

Mastery of Language Grammar among Non-Malay Students

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Abstract

This study targets to classify the level of mastery of the Malay language grammar of non - Malay students. Furthermore, this study explored the factors that influence on the mastery of Malay language. The survey method was used to distribute questionnaires among 100 Chinese students. The findings show that Chinese students are still weak in the knowledge of Malay language grammar (N= 1.96; SD= 0.46). This specifies that Chinese students are still incapable of producing good essays and are profoundly influenced by the mother tongue. Their roots are weak in Malay due to their attitude, lack of teaching aids, teachers' attitudes and parental attitudes. Therefore, all parties need to play a role in helping to improve the mastery of the Malay grammar of Chinese students. This helps them not to stay out of the lesson, especially in Malay language subjects.

Keywords: Mastery of Malay Language Grammar, Chinese Students, Attitude, Role of Teachers Approach

Introduction

Malay language teaching and learning has long been conducted in Malaysian schools. Although the use of Malay language is widespread among the community, there are still errors in its use. In this regard, skills and mastery of more than one language are essential to compete in today's world of education. The desire to produce skilled bilingual societies in the mother tongue and the second language needs to be addressed. Teaching and learning of first and second languages are very important in opening the teacher's room and students delivering information and digging knowledge in all fields. All Malaysians are assumed to be the Malay language as the first language, but some use it as a second language. For those who use Malay as a second language, they have the first language of various kinds such as Tamil, Mandarin, Siam, Bajau, Iban and so on.

The goal of education in Malaysia is to make the Malay language as a full-fledged language either at the primary level or the higher level of study in 1983. Although the use of Malay language is widely used either formally or not, many non-Malay students studying the language Malay as a second language is still influenced by their native language.

There are many challenges faced by teachers in achieving the primary objective of teaching the second language. Teachers are not only trying to achieve teaching objectives to enable pupils to understand and produce speech, reading and writing ability, and even teachers as well as ensuring that pupils can produce grammatical sentences and develop language-processing skills at the level of discourse. In this regard, Juriah Long (2009) emphasized that the education scenario in Malaysia in the 21st century was influenced by the rapid changes that took place in all aspects of the lives of Malaysians as a result of scientific and technological progress as well as informational action. At the same time, Malaysians have faced with new challenges namely Malaysia's aspiration to become a developed nation in the economic, political, social, spiritual, psychological and cultural fields. As such, he said education was one of the main foundations in the development of Malaysia.

This passion is evident when in the Malaysian Open Certification System which began in 2000, pupils must have graduated in Bahasa Malay to qualify for a certificate. However, there are still students who still have not mastered it. In line with this goal, the government always strives to ensure that all pupils master the Malay language after studying them since school. According to Zamri & Shahrin (2005), although the Malay language has been used as the medium of instruction since 1983, there are still signs indicating that there are some pupils and those who use the Malay language in this country are still influenced by their mother tongue.

Although the policy and the use of Malay language have been applied in the Tamil National Type Primary School (SJKT) or Chinese National Type School (SJKC), the majority of these pupils are still influenced by their native language. The performance of Chinese and Indian students at lower secondary levels in Malay subjects is still unsatisfactory although they have learned Malay since the 1st Year. The problem of mastery of the language is also associated with the aspects of acquisition and methodology used in learning language either as the first language or second language, each having its problems. Therefore, as a language teacher, it is necessary to convey knowledge to have in-depth knowledge and skills in addressing any problems that arise in the process of teaching and learning.

As discussed, these problems and concerns are to be considered and noted as this not only affects the future of the students as a result of Malay language failure but also affects the future of the Malay language. The position of Malay as the medium of instruction in vernacular schools is alarming. This symptom of persistent protracted Malay language is the second medium of instruction among non-Malay students.

Problem Statement

The main problem that the researcher wants to raise based on the survey in the Chinese-type school is that the problem of mastery of Malay grammar among non-Malay students is less than excellent. The Malay vocabulary used in making exercises such as writing sentences and making essays is limited. Similarly regarding limited word and vocabulary and influenced by the mother tongue in daily speech. Additionally, students also make spelling mistakes and build

sentences in a dependable state. According to Zamri et al. (2006), non-Malay students perform various language mistakes, especially morphology, syntactic and mechanical errors in writing. Meanwhile, according to Chew & Lee (2009), found that Chinese students at SRJKC failed to master the pronunciation and writing of the Malay language. While the study of Cheun et al. (2009), found that mother language disorders were the primary factor that led the students to make mistakes in grammar learning. This finding also shows that students' attitudes and concerns toward grammar encourage them to grammatical errors.

According to Abdul Rasid Jamian & Zulkifli Abu Zarin (2008), the need to see the problem of learning the Malay language as a second language related to attitude and motivation is more obvious because in general, the achievement of non-Malay students in Malay subjects is still unsatisfactory. Based on the analysis of language errors in respondents' writing, Rosalind (2009) found that the level of second language proficiency among Sabah natives was influenced by social, economic and location backgrounds. By the questionnaire, he found that the respondents relied heavily on the school and teachers, especially the Malay language teachers. The dependence needs to be balanced so that the students have self-awareness. Widespread disclosure of the use of Malay language through linguistic activity performed by the school plays a major role in cultivating a standard Malay-language culture. According to Nurul Huda Ong Abdullah (2010) teachers need to play a role in improving students' motivation to optimum levels. Nursidah Ab Hamid et al. (2010), conducted a similar study states that up to 89% non-Malay students are weak in grammatical mastery. According to them again, the errors of respondents in the aspects of grammar, especially verbs and other language elements cause their resulting sentences not grammatical.

According to Baidura (2012), 80% of teachers or lecturers strongly agree and agree that the mother tongue is the main factor that encourages students to grammatical errors. Holistically, the researchers found that the primary factor of the failure of non-Malay students to master the Malay language grammar was because they were not interested in learning Malay language and lacking the Malay language as an intermediary language when communicating with each other. Chinese and Indian students use their native language when they talk. This led to a limited grasp of their Malay grammar.

Accordingly, according to Abdul Rasid Jamian (2002), the disorder and influence of the first language of disparity will lead to problems in language teaching known as psycholinguistic problems. This statement shows that psycholinguistic knowledge and language teaching are inseparable. One of the aspects of language teaching that inculcated non-Malay students to understand Malay is from learning the grammar of Malay language well. Hence, the difficulty in understanding the structure of Malay language is a problem for the non-Malays to master the Malay language correctly. According to Janiri (2005), the Malay language is easy to learn but difficult to master.

Even though according to Vijayaletchumy (2005), the acquisition of this language occurs according to certain developments. Regularly, obtained informally from the tongue spoken by the surrounding community members. Likewise, with non-Malay children. When the language spoken by the surrounding community is the mother tongue, then unknowingly, the child involved will indirectly imitate the style. Since this child has never learned any language, then the mother tongue is the first language to acquire it. This is the mother tongue acquisition by Mangantar Simanjuntak (1987). The same as Bukari Kadam et al. (2008), found that the failure of some Indian and Chinese students to master the Malay language due to the influence of their mother tongue. It is clear that non-Malay students are faced with problems in the Malay language learning process. Problems they face.

Research Questions

This study attempts to solve some of the following questions:

1. How far is the grammar level of Malay language among non-Malay students?
2. What is the cause of non-Malay students in weakening Malay grammar?
3. What factors can enhance the mastery of Malay language grammar among non-Malay students?

Student Limits

This study was conducted at a school in Kuala Terengganu district, National Type Primary School (Chinese) Chung Hwa Wei Sin. The pupils of the 5 and six year pupils were selected as the sample of the study. This study is limited to 100 students in 5 years and six years selected as respondents. The selected students are medium achievers, and they are assumed to have almost same achievements.

This study does not analyze oral aspects in Malay grammar. This study only examines the problem of mastery of Malay language grammar in general only through questionnaires distributed to pupils of 5 and six years. The identified problem is assessed from various angles which can be the main cause for issues of mastery of Malay language grammar 5 and six students in The School.

Research Methodology

The research design used was a survey research using the questionnaire as a research instrument. Population and sample study were taken from pupils 5 and six at SRJKC Chung Hwa Wei Sin in the district of Kuala Terengganu. The validity and reliability of the instrument emphasize the suitability of the questionnaires used.

According to Mohd. Majid Konting (2005) detailed research is to explain a phenomenon. This study is very suitable with the researcher because it has relation to learning in school. As discussed, this study was conducted to analyze the level of the grammar of Malay language grammar especially among non-Malay students in primary schools. This descriptive study seeks

to see the extent to which non-Malay students in SJK (Chinese) Chung Hwa Wei Sin master the Malay language grammar and the factors that influence them. This study was able to find solutions to problems faced by non-Malay students in learning Malay grammar.

Population and Sample Size

The sample of the study was 100 pupils in 5 years and 6 in schools which accommodated pupils of Chinese and Malay students. However, the sample of the selected study to be used as the survey material mostly consists of non-Malay students only. Respondents were selected using purposive sampling. The purpose of this sampling is to make the researcher easy to contact the respondents of the study which are targeted in this study (Azizi et al., 2007).

The Validity and Reliability of Research Instruments

The instrument of study or instrumentation is a kind of measurement tool that helps the researcher achieve the objectives of the survey. Measuring tools determine whether data and information are needed or not. The primary task of the researcher is to develop and select a research instrument that can measure the level of mastery of Malay language grammar among non-Malay students.

Part A is a section that contains general information about the sample background. This information comprises gender, race, age or degree, and parental occupation. In Section B, students need to answer questions related to the level of Malay language grammar. In this section, the information obtained helps the researcher identify the pupil's level of control. Part C contains statements about the causes of poor students in Malay grammar. The information gathered from this section will help the researcher know the cause of weak pupils in Malay grammar. Meanwhile, the last part of section D has a statement about factors that can increase the level of mastery of Malay language grammar among non-Malay students. Information from this section can enable researchers to state the proposals given to increase the standard of the grammar of Malay language grammar among non-Malay students.

In the questionnaires given, the questions are arranged according to a particular group and are not confused with the purpose of sampling the sample and understanding the problem. So the sample gives a fixed answer about themselves. The questionnaire involves a five-point scale that is strongly agreed, agreed, uncertain, disagreeable and strongly disagreeable. Pupils are required to indicate the choice of answers in the space provided to facilitate the researcher to make the analysis.

Data Collection Procedures

After obtaining the class as the sample of the study, the researcher will distribute the questionnaire to be examined and completed by the students. As discussed, there are four parts that students need to complete. Analysts have analyzed all questionnaires according to the distribution that has been determined by the former researcher. Based on the questionnaire, the researcher only collected the data that is viewed regarding frequency, mean

and standard deviation. Based on the analysis, the researcher can draw conclusions related to this assessment.

Findings

Respondent Background

Based on the data obtained, the respondents can be grouped into two parts by gender. The number of male respondents was 40 people, 40% while the female respondents were 60 people, 60%. The findings show that more women respondents were studied than male respondents. This study focuses only on Chinese students. Thus, the number of Chinese respondents was 100 persons, 100% of the number of respondents surveyed.

The findings show that as many as 20 parents or guardians of the respondents work as government employees. Respondent's parent or guardian who works as a private employee is 32 people. Meanwhile, the parents of the respondents who work as a businessman are 25 people. Parents of other respondents who have worked out indicated the number of 23 people. This suggests that the socioeconomic background of the respondents being examined shows an almost equal number.

Table 1 shows that the level of mastery of Malay language in the respondents' homes is still in bad condition. The data obtained indicate that the standard of real domination at home is 10% at the lowest percentage level. While the less dominant level shows the highest proportion of 57%. The poor level of mastery of Malay language shows a moderate percentage of 33%.

Table 1: Respondents' background is based on the level of mastery of Malay language at home

Level of Mastery	frequency	Percentage (%)
Good	10	10
Poor	57	57
Not Good	33	33
Total	100	100

Level of Grammar of Malay Language Grammar among Non-Malay Students

The findings on the level of mastery of Malay language grammar among non-Malay students in the schools involved. Table 2 shows that the overall results show that the respondents are still not fully mastered Malay grammar. The results show that the highest mean value in this question is that non-Malay students often read books written in Malay (mean = 2.13; SP = 0.69). Most respondents stated that they did not agree that they often read books written in Malay. This is because they prefer to buy magazines and books in Chinese and English. Therefore, the findings show that the level of Malay grammar mastery is still low as they rarely read books written in Malay.

Also, the findings show that pupils can produce good Malay language with the highest mean of 2.07, (SP = 0.67). Most respondents disagree with their ability to produce real Malay language. This shows that the failure of non-Malay students to provide real Malay language because they are still weak in the mastery of Malay language grammar. The findings of the terms used by pupils while in contact with the school show the third highest mean of 2.02 (SP = 0.55). This indicates that most students use that mother when dealing with the school because they have not mastered the Malay language well and are unsure of speaking Malay. Additionally, the school uses Chinese as the medium of instruction.

While the language used by respondents when communicating with friends shows the mean value = 1.97, (SP = 0.67). This indicates that the students have not mastered the Malay language well so that they choose to communicate in Chinese and English when dealing with friends. Students who agreed were pupils who were quite skilled in speaking Malay and were friends with Malay students. The detailed statement on the ability of students to detect the grammatical errors found in the Malay language essays shows a mean value of 1.97, (SP = 0.62). This situation indicates that the students were unable to detect the grammatical mistakes made in the Malay language. This is because they are not proficient in Malay grammar so they cannot detect if there is an error in the writing of the Malay language.

Whereas the findings of the magazine or newspaper which are popularly bought by the respondents also indicate the mean value = 1.96, (SP = 0.58). These pupils are more fond of buying magazines in Chinese because they are easy to read and understand the contents of the magazine as compared to magazines purchased in Malay. Magazines in the Malay language make it difficult for them to understand the contents when there are words that are hard to understand. The findings of the students' skill level in Malay show mean value = 1.95, (SP = 0.72). The students stated that they were not proficient in Malay.

Concerning the comfort of pupils in Malay, the mean obtained is 1.91, (SP = 0.72). Non-Malay students are uncomfortable to speak Malay due to their weak Malay language level. They also had to find and compile words in Malay first before speaking. This makes them more comfortable speaking in the mother tongue because it is more fluent and orderly. The lowest was the students who took the floor Malay at home at mean = 1.73, (SP = 0.75). The majority of respondents choose the scale of disagreement and strongly disagree that they speak Malay at home. Most respondents often use native language and English as the language of speech at home. However, many respondents use 100% of the mother tongue as a home language. This suggests that they are not proficient in Malay and prefer language as a language of speech. Overall, the level of mastery of Malay language grammar among non-Malay students is 1.96, (SP = 0.46). This proves that the level of mastery of Malay Language grammar is still low. Most respondents still have not mastered Malay grammar well.

Table 2: Level of Grammar Mastery in Malay Language Students

Statement	Mean	Standard Deviation
I...		
About the school in Malay	2.02	0.55
Communicate with friends in Malay	1.97	0.67
Speak Malay at home	1.73	0.75
Comfortable speaking in Malay	1.91	0.72
Likes to buy magazines or newspapers in Malay	1.96	0.58
Proficient in Malay	1.95	0.72
Able to detect grammatical errors in Malay language scripts.	1.97	0.62
Able to produce the Malay language well.	2.07	0.67
Often read books written in Malay	2.13	0.69
	1.96	0.46

Causes of Non-Malay Students Weak Grammar Mastery in the Malay Language

The findings showed that respondents used mother tongue as speech language with peers showing the highest mean value of 4.41, (SP = 0.57). The attitude of the students who preferred the mother tongue while speaking with their peers was their primary cause of weak Malay language grammar. Additionally, most peers are comprised of Chinese friends. This situation makes these students speak only in their native language. This has resulted in them being unable to develop appropriate grammar and remedies in Malay when speaking.

Also, the findings on the use of native language when communicating at home reached the second highest value of 4.35, (SP = 0.57). This is because these non-Malay students choose to communicate in their native language while at home. This is due to the background of a family that only uses mother tongue as a daily spoken language. This situation makes these students speak only in their native language. This shows the role of parents at home that is not sensitive to the needs of pupils' learning.

Concerning the interest of pupils in Malay subjects showed the third highest mean of 4.07, (SP = 0.57). This shows that some respondents are not interested in the topics taught in the school. This shows that pupils who are not interested in Malay subjects are the source of weakness in Malay language grammar. The findings of the parents of the students who rarely speak Malay show that the min obtained is high at 4.03, (SP = 0.48). Most respondents stated that their parents rarely speak Malay at home. This is the cause of the weakness of students in Malay grammar because parents do not help their children. While the role of parents to purchase

reading materials in Malay shows mean of 3.96, (SP = 0.76). The findings show that their parents do not play their role in helping their children become proficient in Malay. Reading materials purchased in Chinese and English cause the students to understand Malay reading materials. This is why they are not interested in the Malay language.

Furthermore, the findings of the Malay Language teachers often use the words in Malay which are difficult to understand by pupils. Min obtained is 3.94, (SP = 0.56). This indicates that Malay teachers often use words that are difficult to understand when teaching Malay subjects. This situation causes the students not to understand and not interested in what the teacher is teaching. This also causes pupils not to master Malay grammar well. When referring to a Malay teacher who does not correct the grammatical mistakes made by the student. Mine shows 3.74, (SP = 0.82). This means that students agree that the teachers do not correct their grammatical mistakes. This shows that the teachers of Malay language in the school are still inexperienced in Malay grammar, so they are not sensitive to grammatical mistakes made by pupils. Furthermore, the findings of the role of Malay language teacher showed mean at 3.58, (SP = 0.95). A large number of students disagree that their Malay language teachers provide an opportunity to answer questions. This is because teachers assume that the students are unable to answer the question. While it relates to the role of Malay Language teachers in encouraging students to learn. Min obtained is 2.53, (SP = 1.00). Most pupils disagree that their Malay teacher does not encourage them to learn. But there are also students who agree that their Malay language teachers do not encourage them to learn because they are not close and do not like the Malay language teachers. The findings show that Malay teachers do not encourage learning to achieve the lowest mean of 2.53, (SP = 1.00). This illustrates that teachers provide guidance and encouragement to students so that they do not drop out in Malay subjects. Overall, the question of the causes that cause non-Malay students to be weak in Malay language grammar is 3.79, (SP = 0.34). This proves that respondents agree that they are weak in a mastery of Malay language grammar. Refer to Table 3 below.

Table 3: Causes of Weak students in Malay Language Grammar

Item	Mean	Standard Deviation
I'm not interested in Bahasa Melayu subject	4.07	0.57
I use my native language as Language communication at home	4.35	0.57
I and my peers speak Mother's tongue	4.41	0.57
My Malay teacher did not give me an answer to questions	3.58	0.95
My Malay teacher did not encourage me to learn	2.53	1.00
My Malay teacher often uses words that are difficult to understand.	3.94	0.56
My Malay teacher did not correct the mistake of language I did	3.74	0.82
My parents rarely say in Malay	4.03	0.48
My parents did not get a high education	3.32	0.94
My parents did not buy reading materials in Malay	3.96	0.76
	3.79	0.34

Factors that Enhance the Mastery of Malay Language Grammar among Non-Malay Students

The results showed that teachers who rewarded pupils when the students answered the question correctly reached the highest mean of 3.89, (SP = 0.66). This proves that the role of the teacher is important in encouraging students to master in Malay grammar. Malay Language teachers can improve the Malay language grammar of these non-Malay students by rewarding them such as praise, gifts and so on to attract their interest in Malay language subjects. Furthermore, the findings of the study on pupils who regularly make strengthening and homework training to improve Malay language grammar show the second highest mean of 3.82, (SP = 0.86). The findings indicate that students' attitudes towards Malay subjects should be taken seriously. Non-Malay students need to cultivate diligent attitudes and always work with strengthening and homework training to enhance the mastery of Malay language grammar.

On the other hand, the findings of the grammatical error correction show the third highest mean of 3.81, (SP = 0.86). Most of the students agree that they always correct the Malay language grammar they are doing. Therefore, teachers should always be helpful and give guidance to students so they can correct the Malay language grammar they are doing. The findings of the readiness of pupils to ask the teacher when not understanding a word show mean 3.76, (SP = 0.88). This indicates that the students have the initiative to meet or ask a teacher when they do not understand a word. Therefore, teachers should be open and provide

good service to the students, so they are not ashamed to ask the teacher. Related to the use of dictionaries to find the meaning of difficult words. Min is 3.74, (SP = 0.81). This is because most of the students refer to the dictionary to find the meaning of words that are difficult to enable them to understand what the teacher teaches in the classroom. Therefore, teachers need to provide a dictionary in each teaching and learning session so that the pupils can find themselves meaningless words that are not understood.

Furthermore, finding out about parents who encouraged students to be proficient in Malay show mean 2.22, (SP = 0.78). The findings show that the parents of the students did not encourage them to master Malay. They further encourage their children to study Science and Mathematics subjects in Malay language subjects. Therefore, parents need to play an important role in helping and encouraging the students to be proficient in Malay. The findings on the readiness of non-Malay students to review the lessons with Malay pupils showed a mean of 2.19, (SP = 0.74). Most non-Malay students do not study lessons with Malay students. This is because the school is a majority of Chinese students and uses Chinese as the medium of instruction to cause the number of Malay students a bit. Furthermore, regarding the parents of pupils who speak Malay at home, Min shows 1.96, (SP = 0.53), this shows that most parents do not speak the Malay language at home. Therefore, parents should always try to speak Malay so that their children are comfortable to speak Malay at home. The overall mean findings on questions about factors that can increase the level of Malay language grammar among non-Malay students is 2.94, (SP = 0.23). The average of this mean is moderate because respondents who answered using a low scale. This proves that there are relevant factors and there are also irrelevant factors in the question. Refer to Table 4 below.

Table 4: Factors that Can Improve the Grammar of Malay Language Grammar

Item	Mean	Standard Deviation
I will often use the dictionary to find the meaning of difficult words	3.74	0.81
I will often do homework to improve Malay language skills	3.82	0.86
I will always correct my grammar errors	3.81	0.86
I will repeat the lessons with Malay students	2.19	0.71
I want to be a Malay teacher	2.09	0.71
I will ask the teacher if I do not understand the word	3.76	0.88
Teacher rewards me when I answer correctly.	3.89	0.66
My parents speak Malay at home.	1.96	0.53
My parents gave me a teaching aid in Malay.	1.92	0.58
My parents encouraged me to be proficient in Malay.	2.22	0.78
	2.94	0.238

Discussion

The findings show that almost all respondents say they are not proficient in Malay. This shows that Chinese students are not proficient in Malay as regarding morphology, and syntactic aspects. This finding is evidenced by Zamri et al. (2006), non-Malay students perform various language mistakes, especially morphology, syntactic and mechanical errors in writing. The findings also show that most respondents surveyed stated that they were unable to detect grammatical errors in the Malay language. This caused the Chinese students not to identify and correct Malay language grammatical errors in the writing of Malay language. According to Nursidah Ab. Hamid et al. (2010) up to 89% non-Malay students are weak in grammar control. According to him again, the errors of respondents in the aspects of grammar, especially verbs and other language elements cause their resulting sentences not grammatical.

The results also show that the students rarely read books written in Malay. This is why they cannot skillfully speak Malay language skills. They also cannot learn about correct Malay writing as a result of less reading Malay language books. This finding is in line with Chew and Lee's opinion (2009), which found that Chinese students at SRJKC failed to master the pronunciation and writing of the Malay language.

The next thing about weak pupils in Malay grammar is that Chinese students are not interested in Malay language subjects. Most respondents stated that they were not interested in the Malay language subject to being lazy to learn and did not endeavor to improve their skills in Malay. According to Jyn (2005), students' attitudes and motivations are important in language learning. Meanwhile, according to Abdul Rasid Jamian & Zulkifli Abu Zarin (2008), the need to look at the problem of learning the Malay language as a second language related to attitude and motivation is more apparent because in general, the achievement of non-Malay students in Malay subjects is still unsatisfactory. This fact is supported by Siti Baidura (2012), students' attitudes and concerns towards grammar encourage them to grammatical errors.

Based on factors that can improve the mastery of the Malay language grammar of the students. These non-Malay students mostly ask teachers when they do not understand a word. This situation demonstrates the dependency of the students on the teacher to solve their learning problems. Therefore, the teacher plays an important role in the guidance of students who have learning problems. According to Rosalind (2009), the respondents relied heavily on the school and teachers, especially the Malay language teachers. The dependence needs to be balanced so that the students have self-awareness. Widespread disclosure of the use of Malay language through linguistic activity performed by the school plays a major role in cultivating a standard Malay-language culture. This finding is also supported by Nurul Huda Ong Abdullah (2010) that teachers should play a role in improving students' motivation to optimum level.

Summary

The role of teachers among them can solve the problems faced by their students. Hence, every offense committed by pupils, especially in grammar aspects, should be stated or shown so that

the students are aware of them. It also aims to prevent students repeating the same mistakes repeatedly. If the problem of mastery of the Malay language grammar of non-Malay pupils is underestimated, of course, pupils' writings have fallen mainly in the construction of the structures and the neglected degradation aspects. In producing a perfect writing, it should be that issues related to grammar should not be ignored. Although, the students take on their attitudes regarding the use of grammar correctly, but among those who are unaware that this aspect often makes mistakes. Especially, in essay writing. Many pupils think that the proper use of grammar in essay writing is not a huge problem. Hence, research findings help non-Malay learners realize the mistakes they have done before.

Problems related to Malay grammar not only involve the aspects of writing. There are many questions to be learned and achieved by students and teachers. This is to ensure that problems related to Malay grammar are no longer an issue in the mastery of Malay language. Indeed, the knowledge of Malay language grammar is the skill that must be mastered at primary level. The process of mastery of Malay language grammar is a rather difficult skill for non-Malay students to master it over other communication skills. Hence, the mastery of Malay language grammar is the responsibility of teachers. This requires teachers to be more creative, critical and innovative to look for teaching aids and appropriate approaches that include the best approaches that can help teachers manage and overcome the current challenges that exist in the teaching and learning process of Malay language grammar.

Factors such as language disruptions, lack of care and motivation among students and the environment in schools have been a constraint for pupils to master the Malay language. Therefore, these factors need to be addressed mainly by teachers to ensure that the teaching and learning process of Malay language among non-Malay students becomes more effective and dynamic. For example, continuous guidance from teachers, multimedia learning and organizational activities such as quizzes, plays, presentations, essay competitions, visits and so on and support from administrators are also needed in every Malay language program. The school also needs to provide adequate language laboratories as very important in promoting the learning process of Malay language in schools.

The school is working to improve student performance, so parents need to cooperate and discuss with the teacher. Talks between parents and teachers can help parents take appropriate action by monitoring and guiding their children at home. Parents need to take into consideration the development of their children's learning and thus help their children. Besides, parents should be prepared to receive advice and discuss with the teacher about their child's performance, attitudes and achievements in the academic, co-curricular, social achievement, behavior and discipline of their children. Co-operation between parents and teachers can shape children according to the comprehensive reference to education.

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