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Guidelines on Using Bahasa in Teaching Slaid with the Use of Addie Model

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Abstract

An observation has been made to investigate the proficiency improvement in Bahasa Melayu and the grammatical errors in learning slide as a teaching platform in Institut Pendidikan Guru (IPG). There are some grammatical errors made by the students in their learning slides. Therefore, this analysis is done to identified the main themes of the grammatical errors made by IPG students which are spelling system, morphology and syntax. The analysis has been made based on Generative Transformation Theory. At the end of this research, a guideline on how to use correct Bahasa Melayu in a learning slide was produced based on ADDIE Model in order to overcome the problem. An investigation has been carried out on 30 respondents who are majoring in Bahasa Melayu in IPG Kampus Ipoh. The data has been retrieved from questionnaires, interviews and document analysis of the learning slide. Learning slide widely used by IPG students as teaching base during practicum. The result of this research has found out that before they got a chance to use the guideline, their level of grammar improvement is on average. After the use of the guideline, they are no longer making grammatical errors and repetition of errors in morphology and syntax. Errors in morphology and syntax decreased and the respondents admit that there are a lot of positive perspectives in using the guideline. Index analysis of Cohen Kappa which has been used to make an approval test against this guideline shows an improvement in the scale which is $K = 0.85$. In conclusion, the guideline on how to use Bahasa Melayu in a learning slide is helping the IPG students in creating an accurate learning slide with correct grammar and grammatical sentences tremendously.

Keyword: Guideline, Learning Slide, IPG Students, Grammatical Errors, Generative Transformation Theory, Addie Model.

Introduction

A lot of policies and measures has been taken by the government to uphold Bahasa Melayu as the main language in education. The usage of Bahasa Malaysia as an educational language can be seen through the function of the language itself in Malaysia constitution.

Memartabatkan Bahasa Malaysia Memperkukuh Bahasa Inggeris (MBMMBI) shows the importance of Bahasa Malaysia as the national language. This is coherent to Perkara 152, Malaysia Constitution, Bahasa Malaysia as the national language. The main purpose of Memartabatkan Bahasa Malaysia

(MBM) is to regain the role of Bahasa Malaysia as the national language which is also the tool of unity, main language of communication and educational language towards the effort to build Malaysia into a great nation country.

Kementerian Pendidikan Malaysia (2014) also plays a big role in implementing MBMMBI, in the regulation of MBMMBI it suggests that if we want to uphold Bahasa Malaysia, we need more exposure and sharing in a global way. If there is connection between teachers across the world, this will be a fantastic mechanism for them to exchange their experiences and knowledge regarding teaching and learning. Activities such as forums, colloquia and international seminar for the teachers can be held. Kementerian Pendidikan Malaysia (2014) also emphasized that widening the (nama penuh TMK)TMK integration in teaching and learning Bahasa Malaysia is another main factor upon this issue. Thus, (nama penuh IPGM) IPGM took the initiative to implement TMK in teaching and learning Bahasa Malaysia for IPG students. Following the efforts, Kementerian Pendidikan Malaysia also upgrades all computer labs in schools. Currently, all schools' computer labs are complete with hardware and software of TMK ensuring their function as a language lab. Bahasa Malaysia is a language used to enhance and deliver knowledge and information. Without a language, the process of mastering and spreading knowledge will be impossible. Language is not a passive medium to receive an education. It is an important tool in teaching all the main concepts of all subject. Learning is not through the language but learning happens with the language. Hence, Bahasa Melayu Merentas Kurikulum (BMMK) is coherent with the idea of "Language Across the Curriculum" from a research by a Bullock committee (1975). Perakuan 138 and 139 in the report of the committee highlights the importance of language in learning process and curriculum in school.

Grammar is one of the elements in general linguistic which explains the rules of a language. Grammar is also the combination of words that can make certain sounds and phrases. Morphology and syntax are the components that build up grammar in language. In this case, morphology is the study on words elaboration meanwhile syntax is the study on sentence building.

Generally, technology and communication (TMK) does give a lot of impact towards the teaching of Bahasa Malaysia. However, there is still some issues that interrupt the effectiveness of the teaching for this subject even though the IPG BM students are only focusing on language techniques which is much easier to master. One of the common issues is the mastering of grammar in BM. Other than that, there are some students that are still unable to semantically understand a text. In another point of view, the objective of teaching BM can be done at a primary school level if mastering in grammar starts to be considered as a priority.

Hence, one of the method to overcome grammar errors in BM is by using computer. Living in a millennia era, the usage of computer and technology is definitely one of the mediums that can changed the negative perspective of IPG students towards the learning of this subject. Coherently, BM tutors deliver knowledge need to master the use of multimedia technology while teaching. In addition, future teachers also need to prepare themselves with new methods which is student-centered learning.

To ensure the purpose, suitable learning slides can be used. It is supported by a research by Son (2006); Sidek, Mobidin, & Adam, (2018); Oboh, Chinonyelum, Edeme, (2018). He proved that the usage of multimedia technology in delivering information especially by using the learning slides is able to grab pupils' attention to learn. The ability of IPG trainees in mastering BM can be enhanced

through the usage of technology. Thus, extra attention needs to be spent in the aspect of preparing interesting learning aids, enhancement, preparing suitable technologies based on the current situation and encouraging the use of internet in the learning.

Problems Statement

Bahasa Melayu is a language use not only in Malaysia but also globally. However, common errors in the language gather around Bahasa Melayu language experts to discuss about it. Even though there are no errors in the usage, these language experts are the one keeping the language together. This research is not just using IPG students as the subjects but also lectures, teachers in school whether majoring in Bahasa Melayu or not.

Hence, the usage of words, diction, sentence patterns and other things need to have a same strategy in that language. The sentences are also need to be grammatically correct. This means that grammar plays an important role in speaking and writing of a language. Currently, the mastering of language among pupils, employees, leaders, mass media and citizens are still far from an average level. The language that has been chosen is inaccurate and fail to brings meaning. The characteristics of foreign language are often being heard or seen more obvious than the original one implemented in Bahasa Melayu words. One conclusion that can be made is the level of mastering Bahasa Melayu with the usage of it is still low. (Karim, 2015).

Errors of language in teaching aids such as learning slides can be seen. This issue can be proven in a research about the usage of learning slides among IPG students as teaching aids during their practicum. The usage of learning slides has been a mandatory method in teaching as the IPG students already learnt a course, BMM 3105 Pengajaran dan Pembelajaran Bahasa Melayu Berbantuan Komputer. These learning slides is also one of the components that is needed in Borang PR1 to decide whether the IPG students pass with flying colours in practicum or not.

Objective of the research

The purpose of this research is to investigate the mastering of grammar and analysis of grammatical errors which have been used while preparing slides among IPG students. Based on the result, researcher will create a guideline specially about the procedures of language aspects to be used in learning slides. The procedures are being chosen based on the ADDIE model. Specifically, this research has been carried out to meet with the objectives as below:

1. To identify the level of mastering Bahasa Melayu and grammatical errors in learning slides as one of the learning platform which have been prepared by IPG students.
2. To determine the errors in language in learning slides as a learning platform based on Teori Tatabahasa Transformasi Generatif.
3. To create guidelines of the usage of Bahasa Melayu in learning slides based on ADDIE Model.

The significant of research

The significant of research is to show the effectiveness in learning with the help of computer using learning slides whether it is able to attract the interest in pupils to learn Bahasa Melayu or not. It allows IPG students to gain high quality knowledge with the existence of guidelines on how to use Bahasa Melayu accurately while preparing learning slides. As an example and guidance for teachers using a guideline on how to use correct Bahasa Melayu while creating learning slides. The end product of this research is so important because it can give a lot of new information to the educators such as

tutors, IPG students and curricular makers about the guidelines on how to use Bahasa Melayu in creating learning slides while teaching Bahasa Melayu especially in grammar.

Literature review

Based on Siti (2010), the most interesting program to be chosen in creating a presentation using slides is Microsoft Power Point. Teaching aids can be done using any number of slides that we need. The information in each slide has been animated in order to ensure the aesthetic value of the presentation. Animation is use in transiting from one page to another. Music and sound effects can also be inserted in the presentation. Based on a research by Aszoura Binti Mohamed Salleh (2007), it mentions that when a traditional method is being used, the attention from the students is less and they choose to be attracted towards other teaching methods. She also stated that the impression upon scientific concepts which are being studied can be seen clearer, and the understanding as well as interest in pupils can be increased by the usage of Microsoft Power Point. Teachers' problems in teaching their weak students can be settled slowly using Microsoft Power Point (Ngin Wei Haw, 2009).

Therefore, researchers had done some references based on a few researches which contain the usage of Microsoft Power Point as a part of teaching aids. The purpose of the references is to donate some ideas, opinions and thoughts to the respective researchers about the undone research so that the research can be used in education world. Based on the observation, creating guidelines on how to use Bahasa Melayu in learning slides such as Microsoft Power Point is not explored by many people.

The purpose of the study conducted by Ismil (2004) is to produce a guideline manual in the construction of various items. Hence, one of the instruments in evaluating the student achievement level is Multiple Choice Question. A manual titled Multiple Choice Item Construction Guidelines, has been produced in line with the importance of multiple items. Based on the manual content, the steps needed to focus on building multiple items. This study found that respondents consisting of lecturers showed positive acceptance. This indicates that the guides can be used as the content, design and level of manual usability produced are appropriate. Additionally, through the production of the manual, item builders can also help to produce quality selection items and achieving preset objectives. Based on the findings of the study, researchers found that many developed guidelines were focused on areas other than education. Thus researchers have taken this opportunity to fill the empty spaces that are not studied by other researchers. In this regard, the researcher intends to develop a guide on the use of Malay Language in building learning slide texts as a more widely and systematic teaching medium.

The ADDIE model covers five phases which are analytical phase, design phase, development phase, implementation phase and evaluation phase. This model is one of the systematic teaching design models in the production of effective and user-friendly computer learning materials (Baharuddin et al., 2002). The results of the study by Johari, Hasniza & Yusof (2006) show that the software developed by them using the ADDIE model has made a positive impact as an additional learning tool. In this regard, the researcher intends to develop a guide on the use of Malay Language in making learning slide of text as a more widely and systematic teaching medium using the ADDIE model.

Research Methodology

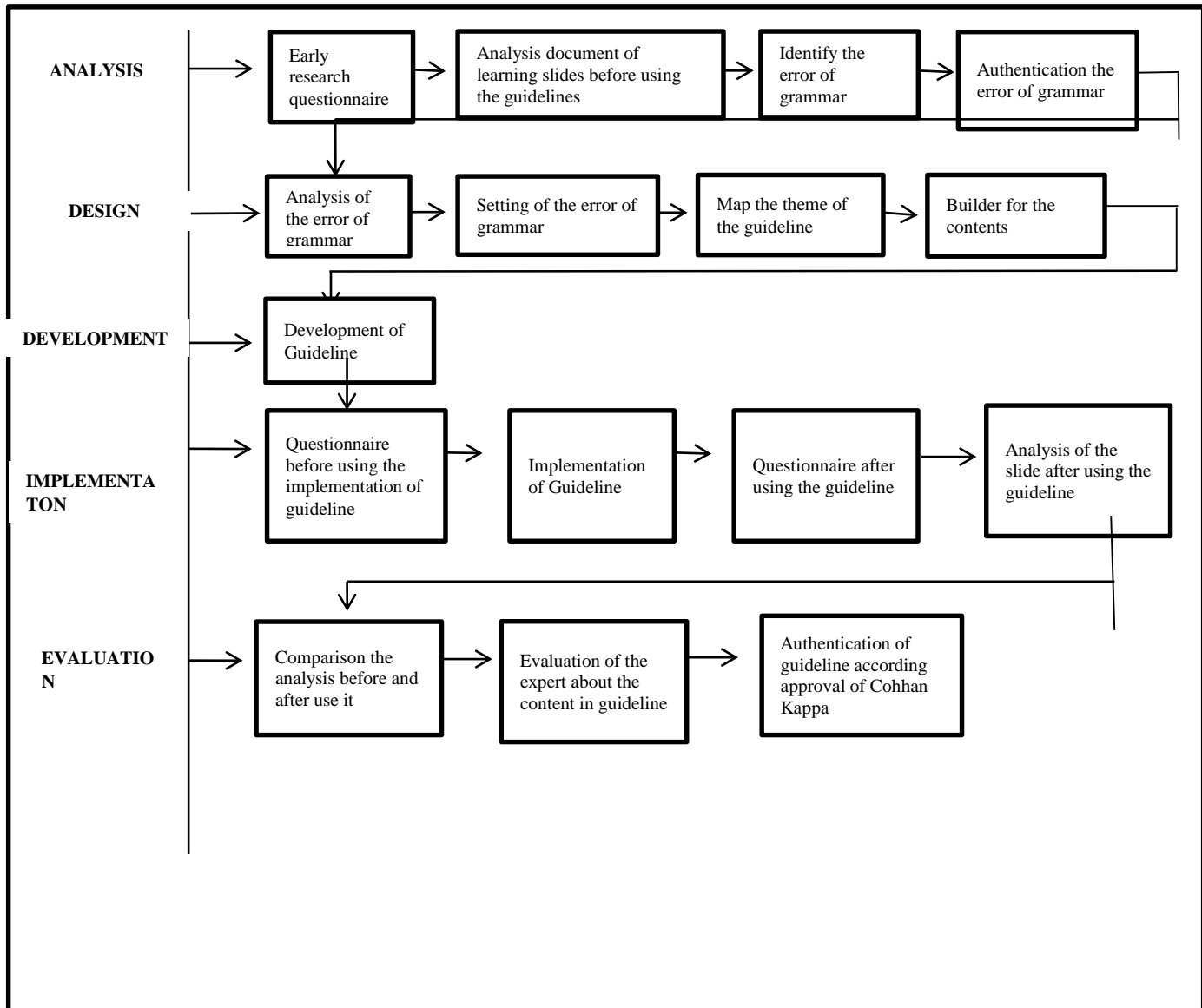
The procedure of the research that produces descriptive data is known as a qualitative approach. Examples of descriptive data are verbal and written. It is based on the person and behavior studied. In qualitative studies, researchers carry out the function as a research instrument. In the research, the main instrument that serves to gather and collect data by observation, interviews and data analysis in the field and analyzing the data is solely on the researcher. Therefore, the presence of the researcher is important. An example of this is that the researcher himself listens and observes the phenomenon which is the main issue in the study. Additionally, assisting tools to collect data is used. Examples of tools are observation guides, interview guides, observation forms and interview forms. In this context, the function of the observation guide is used to carry out research in accordance with the research objectives of the researcher. In addition, researchers can also use the interview guide to make sure the interviews carried out are not deviate from the purpose of this research.

The study of the formation of the guidelines of the use of Malay language in learning slides as teaching medium based on Generative Transformation Theory and ADDIE Model. The study uses qualitative and quantitative methods to collect data. Document analysis by Collecting data which are learning slide, interview, questionnaire survey, and cohen kappa analysis, a specialist approval unit. All of these have been compiled according to the five phases of ADDIE design system development design model. The acronym of ADDIE means the Analysis phase, Design phase, Development phase, Implementation phase and Evaluation phase. The collection of data is based on group activity at each phase. Table 3.1 shows briefly the development phase of the guideline model, according to the study questions and the method of collecting related data.

TABLE 1 The summary of development activities of the Malay Language Guidelines in the Learning Slide

Phase	Research Question / Activities	Method to collect data
Phase 1: Analysis	i. What is the mastery of the Malay language of IPG students and the language errors in the learning slide as a medium of instruction.	Quantitative methods: Early Research Questionnaire respondent background - knowledge Qualitative method: Analysis of Learning slide document
Phase 2: Design	ii. Mapping of the use of Malay Language in the Learning Slide ii. Is the analysis of language error obtained based on the theory of grammar of Generative Transformative ?	Mapping of Learning Slide Guidelines - Analysis of questionnaire of mastery level - Grammatical error analysis - Identification of errors - Determination of theme - Content builder guidelines
Phase 3: Development	Develop the Malay Language Guidelines in the Learning Slide How to develop a Learning Slide Guideline as a teaching medium.	Pembangunan Garis Panduan / membangun Garis Panduan
Phase 4: Implementation	Procedures for implementation of the Guidelines of the Malay Language on the Learning Slide.	- The questionnaire before uses the Malay Language Guidelines in the Learning Slide - Implementation of the Guidelines of Malay Language in Learning Slides - Produce a Learning Slide by using the Guidelines by respondents - Analysis of errors after using the Malay Language Guidelines in the Learning Slide - Research after using the Malay Language Guidelines in the Learning Slide
Evaluation phase 5:	Evaluate the contents	Expert Assessment - according to the result before and after the use of Malay guidelines in learning slides - analysis result of the language errors before and after the use of guidelines that has been developed The results of guideline need to be aoved among the expert (Calculation of Cohen Kappa)

Guideline Development of the Use of Malay in Learning Slide



RAJAH 3.1 Ringkasan proses pembangunan Garis Panduan Penggunaan Bahasa Melayu dalam Slaid Pembelajaran Kerangka Teori

Conceptual Outline

Building language guideline in Learning Slide based on ADDIE Model.

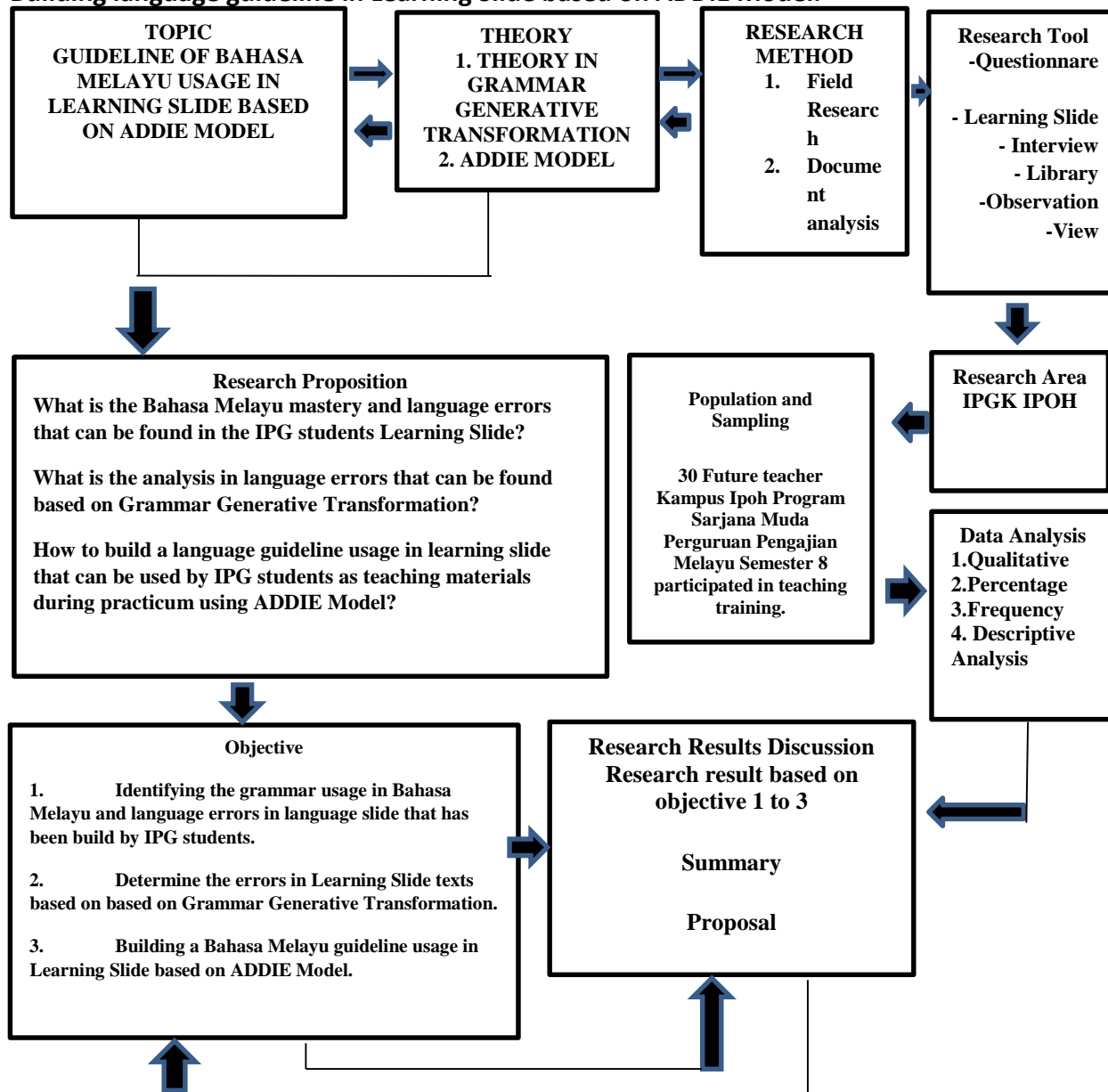


Diagram 3.3 Conceptual Outline

Based on the design, marking is done by looking at the Learning Slide that is used as the learning base during practicum session. The purpose of this marking is to analysis language errors critically based on Learning Slide based on Grammar Generative Transformation. This design is chosen because it is considered that it is the best method to judge the changes in knowledge and mastery in language by the students in IPG (Masri, 2003)

This research also constitutes as research analysis towards the level of mastery in the usage of Bahasa Melayu among the students of IPG as well as the language errors in the learning slide. The purpose of this research is to identify the level of mastery in Bahasa Melayu and language errors that they did in finishing the text in learning slide. After analyzing the errors researcher will analyze the errors critically by categorize the errors according to the system spelling aspect, morphology and syntax. The data gained will be the main source in building Bahasa Melayu guideline. Researcher will design a guideline using ADDIE Model.

In this research, 30 students of IPG in the age range between 19 to 22 years is offered by the party in Institut Pendidikan Guru Kampus Ipoh as the research subject. Information that is gained through the learning slide and questionnaire and data are analyzed based on the relevant by the objective.

Research Method

According to Yusof (2003), The data derived from the original source collected to answer the research questions are known as primary data. The researchers collected these data through experimental or field research such as questionnaires, observations, interviews and so on. Data sources not available in files or reports are referred to as primary data. In the field of social science research, through individuals, focus groups or through expert panels, such data may be collected by researchers. There are two types of primary data collection that are passively and actively. According to Ang Kean Hua (2016) the data collected by other researchers is a definition of secondary data. The secondary data covers the form of writing. As a journal, book, magazine, past records, reports and documents, internet, thesis, short stories, newspapers), and views and hearings (speech, picture and video, song, story)

This collecting data and information method is primer data and second data. Researcher has use the method to collect both types of data above. The justification is that, the researcher wanted to ensure all the data to be in high quality results and coherent to research question. Plus, field research used by the researcher by using the questionnaire instruments, analyzing documents in learning slide texts as the medium in teaching students in IPG and interview method to collect all the primer data wanted. This method is chosen by the researcher because it is appropriate and suitable in gaining informations related to the research.

Location of Research

Jabatan Pengajian Melayu building, Institut Pendidikan Guru Kampus Ipoh,Perak is the location of where the research being conducted. IPG is one of the institution of teachers learning that located in Malaysia. This IPG placed about 15 kilometres from Ipoh city. The researcher chose IPG of Campus Ipoh as location for the research because of the following factors:

- (a) IPG of Campus Ipoh offered Bahasa Melayu learning to IPG students as how being stated by KPM.
- (b) The location of IPG that located in a suitable area help the researcher to do their research easily and effectively.

(c) The main reason of this research is to help IPG student to build the base of learning which is the learning slide as teaching aids material to ensure correct and precise usage of Bahasa Melayu Population and Sampling

Research conducted involved 30 IPG students from major of Bahasa Melayu Institut Pengajian Melayu Campus Ipoh, Perak. The research sample was the IPG students major in Bahasa Melayu that consist of Malaysian. Most of IPG students aged from 19 to 22 years old. They were IPG students major in Bahasa Melayu in the First Degree of Education. Rational of choosing IPG students as subjects are because they had learnt and being exposed to the subject of Bahasa Melayu for one semester of learning and they also expected to expert and able to dominate Bahasa Melayu basically. They also take BMM 3105 Pengajaran Bahasa Melayu Berbantuan Komputer which was the compulsory courses for them as one of the courses in the learning course in the First Degree of Education. Besides, this research being conducted in IPG of Campus Ipoh because of the researcher was an educator at there and this helps the researcher gaining the data easier.

Research Tool- Feedback form

In this research, the researcher used feedback form as one of the process to collect data. There are two main section in the feedback form that being used which are section A and section B. The questions involved background or demography of IPG students in the aspects of sex, years of study, the time when the students started to learn Bahasa Melayu, the time they used to make revision of IPG students in major of Bahasa Melayu, the purpose of why Bahasa Melayu and the sub topic of Bahasa Melayu being liked have been presented by the researcher in section A.

In section B, the research consist question about state of achievement and knowledge of IPG student towards the learning of grammar, question about the learning slide usage as the learning medium of Bahasa Melayu in primary school. The researcher had used Likert Scala to answer the questions from section B. According to Mohamad Najib Abd. Ghafar (1999), based on five optional answer, the respondent required to mark their answer into Likert Scala. Example of the usage of Likert Scala as shown below.

Option	Five Mark Likert Scala
Very not agree	1
Not agree	2
Less agree	3
Agree	4
Very agree	5

3.2 schedule: Calculate of Scala Mark Schedule

Next, feedback form that has been fill completed will be taken again by the researcher at that time also. This ensures the result of the research. The feedback form was provided in Bahasa Melayu to ease the understanding of respondent. Furthermore, the previous research has been used as references by researchers to build the questions

Interview

Interview method is used right after IPG student finished answer the feedback form. The interview is one of the main method to ensure data accurateness. Students are randomly interviewed. Their mastery in Bahasa Melayu is tested. The researcher did not set a specific time to conduct the interview as it is depending on the subjects' availability. The researcher will try to get a deeper answer about the view and the respondent's behavior when creating the materials individually for teaching and learning of Bahasa Melayu by using Technology of Information and Communication's application based on language elements and skills in Bahasa Melayu of primary school. In this research, interview method that being used is semi structure interview type. It means the researcher just need to prepared one simple question for the respondent during interview. The researcher interview the subjects spontaneously based on their response.

Creating a Learning Base Slide

IPG students asked to produced material individually. The purpose of this task is to create a teaching and learning in Bahasa Melayu using Technology of Information and Communication's application based on element and language skills of Bahasa Melayu in primary school. Not just that, base of learning for one learning session either online or offline need to be created by IPG student. After that, Bahasa Melayu learning ads online has to be edited by IPG students and they also need to edit the ads using authoring tool. Next, IPG students need to make sure the correct and precise usage of Bahasa Melayu must be applied to create the materials.

Analysis of Document Content

The researcher used an analysis of document content towards the text that being used in learning base slide as learning ads material for IPG students when having their practicum. Learning slide must be developed by IPG students when having their practicum because this is the criteria that will be observed by the supervisor lecturers when the supervision happened. IPG students that having practicum have finished their courses of BMM 3105 Pengajaran Bahasa Melayu Berbantuan Komputer before practicum in primary school. IPG students still doesn't have any guard line in the systematic usage of Bahasa Melayu in developed the text in a learning slide. The researcher has recognized the error that consist in the text of learning slide content. After the language errors been recognized, the researcher must analyze the language errors that happened by categorized them into three aspects which are spelling system, morphology and syntax. Analyze the learning slide's document can answer the first question and the second question in a research that being held by the researcher. The study data will be used by researcher to develop one systematic guard line in the usage of Bahasa Melayu when creating the text of learning slide as learning base.

The procedure of the study.

This investigation process starts by making references to the past researches. These references are needed to be used as supporting details and also as a guideline in proving the theories that have been established. In building the learning slides as learning sites, the researchers have discovered the materials regarding the theories that is relevance to language acquisition and language analysis. Researchers gained information on the IPG students language proficiency. Then, based on the

analysis of language proficiency level researches will produce a guideline in using Bahasa Melayu in order to create learning slides as the learning medium. Researchers then will construct the guideline based on the 5 phases in Model ADDIE after collecting the data from the analysis of language proficiency and the language errors in the text of the learning slides.

The information is retrieved from printed materials and mass media. It is used in explaining related theories and its implementation. In order to see the aspects of language that are used to build learning sites for one learning session whether it is online or offline, researchers have decided the project for the assignment, which is building learning sites. That project is to modify or improve the learning materials for Bahasa Melayu. The project is also used to edit and check the learning materials to make sure that they are written using the accurate and error-free language. After getting the approval from Institut Pendidikan Guru Kampus Ipoh, the researchers of the Bahasa Melayu Department have distributed this assignment when the time is already set, which the date and time are flexible and not disturbing respondents' learning sessions.

Furthermore, researchers have constructed a set of questionnaires based on the aspects of the study that have been decided. The next procedure is interviews with IPG students that are chosen. The interview sessions are made after IPG students have completed the task of the given project assignment. Before this project assignment is carried out, the researchers will give a short briefing about ways to answer the questionnaire and the assignment of the project.

Findings of the Study

Development Skills Guidelines for Learning Slides

Basically, this framework is developed to ensure that guideline for learning slides is built smoothly and efficiently as planned. The two main components of the identified steps are instruction designs and learning slide guidelines. The instruction design component refers to phases that demonstrate a reasonable way or step followed in the overall implementation process in building and evaluating the Learning Slide Guidelines. Component of the guidelines for the learning slides mean the components that cover the items are the source of basic information (inputs). These items are required to construct and evaluate the Learning Slide Guidelines based on the phases specified in the design of the instruction.

Phase 1: analysis phase

The analysis phase is the first phase as well as determining the 'input' selection that is the basis for the development of the Learning Slide Guidelines. There are three stages to run this phase.

Stage (i) is to identify the goals and development requirements of the guidelines. IPG students that study Bahasa Melayu in IPG are the main target and target users. This phase also investigates the mastery of Malay language among IPG students using questionnaires. This target is important to be identified as the guidelines because it will be implemented by IPG students as a guide for them to build learning slides as a learning site while undergoing a practicum at school. The information obtained from this stage is used as a reference in developing guidelines as well as on the basis of the guidelines for building other guidelines.

Stage (ii) is the stage of identifying grammatical errors in building learning slides as learning sites in terms of use and frequency. In this phase, some of the process of determining and identifying the problems that you want to solve are also involved. There are some important points in this phase

that need to be highlighted, which is identifying language errors first. Identification of grammar errors will be determined based on the spelling system, morphology and syntax. After the language error in the learning slide text is identified, then they analyze the language error in the text of the learning slide.

Attention, which is to figure out the grammatical errors first. Figuring out the grammatical errors will be based on the system of spellings, morphology and synthesis. After the errors of language in the slides of studies are found out, analyze those errors. The theory used is the Theory of Grammar Transformation Generative. This stage used is to make sure that the contents of The Rules of Slides for Studies used will be based on the usage of slides for studies. The usage of slides for studies being the base of studies will be used by the students of IPG while they are having practicum at schools.

In the stage (iii) analysis the need of media types, the language used and the skills of language that the IPG students chosen has been conducted. Analysis of the need from this aspect is important in order to make sure the shape of the guidelines construction used is based on the needs of IPG students or the targeted users. The result or the data from Phase 1 in stage (I), (ii), and (iii) will be implemented in Phase 2.

Chart 3.3 Summary of the grouped data activity in Phase Analysis

Activity	Survey Tools	Venue	Respondent	Aim	Way to group
a) Early survey	Survey Item B early survey	A chosen IPG	30 IPG students	To know the grammar level	Review the perceptions of IPG students
b) Analysis the document	Slides of studies used while teaching during practicum period	A chosen IPG		To investigate the language errors	Analysis the theme
c) Literature Review		Library		To investigate the model Addie for the construction of guidelines	
d) Interview	Survey	A chosen IPG	IPG students	To assure the use of model Addie	Analysis the theme
e) Review the perceptions of IPG students	Survey on the level of language and the usage of slides of studies	A chosen IPG	IPG students	To assure the data used in the interview via review of survey	Review the perception of IPG students descriptively

Phase 2 Phase shaping the guidelines of slide for studies

The second phase is the design phase. The phase of design is based on the details so that the guidelines of slides for studies formed will be parallel to the objective of studies wanted. This phase is to make sure that one guidelines on the usage of language will be formed with the result on the analysis of the language errors. In the phase of shaping, the language errors are analyzed following

the categories such as the spelling system, morphology and synthesis. The Theory of Transformation Generative Grammar 'Dewan' will be counted as the main activity in the phase of shaping in order to analyze the language errors in the study slides which is made by the IPG students as a medium to teach during practicum.

Shaping the guidelines of the slides for studies is a significant process in shaping the guidelines. This is because the correct use of language by the targeted users can be determined. The guidelines of the study slides are taken as the ways of the Theory of Transformation Generative. Other than that, in the phase of shaping, it is important to assure the elements of media such as texts, graphics, and supporting materials is based on strategies of teaching. Later, in the next phase which is the third phase, it will include all the data that have been investigated in the second phase.

Chart 3.4 Summary of the grouped data activity in the phase of DESIGN

Activity	Survey tools	Venue	Respondant	Aim	Way to group
a) Analysis the grammatical errors	Slides of study	A chosen IPG	30 IPG students	To analyse the language errors critically based on the Theory of Grammar Transformation Generative	analysis the theme
b) Assurance of the grammatical errors	Slides of study	A chosen IPG	30 IPG students	To categorize the errors following the theme based on the Theory of Grammar Transformation Generative	Analysis the theme
c) Mapping the theme	Slides of study	A chosen IPG	30 IPG students	To investigate the theme for the construction of guidelines	Analysis the theme
d) Building the content of guidelines	Slides of study	A chosen IPG	30 IPG students	To investigate the contents in the book of guidelines	Analysis the theme

Strategy-based support is also important. Then, in the next phase which is phase 3 will cover all the information that has been identified in this phase 2

Table 3.4 Summary of data collection activities in the phase DEVELOPE.

Activity Method of collection	Study tool	Study site	Survey respondents	The purpose of the study
a) Analyse Theme analysis grammatical errors	Learning slides	A selected IPG	30 IPG students	Analyse language errors critically based on the theory of Generative Transformative grammar
b) Determination Theme analysis of grammatical errors	Learning slides	A selected IPG	30 IPG students	Categorize errors according to themes based on Generative Transformative grammar
c) Theme mapping Theme analysis	Learning slides	A selected IPG	30 IPG students	Identify themes to develop guidelines
d) Guidelines for Theme analysis content guidance	Learning slides	A selected IPG	30 IPG students	Identify the contents in the guidebook

Phase 3: Development of learning slide guidelines

After the phase of analysis and the design phase is completed, the phase of development continues to be implemented. Based on design plans that have been made in the earlier phases, the work processes will vary and differ from thinking and planning to developing guidelines. In other words, the phase of development is the third phase. In this phase, all the activities specified in Phase 1 and Phase 2 translate into the development of guidelines to make it easier and clear to understand. There are two main stages of activity carried out in this phase, which are (i) providing draft

guidelines, and (ii) developing guidelines. Guidelines are developed based on phase analysis information in Phase 1 and the design phase of the guidelines in Phase 2. Finally, the guidelines developed will be implemented in Phase 4.

Table 3.5 The summary of the activities in the developing phase

Activities	Research Tools	Research's respondent	The aim of the research
e) The errors of the 30 respondents	Learning slide	30 of IPG's students	Verify the errors while using the language among the students
f) The survey before using the guide line	The survey of the level of using it	30 of IPG's students	Verify the level of mastering the learning slide
g) The development of the guide line	Guide line	30 of IPG's students	Develop the guidelines by using the error of the analysis by 30 respondents and the survey of the Malay language and the uses of learning slides

Phase 4: Implementation Phase

Next, the fourth phase is the implementation phase. This implementation phase demonstrates the prototype of guidelines developed in Phase 3 and then implemented in pilot studies. The pilot study was a workshop for a small group of target users. The target users who were selected by using the guidelines developed in Phase 3 will be trained through this training workshop. In addition, this training workshop serves to train selected target users to evaluate guidelines on their suitability aspects according to their perspective. Before the guidelines are fully evaluated in phase 5, the guidelines will be corrected first.

Alat kajian	Lokasi ujian dan tempoh	Tujuan kajian	Teknik pengumpulan dan analisis data
Questionnaire pre-level Malay language proficiency and the use of learning slide as teaching medium	Bebas (1 bulan) Oktober 2017	Analyze the level of mastery of Malay language and the use of learning slides before using the guidelines	Theme analysis
Malay language usage guidelines in learning slide	(2 bulan) Oktober hingga November 2017	Use of guidelines in building learning slides as teaching medium	Malay language usage guidelines in learning slide
Questionnaire after the level of mastery of Malay language and the use of learning slide as teaching medium	Bebas (1 bulan) Oktober 2017	Analyze the level of mastery of Malay language and the use of learning slides after using the guidelines	Theme analysis

Fasa 4: Implementation Phase

Next, the fourth phase is the implementation phase. This implementation phase demonstrates the prototype of guidelines developed in Phase 3 and then implemented in pilot studies. The pilot study was a workshop for a small group of target users. Target users selected using the guidelines developed in Phase 3 will be trained through this training workshop. In addition, this training workshop also serves to train selected target users to evaluate guidelines on their suitability aspects according to their perspective. Before the guidelines are fully evaluated in phase 5, the guidelines will be corrected first.

In order to develop the guidelines with more qualities and fulfillment of the needs of real users later on, a formative review is made. The implementation and the review of the formative review non-formally done is to avoid a big renovation after the guidelines have been formed. The ways of observations and professional explanation are one of the reviews made. Reviews from professionals regarding the guidelines of study slides are formed by SISC +, which are the employees in IPG being mentors to the teachers who are teaching the Malay language in primary schools, some lecturers in The Malay Language Department in IPG Kampus Ipoh and some other lecturers from some other

IPGs. To improve and shape the guidelines for the construction of the Guidelines of Slides for Studies fully, responses from two aspects which are the aspects of reviewing the usage and the conformity will be used.

Survey Tools	Venue of the study and the date	Aim	Way to group and analyze data
Comparison of the analysis of the percentage and the min of the language errors before using the guidelines	December 2017	Determine the min and percentage before using the guidelines	Analysis the theme
Comparison of the analysis of the percentage and the min of the language errors after using the guidelines	Free on December 2017	Determine the min and percentage after using the guidelines	Analysis the theme
Comparison of the analysis of the percentage and the min of the language errors before and after using the guidelines	Free (2 months)	Compare the result based on the percentage and min before and after using the guidelines	Analysis the theme
Survey form of the professionals	2 months free	Review the construction of the guidelines on using Malay in the study slides	Analysis the theme

Chart 3.7 Summary of the technique used in the grouping of data on the phase IMPLEMENTATION

Chart 3.71 Ways to group the data for the guideline review

Way	Total of respondent / professionals	Total data
Survey on the level of Malay language and the use of study slides before using the guidelines	30 students	IPG 12 items regarding the use of grammar in the survey
Survey on the level of Malay language and the use of study slides after using the guidelines	30 students	IPG 15 items regarding the use of study slides in the survey

Kaedah	Jumlah responden/pakar	Jumlah data
Soal selidik penguasaan bahasa Melayu dan penggunaan slaid pembelajaran sebelum menggunakan garis panduan	30 orang pelajar IPG	12 item soal selidik berkaitan penguasaan tatabahasa
Soal selidik penguasaan bahasa Melayu dan penggunaan slaid pembelajaran selepas menggunakan garis panduan	30 orang pelajar IPG	15 item soal selidik penggunaan slaid pembelajaran
Kaedah analisis kesalahan bahasa slaid pembelajaran selepas menggunakan garis panduan	30 orang pelajar IPG	0 kesalahan ejaan 21 kesalahan morfologi 9 kesalahan sintaksis
Kaedah pengiraan persetujuan Cohen Kappa	3 orang pakar	unit persetujuan pakar 1 fo = 40 pakar 2 fo = 46 pakar 3 fo = 45 nilai Kappa diperoleh 0.85

Intercorder reliability is used to value the outcome of making the outline in the using of Malay language in the learning slide. Intercorder liability is a sum of the agreement between two or more experts about an analysis theme or the content (Neuendorf 2002; Merriam 2009).

Intercorder liability is carried out by three content experts who are also the lecturers Jabatan Pengajian Melayu from three IPG which are IPG Kampus Ipoh, IPG Kampus Sultan Mizan and IPG Kampus Antarabangsa. (n=3; L=1; P=2). This intercoder liability is carried out to confirm the data from the error analysis which has been made and produce three themes which are Spelling System, Morphology and syntactic and have been brought up in the guide line of the usage of Malay language in learning slide. The level of intercoder liability has been calculated using the coefficient of Cohen Kappa Landis and Kosh (1977).

The calculation has been made in the local studies whereby the researches have shown a high level of agreement for the analysed unit (Tam 1999; Noriah 1999; Zahrah 2002). It shows that the qualitative local researchers enhance an attitude of sensitivity to value the trust on the qualitative data that has been collected.

Kappa Value	Agreement Scale
Below 0.00	Very poor
0.00 – 0.20	Poor
0.21 – 0.40	Medium poor
0.41 – 0.60	Medium
0.61 – 0.80	Good
0.81 – 1.00	Very Good

TABLE 3. 8: Agreement Scale from Cohen Kappa

Source: Adaptation from Landis & Koch (1977)

There are a lot of theories and models that have been used but ADDIE model has be a choice to deliver the guide line of using Malay language in learning slide. Hence, this research will focus on the process of how to deliver the guide line of using Malay language according to ADDIE model.

Uplifting Malay language as national language and communication in Malaysia will be valued if the Malay subject is highly regarded by the IPG students. However, there will be some problems among the students who are in Bahasa Melayu course in the IPG and also to them who are in the average level in Bahasa Melayu proficiency. Because of that, by using the research on the guide line of the learning slide will help to clear the right and accurate way to us. It also can be used as ana alternative to improve the mastery in Bahasa Melayu for the students themselves.

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