposive sampling via distribution of questionnaires to all j-QAF teachers within the state of Terengganu, Kelantan and Pahang. Data acquired was analyzed using the Statistical Package For The Social Science (SPSS) software version 18. The study shows that Jawi spelling proficiency among j-QAF teachers is satisfactory with an average min value of 0.73. However, the inability to master the latest Jawi spelling appropriately had roused the concern that it will affect students' teaching and learning process (TnL). Therefore, j-QAF teachers really need to enhance their mastery and understanding of the latest Jawi spelling system in addition to the initiative of streamlining their interests, skills and use of ICT in teaching Jawi.

Keywords : Analysis of Errors, Jawi Writing, j-QAF Trainee Teachers

INTRODUCTION

Early education system in Malaysia began with the use of Jawi. Textbooks as well as teaching and learning materials were written in Jawi whilst some were written in Arabic (Nik Rosila 2007). Jawi terms had never been used until the introduction of the Latin alphabet introduced by the Westeners. Prior to that, the written form of Malay language took the Jawi form. Jawi writing was adapted from Arabic which was adapted into Malay phonemes. There are various forms of Jawi writing being practiced. However, three major patterns dominated the orthographic form of Jawi spelling in the 20th century in Malaysia, namely the one introduced by P.Bm.P.B. Pact, the Za'ba spelling system and Dian spelling system.

The P.Bm.P.B. spelling system was introduced in 1937 by The Malay Language and Johor Royal Literary Book Pact (P.Bm.P.B.) which later published the "P.Bm.P.B. Spelling Manual". The book was a brief one and served as the ultimate guide for Jawi writing in the state of Johor. This particular spelling system was arranged by Major Dato' Haji Muhammad Said bin Haji Sulaiman in a book entitled *Katan Kamus Melayu* in 1936 (Tuan Zaifatul Akmal 2004). On the other hand, the Za'ba spelling sytem was founded by Zainal Abidin bin Ahmad (Za'ba). He wrote the *Daftar Kata Ejaan Melayu: Jawi-Rumi* book in 1938 which was later published in 1949. The advantage

of this spelling system was down to it's completeness, thorough, systematic and it met the requirement at that particular time as compared to spelling sytem founded by the Pact. Dian Spelling Sytem was introduced in 1970 via Dian-Diajes Magazine. Dian Spelling System has put greater emphasize on the use of phonetic spelling system in Jawi spelling rules (Dian Magazine 1973, volume 57).

The implications of the diversity of this spelling forms had led to the standardization of Jawi spelling system by Dewan Bahasa dan Pustaka (DBP) via the introduction of Jawi spelling system known as the Jawi Spelling Guide (PEJYD) which was completed in 1984. It spread to the rest of the country was officially in 1986 before last updated in 1987, the second and third edition in 1993. In 2005, Jawi General Guideline for Malay language (PUEJBM) was introduced by the DBP via Malay language vocabulary in 2005. The struggle to uphold Jawi writing gathered its support and encouragement from various parties when Tun Abdullah Haji Ahmad Badawi introduced the Jawi Restoration Model in j-QAF programs at secondary schools beginning 2005 when he was the Fifth Prime Minister of Perdana Menteri Malaysia (Kementerian Pelajaran Malaysia 2004; 2007).

LITERATURE REVIEW

According to Mohd Yusuf et. al. (2012), youths among the Malays no longer 'recognize' (or are unable) to read and write in Jawi. A study conducted by Madihah (2007) and Suryati (2003) demonstrated that the Jawi proficiency among students and youths from Malay community is at moderate level. The common view that current Malay individuals are no longer interested Jawi writing is evident with the production of Jawi newspaper published by Utusan Melayu Mingguan coming to an end (Ismail 2012). Lack of proficiency in spelling is also plaguing the teachers using the Jawi writing. Based on previous studies, it was found that the level of Jawi proficiency among future teacher (trainee teacher) is somewhat weak. It shows that up to 42% or 23 out of 50 trainee teacher obtained mark below 50% (Asyraf Ridwan 2 011 : 191-194). Thus, This study aims to share information and refine some of the findings of a study on the problems faced by j-QAF teachers to apply PUEJBM Jawi spelling system in their teaching and learning process (PdP). Questions that are intended to be addressed in this study are; (i) What kind of Jawi spelling errors encountered by j-QAF teachers? and (ii) What is the level of proficiency on General Guideline for Malay Jawi Spelling (PUEJBM) by j-QAF teachers?

DEFINITION OF ERROR ANALYSIS

According to Brown (1987), error analysis is defined as a process whereby researcher observe, analyze, and identify student's forms of mistake to obtain information on students' learning. In addition, Gass and Selinker (2008) define mistake as "red flag" which provide evidence on students' mistakes in terms of their knowledge concerning the mastery of second language. However, this study will concentrate on the errors that occur in the process of transliterating spelling of Latin alphabet into Jawi. It should be noted that that the Malays have two forms written language namely the Latin alphabet and Jawi. If previously the Malays would have to transliterate Latin texts into Jawi in pursuing the stage of civilization and being a civilized race, now they would have to transliterate the Latin texts into Jawi to revive their heritage of knowledge.

THE CONCEPT OF LAPSES, ERRORS AND MISTAKES

According to Ellis (2000), James (1998) and Corder (1985) errors can happen in the form of verbal or utterance errors (lapses), slips and mistakes. Lapses can occur as a result of deviations in speech and unintentional writing. In addition, mistakes can occur as a result of the inability of the speaker or writer using precise and appropriate words. Errors occur when the user has not yet mastered the language method, causing him or her to form specific patterns.

Lapses has no significant impact in the field of pedagogy and are usually forgiven whereas language mistakes can occur asystematically. Corder (1985) refers to this as 'errors of performances'. Language errors, on the other hand, occur systematically and called as 'errors of competence'. Therefore, errors of competence becomes the main focus of this study because it carries great effect towards the problem of spelling and writing Jawi form. In this study, the researcher will analyze form of mistakes committed.

METHODS, FINDING, ANALYSIS AND DISCUSSION
METHODS

This study is designed as a descriptive study. In other words, it is a survey form which uses questionnaire to obtain the necessary data. The questionnaire instrument was built specifically for this study.

The sample was selected based on purposive sampling and has been implemented on 80 j-QAF trainee teacher consisting of male and female students from Terengganu as respondents. Data collection was carried out through the survey form to measure the levels of practice, Jawi proficiency and pattern of mistakes found in Jawi spelling. Researcher selected 80 trainees as the sample for this study. Even though the sample size was quite minimum, it was enough to serve the purpose of this study. According to Siegel & Castellan (1988), the minimum sample size should be 30 individuals.

Since this study was also designed based on quantitative study using descriptive statistics, data were analyzed using the Statistical Package For The Social Science (SPSS) software version 18.

FINDING AND ANALYSIS

The study focuses on two main research questions, namely; (i) What are the forms of Jawi writing mistakes made by j-QAF teachers? and (ii) What are the levels of PUEJBM proficiency among j-QAF teachers? The researcher is of the opinion that a study on the forms of mistake committed in Jawi writing is very important to measure the proficiency levels of these teachers. Besides that, it will assist researchers in identifying key issues regarding Jawi spelling and writing system. The majority of j-QAF teachers came from PUEJBM generation. In fact, if the teachers themselves were found to be facing the problem, what about the general public and those students in schools?

Research Question 1 :
What are the forms of Jawi writing mistakes made by j-QAF teachers ?

Table 1 : Spelling for monosyllable root words with KVK pattern.N=80

No.	Word (Malay)	Patern	Correct		Wrong	
			f	%	F	%
1	*Had*	KVK	74	92.5	6	7.5
2	*Jam*		74	92.5	6	7.5
3	*Hal*		56	70.0	24	30.0
4	*Bab*		80	100	-	-
5	*Wap*		62	77.5	18	22.5
6	*Kek*		76	95.0	4	5.0
7	*Bil*		80	100	-	-
8	*Gol*		80	100	-	-
9	*Volt*		50	62.5	30	37.5
10	*Tut*		78	97.5	2	2.5

Table 1 shows that the pattern for Jawi spelling mistakes for monosyllable words is relatively low with overall mean value of 88.75. There are three questions that can be answered correctly by all respondents namely the words "bab", "bil" and "gol". In addition, word that scored the lowest number of correct answer is "volt" with a total number of respondents giving correct answer is 50 or (62.5%) followed by te word "hal" with the number of respondent spelling correctly 56 (70.0%). The above findings clearly indicate that j-QAF teacher encountered relatively less problems in spelling monosyllabe words with KVK pattern.

Table 2 : Spelling of bisylable words with KV-KV, KVK-KV, V-VK,
V-KVK, KV-VK, KV-KVK, VK-KVK and KVK-KVK patterns. N=80

No.	Word (Malay)	Pattern	Correct		Wrong	
			f	%	f	%
1	*Air*	V-VK	12	15.0	68	85.0
2	*Dada*	KV-KV	80	100.0	-	-
3	*Drama*	KV-KV	76	95.0	4	5.0
4	*Baka*	KV-KV	62	77.5	18	22.5
5	*Duga*	KV-KV	58	72.5	22	27.5
6	*Teka*	KV-KV	72	90.0	8	10.0
7	*Tema*	KV-KV	74	92.5	6	7.5
8	*Harga*	KVK-KV	62	77.5	18	22.5
9	*Murka*	KVK-KV	58	72.5	22	27.5
10	*Rakyat*	KVK-KVK	36	45.0	44	55.0
11	*Zikir*	KV-KVK	48	60.0	32	40.0
12	*Sistem*	KVK-KVK	58	72.5	22	27.5
13	*Kempen*	KVK-KVK	62	77.5	18	22.5

14	*Kampung*	KVK-KVK	36	45.0	44	55.0
15	*Sesi*	KV-KV	52	65.0	28	35.0
16	*Ikan*	V-KVK	72	90.0	8	10.0
17	*Untuk*	VK-KVK	76	95.0	4	5.0
18	*Zalim*	KV-KVK	62	77.5	18	22.5
19	*Sabar*	KV-KVK	76	95.0	4	5.0
20	*Arif*	V-KVK	20	25.0	60	75.0
21	*Takwa*	KVK-KV	72	90.0	8	10.0
22	*Buih*	KV-VK	44	55.0	36	45.0
23	*Aising*	V-KVK	8	10.0	72	90.0
24	*Taat*	KV-VK	78	97.5	2	2.5
25	*Emak*	V-KVK	72	90.0	8	10.0
26	*Ombak*	VK-KVK	68	85.0	12	15.0
27	*Surat*	KV-KVK	56	70.0	24	30.0
28	*Imlak*	VK-KVK	68	85.0	12	15.0
29	*Tasdik*	KVK-KVK	62	77.5	18	22.5
30	*Pokok*	KV-KVK	62	77.5	18	22.5

Pattern for the highest speling mistake for bisyllable tested upon the respondents are V-KVK pattern for "aising" words which recorded only 8 individuals who spelled correctly (10%) and the remaining 72 (90%) spelled wrongly, followed by the word "air" with V-VK pattern with 12 individuals spelled correctly or (15%) whilst remaining 68 spelled wrongly (85%). For the word "arif" with V-KVK pattern, a total of 20 individuals (25%) spelled correctly whilst 60 individuals got it wrong (75%). In addition, for the word "kampun" and "rakyat" with KVK-KVK pattern shows that there were 36 individual managed to spell the words correctly (45%) whilst the remaining 44 spelled wrongly (55%). Findings presented in Table 2 clearly indicate that mistake patterns for Jawi spelling for the two-syllable (bysyllabic) words are still at a good level with overall mean of 72.58.

Table 3 : Spelling for trisyllable words with -VKV, -VKVK, -VKKVK,
-KVV,-KVKV, -KVVK and –KVKVK pattern. N=80

No.	Word (Malay)	Pattern	Correct		Wrong	
			f	%	f	%
1	*Niaga*	-VKV	68	85.0	12	15.0
2	*Ajaib*	-KVVK	28	35.0	52	65.0
3	*Ijazah*	-KVKVK	36	45.0	44	55.0
4	*Isteri*	-KVKV	30	37.5	50	62.5
5	*Seminar*	-KVKVK	2	2.5	78	97.5
6	*Strategi*	-KVKV	44	55.0	36	45.0
7	*Bahagia*	-KVV	68	85.0	12	15.0
8	*Kiambang*	-VKKVK	68	85.0	12	15.0
9	*Masalah*	-VKVK	40	50.0	40	50.0
10	*Fanatik*	-KVKVK	12	15.0	68	85.0

Findings in Table 3 show that patterns for Jawi spelling mistakes for trisyllable words is at moderate level with overall mean of 49.5. Pattern for the highest spelling mistake recorded by words with –KVKVK pattern, namely(i) the "seminar" word with only 2 individuals gave correct spelling (2.5%) while 78 individuals (97.5%) gave wrong spelling, (ii) the word "fanatik" recorded 12 individual with correct spelling (15%) whilst 68 wrong (85%), and (iii) for the word "ijazah", there were 36 individual (45%) spelled correctly whilst 44 individuals gave wrong answers (55%). In addition, for the word "isteri" with –KVKV pattern, 30 individual recorded correct spelling (37.5%) whilst 50 individuals gave wrong spelling (62.5%). For the word "ajaib" with –KVVK pattern recorded 28 individuals with correct spelling 28 (35%) and another 52 with wrong spelling (65%). The conclusion that can be made from these findings reflect that as the number of syllables increases, the number of mistakes committed by these teachers also increases.

Research Question 2:
What is the level of mastery of j-QAF teachers on the *Pedoman Umum Ejaan Jawi Bahasa Melayu* (PUEJBM)?

Table 4 : Level of mastery of Jawi spelling among j-QAF teachers. N=80

Respondent	Marks Obtained	Percentage (%)	Respondent	Marks Obtained	Percentage (%)
R1	45	90	R41	35	70
R2	38	76	R42	38	76
R3	43	86	R43	40	80
R4	41	82	R44	32	64
R5	40	80	R45	34	68
R6	42	84	R46	35	70
R7	28	56	R47	38	76
R8	24	48	R48	40	80
R9	39	78	R49	28	56
R10	24	48	R50	36	72
R11	36	72	R51	32	64
R12	32	64	R52	39	78
R13	39	78	R53	39	78
R14	39	78	R54	38	76
R15	38	76	R55	42	84
R16	35	70	R56	31	62
R17	38	76	R57	40	80
R18	40	80	R58	35	70
R19	43	86	R59	29	58
R20	45	90	R60	45	90
R21	32	64	R61	38	76
R22	34	68	R62	43	86
R23	35	70	R63	41	82
R24	38	76	R64	40	80
R25	40	80	R65	43	86
R26	35	70	R66	45	90

R27	29	58	R67	27	54
R28	33	66	R68	33	66
R29	33	66	R69	23	46
R30	42	84	R70	42	84
R31	28	56	R71	28	56
R32	43	86	R72	24	48
R33	42	84	R73	39	78
R34	31	62	R74	24	48
R35	27	54	R75	33	66
R36	33	66	R76	33	66
R37	29	58	R77	42	84
R38	40	80	R78	28	56
R39	28	56	R79	43	86
R40	23	46	R80	29	58

Table 4 shows that the mastery of Jawi spelling of j-Qaf teachers is at a good level. However, there are 6 out of 80 respondents who obtained marks below 50%. The highest marks were 90% where the lowest were 46%.

DISCUSSION

In general, the mastery of j-QAF teachers is assessed from their understanding towards the methodology existing in the Jawi spelling system. The spelling system tested only involves the root words and not prefixes and suffixes such as the law of alif, the law of darlung, the law of KA and GA, the letter hamzah, the absorption of Arabic words/ English and so on.

Table 5 : The analysis of the relationship between patterns of spelling errors and the mastery of the laws of Jawi spelling. N=80

No.	Word (Malay)	Pattern	Mastery	Correct		Wrong	
				f	%	f	%
1	*Jam*	KVK	The law of the letter ALIF (KVK)	74	92.5	6	7.5
2	*Dada*	KV-KV	Law of Darlung	80	100.0	-	-
3	*Drama*		Law of -RAMA	76	95.0	4	5.0
4	*Baka*		Law of KA and GA	62	77.5	18	22.5
5	*Duga*			58	72.5	22	27.5
6	*Teka*			72	90.0	8	10.0
7	*Harga*	KVK-KV		62	77.5	18	22.5
8	*Murka*			58	72.5	22	27.5

Table 5 shows that j-QAF are able to have a good command of the laws of alif, darlung, suffix –RAMA and the laws of KA and GA. The relationship with the spelling pattern

demonstrates that teachers can spell with minimal errors made.   Meanwhile, for the law of darlung, no error had been made.

Table 6 : The analysis of the relationship between the patterns of spelling errors and the pattern of homograph mastery. N=80

No.	Word	Pattern	Mastery	Correct		Wrong	
				f	%	f	%
1	*Kampung*	KVK-KVK	Homograph	36	45.0	44	55.0
2	*Sesi*	KV-KV		52	65.0	28	35.0

The findings from Table 6 reflect that the respondents are still unable to have a full command of homograph well.   Homograph refers to the spelling that closely resembles the spelling of another word. The word has the letter 'alif' returned to see the difference in spelling for the KVK pattern.   However, for the absolute homograph, (with the pattern KV-KV), the differentiation can only be noted in the pronunciation based on the words in the sentences.

Table 7 : Analysis of the relationship between patterns of spelling errors and the mastery of the letter *hamzah*. N=80

No.	Words	Pattern	Mastery	Correct		Wrong	
				f	%	f	%
1	*Air*	V-VK	The letter HAMZAH	12	15.0	68	85.0
2	*Buih*	KV-VK		44	55.0	36	45.0
3	*Aising*	V-KVK		8	10.0	72	90.0

The analysis of the patterns of spelling errors and the mastery of the letter *hamzah* of the respondents shows that they are not able to apply the position of the letter hamzah well, especially for the letter hamzah located in the beginning of the sentence after the letter alif. The findings in Table 7 demonstrate that only 8 respondens (10%) and 12 respondents (15%) could spell the words 'air' and 'aising' accurately.

Table 8 : The analysis of the relationship between the patterns of spelling errors and the command of Arabic borrowing words. N=80

No.	Word	Pattern	Mastery	Correct		Wrong	
				f	%	f	%
1	*Had*	KVK	Arabic borrowing words	74	92.5	6	7.5
2	*Hal*	KVK		56	70.0	24	30.0
3	*Bab*	KVK		80	100	-	-
4	*Rakyat*	KVK-KVK		36	45.0	44	55.0
5	*Zikir*	KV-KVK		48	60.0	32	40.0
6	*Zalim*	KV-KVK		62	77.5	18	22.5
7	*Sabar*	KV-KVK		76	95.0	4	5.0
8	*Arif*	V-KVK		20	25.0	60	75.0
9	*Takwa*	KVK-KV		72	90.0	8	10.0

10	*Taat*	KV-VK		78	97.5	2	2.5
11	*Surat*	KV-KVK		56	70.0	24	30.0
12	*Imlak*	VK-KVK		68	85.0	12	15.0
13	*Tasdik*	KVK-KVK		62	77.5	18	22.5
14	*Ajaib*	-KVVK		28	35.0	52	65.0
15	*Ijazah*	-KVKVK		36	45.0	44	55.0
16	*Masalah*	-VKVK		40	50.0	40	50.0

Table 8 points to the relationship between the level of mastery of Arabic borrowing words and respondents' spelling errors. The accuracy of the spelling of the word 'bab' (patterned as KVK) is up to 100%, followed by the word 'taat' (patterned KV-VK) 97.5%, 'sabar' (patterned as KV-KVK) 95%, 'had' (patterned as KVK) 92.5% and 'takwa' (patterned KVK-KV) 90% showing that the respondents were able to master Arabic borrowing words impressively. Nonetheless, respondents had still shown some weaknesses in mastering the Arabic letter transliteration to *Jawi*.

Table 9 : The analysis of the relationship between the patterns of spelling errors and the command of English borrowing words. N=80

No.	Word	Pattern	Mastery	Correct		Wrong	
				f	%	f	%
1	*Wap*	KVK		62	77.5	18	22.5
2	*Kek*	KVK		76	95.0	4	5.0
3	*Bil*	KVK		80	100	-	-
4	*Gol*	KVK	English borrowing words	80	100	-	-
5	*Volt*	KVK		50	62.5	30	37.5
6	*Sistem*	KVK-KVK		58	72.5	22	27.5
7	*Kempen*	KVK-KVK		62	77.5	18	22.5
8	*Fanatik*	-KVKVK		12	15.0	68	85.0
9	*Seminar*	-KVKVK		2	2.5	78	97.5
10	*Strategi*	-KVKV		44	55.0	36	45.0

The findings depicted in Table 9 demonstrate that the relationship between the level of mastery of English borrowing words with the pattern of respondents' selling errors only involved three-syllable root words   that have the pattern of –KVKVK and not on the pattern of one-syllable or two-syllable spellings. Only 2 respondents (2.5%) could spell the word 'seminar' correctly. In the meantime, only 12 respondents (15%) could spell the word 'fanatik' accurately. The picture above clearly shows that the spelling pattern and the mastery of the spelling system are closely related in influencing the respondents' Jawi spelling errors.

CONCLUSION

The termination of the publication of Utusan Melayu Mingguan in Jawi on 29th January 2006 had been a shock to the Malay community in Malaysia. The incident serves as the early picture on the fate of the Jawi writing if it continues to be neglected accordingly. It is unfortunate since the other races are still able to be proud of their respective papers. The Chinese can still defend eight of their papers such as Sin Chew Jit Poh, Gaung Ming, Kwong Wah Yit Poh, Nanyang Siang Pau, China Press and Oriental Daily News in the Peninsula also Asia Times, Overseas Chinese Daily News, See Hua Daily News and United Daily News circulating in Sabah and Sarawak. The Indians can be proud of their Tamil newspapers such as Makkal Osai, Malaysian Nanban, Tamil Nesan and Vanakkam Malaysia.

The issues and challenges in empowering Jawi writing do not only surface in the classrooms or in the world of education alone (Asyraf Ridwan 2011; 2012). One innovation after another produced by researchers and advocators of this writing are not the antidotes to the decline of Jawi writing. What is imperative is the willingness of the Malay community to change their attitude in supporting and advocating this aspect of their heritage.

Since the inception of the PEJYD introduced in 1986 followed by PUEJBM in 2005 up until today, relevant parties have come up with concerted efforts to instil an understanding on the spelling system across all Malaysians especially through the existing education system. Thus, careful planning and effective actions must be executed promptly, so that all the confusions and weaknesses in understanding and having full command of the spelling system that has started earlier on, can be addressed to benefit the students, educators and the practitioners.

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