



# Issues in Language Studies

Volume 12 Number 1 (2023)



Faculty of Language and Communication  
Universiti Malaysia Sarawak  
94300 Kota Samarahan, Sarawak.  
[www.ils.unimas.my](http://www.ils.unimas.my)

e-ISSN 2180-2726



9 772180 272003

## Editorial Committee

**Chief Editor** Professor Dr Su-Hie Ting, Universiti Malaysia Sarawak

**Managing Editors** Dr Collin Jerome, Universiti Malaysia Sarawak  
Dr Wun-Chiew Pung, Universiti Malaysia Sarawak

**Editorial Board Members** Dr Ai-Ping Ho, Universiti Malaysia Sarawak  
Dr Ernisa Marzuki, Universiti Malaysia Sarawak  
Dr Hamidah Abdul Wahab, Universiti Malaysia Sarawak  
Dr Siak-Bie Soh, Universiti Malaya  
Dr Teresa Ong, Nanyang Technological University  
Dr Wan Robiah, Universiti Kebangsaan Malaysia  
Jiin-Yih Yeo, Universiti Teknologi MARA  
Shea-Lee Chien, Universiti Malaya  
Siti Haslina Hussin, Universiti Malaysia Sarawak

**Production Associate Editors** Kai-Chee Lam, Universiti Malaysia Sarawak  
Melisa Malini Raja Gopal, Universiti Malaysia Sarawak

## Advisory Board

Emeritus Professor Roland Sussex OAM, University of Queensland, Australia  
Professor Dr Christopher Raymond Cummins, University of Edinburgh, UK  
Professor Dr Peter Sercombe, Newcastle University, UK  
Professor Dr Ralf Vollmann, Karl-Franzens-Universität Graz (University of Graz), Austria  
Associate Professor Dr Lay-Hoon Ang, Universiti Putra Malaysia  
Dr Feras Alkabani, University of Sussex, UK  
Dr Salinah Ja'afar, Universiti Malaya, Malaysia

## Reviewers

Prof Dr Noor Azam Haji-Othman, Universiti Brunei Darussalam  
Assoc Prof Dr Norhayuza Mohamad, Universiti Teknologi MARA  
Dr Ali Akbar Khansir, Bushehr University of Medical Sciences  
Dr Ching-Yi Tien, I-Shou University  
Dr Francisco P. Dumanig, University of Hawai'i  
Dr James McLellan, Universiti Brunei Darussalam  
Dr John R. Baker, Ton Duc Thang University  
Dr Mutyala Suresh, Koneru Lakshmaiah Education Foundation  
Dr Siak-Bie Soh, University of Malaya  
Ezleena Mustafa Kamal, Universiti Sains Malaysia  
Pema Dendup, Yadi Central School

## ISSUES IN LANGUAGE STUDIES

*Issues in Language Studies* is a publication of the Faculty of Language and Communication (formerly known as Centre for Language Studies), Universiti Malaysia Sarawak. The journal publishes articles on teaching, learning and the study of languages two times a year in June and December. It offers a forum for the discussion of local issues that are of global concern. It is a double-blind refereed online journal published bi-annually. Currently it is indexed by SCOPUS, Google Scholar, the Malaysian Citation Index, Directory of Open Access Journals (DOAJ), Ulrich's Periodicals Directory, and Directory of Abstract Indexing for Journals.

When submitting the work, contributors are requested to make a declaration that the submitted work has not been published, or is being considered for publication elsewhere. Contributors have to declare that the submitted work is their own and that copyright has not been breached in seeking the publication of the work.

Views expressed by the author(s) in the article do(es) not necessarily reflect the views of the Editorial Committee.

Manuscripts can be submitted via [www.ils.unimas.my](http://www.ils.unimas.my)

Correspondence on editorial matters should be addressed to:

Professor Dr Su-Hie Ting  
Chief Editor  
*Issues in Language Studies*  
Faculty of Language and Communication  
Universiti Malaysia Sarawak  
94300 Kota Samarahan  
Sarawak  
Malaysia  
[shting@unimas.my](mailto:shting@unimas.my)



All articles published in *Issues in Language Studies* are licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

e-ISSN 2180 -2726



9 772180 272003

## Notes for Contributors

Manuscripts submitted to *Issues in Language Studies* should not exceed 7,000 words, including abstract, references, tables, figures and appendices.

Page 1: Title, author's name and affiliation, postal and e-mail address of each author. Please indicate corresponding author with an asterisk.

Page 2: Title, abstract not exceeding 200 words, 4-6 keywords. Articles not written in English should be accompanied by a title, abstract and keywords in English.

Page 3 onwards: Text in single-spacing and margins – top and bottom, left and right – should be 1.5 inches wide, Calibri 11 point.

Do not indent the first paragraph of each section. Indent the first line of subsequent paragraphs by ½ inch.

Use the five-level headings in APA style:

**Centred, bold, Uppercase and lowercase letters**

**Flush left, bold, Upper and lowercase letters**

***Flush left, bold, italics, Upper and lowercase letters***

**Indent 0.5 inch from left, bold, Upper and lowercase letters, period at end.**

***Indent 0.5 inch from left, bold, italics, Upper and lowercase letters, period at end.***

Quotations. Use double quotation marks to enclose quotations of fewer than 40 words. Within this quotation, use single quotation marks to enclose quoted material. Long quotations should be placed in a block which is indented ½ inch from the left margin.

Follow APA style for table title and heading (placed above the table) and figure title and caption (placed above the figure). Examples:

**Table 1**

*Types of Communication Strategies Used Across Age Groups*

**Figure 1**

*Frequency of Communication Strategy Used Across Age Groups*

Do not use footnotes. If notes are unavoidable, use a numeral in superscript and list notes at the end of the article, before the References.

Follow APA style (7<sup>th</sup> ed.) for citation and referencing, with the exception of Malay names which should be spelt in full in the text and the reference list.

Alternatively, you can follow the guidelines given at [www.ils.unimas.my](http://www.ils.unimas.my)

# Contents

<b>Error Analysis: Investigating the Paragraph Writing of Malaysian ESL Learners</b>	1
Zuraina ALI Shahid Hussain SHAHID Amy Zulaikha MOHD ALI Abubaker Hassan Bakri AHMED Evelyn JAYAPALAN	
<b>Grammatical, Discourse Competence and Productive Skills Among First Year ESL Learners</b>	16
Michael B. LAVADIA	
<b>Investigating Anxiety About Teaching a Foreign Language Among EFL Teachers Pursuing Their Postgraduate Studies</b>	39
Hameed GANNOUN Naciye KUNT Farhana Diana DERIS	
<b>Media of Language Shift in Bajau Sama Kota Belud: Speaking, Understanding, Reading, and Writing</b>	55
Berawati RENDDAN Zuraini SERUJI Adi Yasran ABDUL AZIZ Noor Aina DANI Nalmon GOYI	
<b>Pengaruh Persekitaran Bahasa Terhadap Penguasaan Kosa Kata Arab Pelajar</b>	71
Khairulaizam ABDUL RAHMAN Harun BAHARUDIN	

# ERROR ANALYSIS: INVESTIGATING THE PARAGRAPH WRITING OF MALAYSIAN ESL LEARNERS

Zuraina ALI\*<sup>1</sup>

Shahid Hussain SHAHID<sup>2</sup>

Amy Zulaikha MOHD ALI<sup>3</sup>

Abubaker Hassan BAKRI AHMED<sup>4</sup>

Evelyn JAYAPALAN<sup>5</sup>

<sup>1,3</sup>Department of English Language, Centre for Modern Languages,  
Universiti Malaysia Pahang, 26600 Pekan, Pahang, Malaysia

<sup>2</sup>Institute of Humanities and Arts, Khwaja Fareed University of Engineering and  
Information Technology (KFUEIT), Rahim Yar Khan, Pakistan

<sup>4</sup>Institute of Languages, University of Tabuk, 71491, King of Saudi Arabia

<sup>5</sup>Faculty of Education and Liberal Studies, City University, Malaysia

<sup>1</sup>zuraina@ump.edu.my

<sup>2</sup>shahidsw26@gmail.com

<sup>3</sup>amyzulaikha@ump.edu.my

<sup>4</sup>nazaka55@hotmail.com

<sup>5</sup>evelyn\_lyn82@yahoo.com

*Manuscript received 30 September 2022*

*Manuscript accepted 20 June 2023*

*\*Corresponding author*

*<https://doi.org/10.33736/ils.5031.2023>*

## ABSTRACT

The study investigates an impromptu writing task administered to diploma students studying in one of the technical universities on the East Coast of Malaysia. In particular, it identifies grammatical errors in one-paragraph writing in terms of overall errors, most errors and least errors. The samples were 49 students undergoing the Preliminary Semester taking English as one of the subjects in the particular semester. The study found that students made errors to a certain degree in using articles, tenses, and subject-verb agreement (SVA), among others. More specifically, the highest number of errors students made were in tenses, SVA, and word choices, while the least errors were in possessive and attributive structures, gerunds, and infinitives. The results indicate that assigning students impromptu writing contributed to their performance errors. Despite their low vocabulary knowledge, it also made them less expressive when writing under such conditions.

**Keywords:** errors analysis; impromptu writing; paragraph writing; grammar errors

## Introduction

Writers to express their thoughts, opinions, and emotions in texts they produce. Nevertheless, many students do not prefer writing activities due to the demanding and complicated tasks they must endure (Vejayan & Yunus, 2022). Yet, they cannot avoid the daunting tasks since writing serves as a means for developing language, fostering critical thinking and extension, and facilitating learning across all fields (Burk, 2022). According to Geiser and Studley (2002), producing an extended text is one of the best indicators of success in coping with university life. However, despite its importance in second language (L2) learning, it remains a challenging topic that many teachers feel uncomfortable teaching, and students are uninterested in learning it.

Like other productive skills, that is, speaking that requires L2 learners to demonstrate good intonation and tone (Ali et al., 2022), writing ability necessitates vocabulary and precise syntax when putting a narrative or experience into a paragraph. This means that students must put more effort into writing than other skills since the activity requires them to think harder than other language activities. Failing to think about the assigned topic in depth will result in errors when writing. Hendrickson (1980) states that errors during language learning are signs of learning processes that are taking place but have yet to be mastered. The prominent writing theorist, Richards (1971), proposes that errors occur due to learners' strategies for learning a second language. He attributes errors to overgeneralization owing to first language interference and simplification through omission and addition (Richards, 2015). The notion of systematic versus non-systematic errors is also critical in the realm of writing (Corder, 1975). According to Corder (1975), in second language acquisition, systematic errors are referred to as "errors," whereas non-systematic errors are referred to as "mistakes."

Given the importance of writing in English as a second language (ESL), learners' errors should be investigated and classified to be addressed in teaching practices (Dabaghi, 2012; Nair & Hui, 2018; Richards & Schmidt, 2013). This is important because learners' errors give teachers recommendations and directions on how language is learned and how learners perform developmental errors, such as integrating instructions (Ellis & Ellis, 1994). Thus, it is critical to understand the progress of language learning; and for learners to comprehend their errors.

The aim of the research is to examine grammatical errors made by Malaysian technical university students when assigned to write a one-paragraph essay. The findings are expected to assist educators and decision-makers to implement more learner-centred teaching techniques to help students improve their ESL writing abilities. The research aims to address the following questions:

1. What are the errors made by the students in writing the paragraph?
2. Which kind of errors is most common among the students?
3. Which do the students make the least errors in writing the paragraph essay?

## Review of Literature

### Error Analysis (EA)

EA is a useful method used to help English learners to learn English as a Foreign Language (EFL) and ESL. It helps instructors to identify learners' writing difficulties and improve their teaching methods (Nor et al., 2015). There are several categories of errors according to Corder (1975):

1. Missing sentence elements;
2. Element addition is not required;
3. Improper selection of sentence elements; and
4. Errors in the placement of the order of sentence elements

James (1998) classifies the errors into five categories:

1. Grammatical errors (specifically in adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs);
2. Substance errors (capitalization, punctuation, and spelling);
3. Lexical errors (word formation and word selection);
4. Syntactic errors (coordination/subordination, sentence structure and ordering); and
5. Semantic errors (ambiguous communication and miscommunication).

### Paragraph Writing

The paragraph is without a doubt the most crucial element to discuss when it comes to the structure and organisation of a text. Words are combined to form sentences, and sentences are combined to form paragraphs (Siddiqui, 2020). And when writing paragraphs, writers need to ensure that they include fundamental elements of paragraph writing that are a topic sentence, one or more supporting phrases or details, and a conclusion (Tran, 2021). In writing, they must ensure that sentences in the essay involve only a theme (Misra, 2021). A subject sentence is a statement that expresses the primary concept of the entire paragraph and is typically placed first in the paragraph. It is then followed by supporting sentences that offer information in a way that appropriately supports the core notion. The final sentence of the paragraph, which may be a restatement of the main phrase or a summary of the entire paragraph, brings the paragraph to a close (Kemper et al., 2018).

According to Brown and Marshall (2012), the beginning paragraph of an essay must persuade the reader to keep reading and demonstrate the legitimacy of the remaining content. Chicho (2022) argues that a paragraph with coherence connects the supporting details that hold the main idea. She analysed factors influencing EFL writing and found that students' paragraph writing has coherence problems due to the inability to analyse literary and to use lexical chain.



## **Grammar and Writing Skills among Malaysian Students**

In writing, grammar is an essential aspect of learning to write in a second language. Chin (2000) states that it is more effective to teach punctuation, sentence variety, and usage in writing than to approach the topic by teaching isolated skills. When students revise and edit their writing, teachers can make comments on their sentences to help them identify and correct errors (Chin, 2000). For example, if many students have problems with misplaced modifiers, then the teacher can provide a mini-lesson on this concept, using erroneous use of modifiers from student writing in the lesson (Chin, 2000).

Jiang et al. (2022) showed that international students studying in Malaysia needed grammar books to learn the parts of speech of the word to ensure coherency in their writing. Grammar rules can be taught to students to help them acquire appropriate language components (Adnan & Sayadi, 2022). Naim et al. (2020) found that providing students with the chance to team up with peers who had good grammar skills helped them to improve their writing skills.

## **Ways to Reduce Errors in the English language Teaching Environment (ELT)**

Reducing errors is a crucial aspect of ELT, as errors can hinder learners' ability to communicate effectively in the target language. There are some key strategies for reducing learners' errors in an ELT environment. Explicit instruction involves providing learners with clear explanations of language rules, structures, and patterns to show them how to apply this knowledge in practice. According to Ellis and Shintani (2013), explicit instruction can help learners identify and correct errors in their language use. Focusing on form involves highlighting specific language features, such as grammar and vocabulary, in the context of communicative tasks. This approach helps learners notice errors in their language use and correct them as they arise. According to Doughty and Long (2008) focusing on the form can improve learners' accuracy and fluency in the target language.

Moreover, corrective feedback involves providing learners with information about their errors and how to correct them. Feedback can be provided through direct correction, recasts, or metalinguistic feedback, among other techniques. According to Lyster and Ranta (1997), corrective feedback can help learners reduce errors in their language use. Communicative language teaching emphasises the use of language for communication rather than just as a set of rules to be memorised. By engaging learners in communicative tasks that require the use of the target language, this approach can help learners notice and correct errors in their language use.

## **Uses of Technology to Reduce Writing Errors**

With the advancement of information and communication technologies, various Internet-based tools are currently evolving which offer a social and interactive platform on which L2 learners have more opportunities to practise their writing and get immediate feedback (Tsai, 2019). In addition, the editing features in the

automated writing evaluation tool helped student in their writing (Parra & Calero, 2019). Students benefited from the immediate feedback, allowing them to attend to their corrections.

Another tool, Machine Translation, can serve as a supplementary platform that can be used by L2 learners to minimise errors in their writing. The tool can translate technical jargon, phrases and collocations and is more effective to be used compared to the dictionary or other electronic tools (Lee, 2020). Moreover, it is also able to develop lexical knowledge among the students. On a different note, writing simple sentences enables readers to understand the meaning that needs to be conveyed. Tsai (2019) employed Google Neural Machine Translation in his study and found that the new version of Google Translate assisted L2 learners. Specifically, it assisted them in getting simple sentences translated with fewer translation errors.

### **Theoretical Framework**

Krashen's (1987) second language acquisition is employed to inform and guide the current study. It consists of five main hypotheses: the Acquisition-Learning hypothesis, the Monitor hypothesis; the Input hypothesis; the Affective Filter hypothesis; and the Natural Order hypothesis. However, the Acquisition-Learning hypothesis is the most fundamental of Krashen's (1982) second language acquisition theory. The Acquisition-Learning hypothesis claims that language acquisition requires meaningful interaction in the target language in which speakers are concerned with the messages they are conveying and understanding, not with the form of their utterances.

Using the hypothesis in practice, when a student receives L2 input that is one level beyond their current stage of linguistic competence, they are said to improve and progress according to the natural order. Therefore, the key to improving students' writing skills is the natural communicative input, as it ensures that each student will receive some "i + 1" input appropriate for his/her current stage of linguistic competence. Moreover, speaking and writing skills progress and mature as continual comprehensible input through one's receptive listening and reading skills (Abukhattala, 2013). Therefore, educators can make language input comprehensible through various strategies, such as linguistic simplification, realia, visuals, and other current technological-based strategies to help students acquire language naturally rather than learn it consciously. Using technology like digital board games can be a starting platform for students to enrich their vocabulary and, as a result, become better writers (Ali et al., 2018).

### **Method**

The study involved the analysis of students' errors in a one-paragraph essay. The types of errors analysed were tenses, articles, SVA, infinitive, gerunds, pronouns, possessive and attributive structures, word order, incomplete structure, word choice, and the verb "to be".

The paragraph was written by 49 diploma students studying in one of the technical universities in Malaysia. Participants were between 18 and 19 years old.

Over half of the students were male, while the remaining were female students. All of them were undergoing Semester Zero or the Preliminary Semester when the study was conducted.

The students were given four essay topics and asked to choose one topic to write one paragraph. The topics were about their experiences at the university, the reasons that make them like studying at the university, and the things they like about the university or any topics that explain their feelings about the university.

For the data collection, students were informed about the purpose of the study and voluntary participation. Moreover, the WhatsApp text distributed to the participants' instructors provided the same information about informed consent. Participants who were willing to participate were given two weeks to complete the writing task using Google Forms. Data were saved in Google Sheets after the forms were closed.

Selected evaluators checked the students' writing and identified grammatical errors. Frequencies were calculated to determine overall errors, most common errors and least errors.

## Results

### Errors Made by the Students in Writing Paragraph

The research analyses these common errors in the writing activity. There are tenses, articles, SVA, infinitives, gerunds, pronouns, possessive and attributive structures, word order, incomplete structure, word choice, and the verb "to be". Table 1 shows the classification of errors that the students made.

**Table 1**

*Frequency of Errors Made by the Students*

Types of errors	Frequency
Word choice	69
Tenses	67
SVA	60
Articles	36
Word order	27
Incomplete structure	21
Verb 'to be' error	17
Pronouns	12
Infinitives	6
Gerunds	2
Possessive & attributive structures	0

Students' errors in writing are reported according to three categories. These are (1) the highest number of errors, (2) the average number of errors (3) the least number of errors. For the first category, that is, the highest number of errors, they had difficulty choosing the right words in their writing. Sixty-nine occurrences were

reported as errors in this category. Other common errors they made were in the use of tenses (n=67), and SVA (n=60).

For the second category on average number of errors, the results showed 36 occurrences of improper use of articles. Students they could not arrange words used in sentences (27 occurrences of word order). There were 21 incomplete sentences.

For the final category, the students did not have make much errors in infinitive (6 occurrences) and gerunds (2 occurrences).

### **The Most Common Errors Made in Writing Paragraphs**

The most common errors made by students in paragraph writing are word choice (69 occurrences), tenses (67 occurrences), and SVA (60 occurrences).

#### ***Word Choice***

Word choice error was due to the students' inability to find the right words to express their thoughts as they had limited English vocabulary. The following sentences revealed how students used other words that are inaccurate to represent what they wanted to explain:

- (1) I like sports mostly (especially) Sepak Takraw.
- (2) They serve (provide) an air conditioner in each room at the hostel.
- (3) In my opinion, this university is good (well-known) in engineering.
- (4) This university is the only one university that offered short period (duration) for diploma (programme).
- (5) My experience as a student studying in UMP with online class is very stress (stressful).
- (6) I have so many subjects to rush in (handle) this week.
- (7) This university also offers a lot of cost (courses) that can attract the interest

In Sentence 1, the correct word should be "especially," a degree adverb suitable in this context. In Sentence 2, "provide" should be used rather than "serve," which may be synonymous but unsuitable for this context. In Sentence 3, the word "good" should be replaced with "well-known," an adjective phrase preceding a noun, and is a more accurate word to be used in this context. In Sentence 4, the word "period" is not an appropriate word choice. The word denotes time-based values (seconds/nanoseconds) whereas "duration" denotes date-based values (years/months). The example in Sentence 5 shows the wrong use of the word "stress" which needs to be replaced with "stressful". In Sentence 6 "rush in" shows the act of moving with an urgency that is inappropriate in the context of the sentence. Using "handle" is more proper to explain the situation of attending the hectic class schedule. The use of "cost" in Sentence 7 is a wrong word choice as "cost" and "course" have different meanings.

It was also found that students were confused with English words that are similar in spelling or sound but with different meanings, which led them to make errors in word choice as in the following sentences:

- (8) This is the quietest atmosphere to realize (release) stress.
- (9) Now, I am proceeding (pursuing) my studies for a Diploma of (in) Manufacturing Engineering Technology at UMP.
- (10) Learning offline will be able (available) as before

In Sentence 8, students may be confused as “realize” pronounced /ri.ə.laɪz/ sounds very similar to “release” pronounced /rɪˈli:s/. The word “realize” is irrelevant in this context. It should be replaced with “release,” the common verb preceding “stress.” In Sentence 9, the word “pursuing” should replace “proceeding,” and in Sentence 10, “available” is an adjective that is more suitable than “able” in this context. It was also observed that students use popular texting abbreviations in their written work, as in the following sentences:

- (11) Other than that, I felt a lil (little) bit difficult.
- (12) Studying online is kinda (kind of) hard.
- (13) It is sorta (sort of) different from other universities.
- (14) ... as it was my ambition since I was a kid (child).
- (15) Not gonna (going to) lie.

### **Tenses**

Next, tense was the second most frequent error. The students misused tenses in their written work as they had problems deciding which tense to use. The following sentences show the errors made by students in their writing. For instance, the students misused simple present tense instead of the present perfect tense, as in the following sentences:

- (16) We still have not meet (met) them face to face.
- (17) Because I still don't go (have not been) there.
- (18) I haven't get (gotten) the chance to meet my new friends.

In Sentence 16, the correct word should be “met” instead of “meet.” Meanwhile, “have not been” should replace “don't go” in Sentence 17, and “gotten” should replace “get” in Sentence 18. The misuse of tenses could be due to the influence or interference of the student’s first language, as Bahasa Melayu and Mandarin do not have tenses like the English language. For example, in Bahasa Melayu, modifiers indicate time instead of tenses.

It can be observed from the following sentences that students failed to change the verbs into past tense forms when describing an event that has taken place:

- (19) I decide (decided) to accept the offer. So, here i am as a student of University Malaysia Pahang.
- (20) I don't (did not) take the subject in secondary school.
- (21) I don't (did not) want to accept the offer but my family encourage (encouraged) me to do it.

In Sentence 19, the word should be “decided”, which is the past form of “decide”. Meanwhile, in Sentences 20 and 21, the term “did not” should replace “don’t” for the sentence to be grammatical. Furthermore, there are a lot of exceptions in English tenses, which makes it even more challenging for the students to master; thus, tenses can still be a problem even for advanced learners of English in Malaysia.

### ***Subject-verb Agreement (SVA)***

SVA error ranked as the third most common error made by the students in paragraph writing. They made numerous SVA writing errors because English differs from Bahasa Melayu. Frequently, the students tend to think in their first language, Bahasa Melayu, and face difficulty writing in English. For instance, the subject does not agree with the verb, as in the following sentences:

- (22) It is one of the well-known technical university (universities) in Malaysia.
- (23) They tell a lot of interesting story (stories).
- (24) In my three days as a UMP students (student), I made some new friends.
- (25) Most of the universities that offers (offer) my dream course are all far away
- (26) The campus and facilities in this university looks (look) gorgeous

Sentences 22, 23, and 24 show that students could not differentiate between countable and uncountable nouns. Some students are unaware that the plural form using the suffix “s” must be applied to the countable plural nouns. For instance, in Sentences 22 and 23, the correct nouns should be “universities” and “stories” respectively. Both phrases “one of the” and “a lot of” are placed before the nouns and should give enough hints to the students that the noun should be in the plural form. In contrast, for Sentence 24, the suffix “s” was mistakenly added to “student”, although it only referred to one person. These errors are attributed to students’ poor understanding that a singular subject takes a singular verb and a plural subject takes a plural verb. Likewise, students make mistakes in the use of the singular and plural nouns in Sentences 25 and 26. It seems that the students were not aware of this grammar rule in that plural nouns take plural verbs in these sentences.

Another common error in students' written work is using the “verb to have” in a particular context. This shows that students still have difficulty understanding the concept of “verbs to have” as shown in the sentences (27)-(29):

- (27) This university have (has) too many facilities.
- (28) The Gambang campus have (has) many faculties that are interesting.
- (29) Besides that, UMP also have (has) new facilities and (a) lab that I would like to visit.

Sentences 27-29 demonstrate that students use the plural verb “have” for singular nouns (“university” and “campus”). Lastly, there are also exceptions in English that may confuse ESL learners, for example:

(30) The staffs (staff) and students are friendly.

In Sentence 1, students added “s” suffix to the word “staff” as they overgeneralised that the “s” suffix needs to be added to indicate plurality.

### **The Least Errors Made in Writing Paragraphs**

The results indicate that students make the least errors in a few aspects of their writing. These are gerunds (2 occurrences), and infinitives (6 occurrences) in the paragraph they wrote. There were no errors in possessive and attributive structures, which could be because they did not form their sentences using this structure. There were some errors in the use of gerunds. Students were not able to use gerunds, as shown in these sentences:

- (31) This tower also shows the true identity of UMP, which is to produce excellent engineer (engineering) students.
- (32) This is because it bringing (brings) me to get new friend, lecturers and new experience.
- (33) It's a different vibe when lectures teaching (teach) you more than (a) teacher when I was in middle school.
- (34) It's easy for me to contact and asking (ask) the lecturer things i didn't understand in class

A gerund is a form of a verb that ends in the suffix “-ing”, which functions as a noun in a sentence. In Sentence 31, the student did not use the gerund “engineering”, although it is required as the verb “engineer” is used as a noun in this context. Meanwhile, in Sentences 32 and 33, students used gerunds, although they were not required to follow the grammar rules in these contexts. While in Sentence 34, the student did not realise the use of “to” requires a base form of a verb.

Finally, students made some errors in using infinitives in their written works. Infinitives are the primary form of a verb without an inflection binding it to a particular subject or tense. They are not as complicated as other grammatical structures, and we can assume that this is not a problem for most ESL learners as not many errors were made in using infinitives. Below are the sentences where these errors were found:

- (35) I have the most comfortable environment to studies (study).
- (36) It is easy for me to contact and asking (ask) the lecturer.
- (37) First of all, I would like to thank to (omit to) UMP.

Students made the same error in Sentences 35 and 36 by adding unnecessary inflections instead of using the basic form of a verb after the infinitive “to.” In Sentence 37, the infinitive “to” is redundant as it is not required in this context.

## Discussion

The study showed that students made errors in all aspects of the grammar components. However, minimal errors were found in the use of possessive and attributive structures. Nevertheless, the results are likely related to the learners' condition when the study was conducted. The task was assigned to them in Week 2 of their short semester. These diploma holders might not be ready for such a task. Also, the burden of credit hours in the short semester might contribute to their inability to focus on the assigned writing task. A classical report by a prominent writer in error analysis, Richards (1971), can explain the finding. L2 often make performance errors when writing due to their interlanguage competency. Learners who are tired or hurried tend to make errors when they write and do not correct them due to lack of time (Richards, 1971).

Yet, these results corroborate the findings of many previous works in EA among Malaysian students. A study found that Chinese students in a private school in Malaysia made the most grammar and sentence structure errors (Nair & Hui, 2018). In the study, the teacher-researcher assigned them to write a descriptive essay. Grammar mistakes were reported to have the highest mean while the second error was in the students' sentence structures. The current results further support the idea of integrating grammar rules when writing, as students need to undergo the processes of editing, revising, and proofreading before submitting their writing tasks (Singh et al., 2017). However, it required the teachers to facilitate the processes by making students understand and apply correct grammar rules. In their study, it was also observed that the samples of their research were confused in using verbs and tenses – the same occurrences in the current study. According to the researchers, the diploma students' errors in using verbs were due to insufficient grammar mastery. In the use of tenses, Singh et al.'s (2017) students also demonstrated an inadequate understanding of grammar rules in writing. Therefore, they could not use correct tenses to explain facts and details in their writing. Moreover, this finding broadly supports the work of Mehat and Ismail (2021). Students in their study had issues with using SVA and tenses. These errors were also the most frequently observed along the students. However, the researcher concluded that the students struggled with comprehending English grammar, rather than with their lexical and semantic understanding.

Next the results on types of errors for Research Question 2 are discussed. For example, Manokaran et al. (2013) identified grammatical errors; Musa et al. (2012) identified errors in sentence structures; and Dipolog-Ubanan (2016) identified lexical errors. Moreover, these findings support James's (1998) "Model of Errors", highlighting the same types of errors (spelling, mechanics, grammar, coherence, sentence structures, and lexical items). However, he categorized the errors into three levels: substance, text, and discourse. The substance level includes spelling and mechanics; the text level includes grammar and lexical items; the discourse level includes sentence structures and coherence.

Furthermore, it should be noted that paragraph writing includes a topic sentence, supporting details and a conclusion. These basic components of writing were the issues among the students in the study. As a result, they affected their



word choices, tenses and SVA. In writing a topic sentence, for instance, students were not able to expand and elaborate on it. Moreover, a topic sentence requires the writers to accompany their ideas with opinions (Parnabas et al., 2022). In the current study, one of the sentences a student wrote, "This university have (has) too many facilities". In the sentence, it showed that she did not provide examples and specific details of the facilities at the university. Arguing on the writing of supporting details, another sentence was written by a student, "I decide (decided) to accept the offer. So, here I am as a student of University X (pseudonym)" showed that he was not able to explain the reasons as proofs of his/her points accepting the offer to study in the university. Also, many of the students did not write a conclusion as a task response in their writing. In other words, many failed to provide closure to the readers. But when they wrote, their concluding sentences were "I think that's all from me", "Oke that's all, thanks".

### **Conclusion**

Although the study focused on a small sample of diploma students studying at a tertiary level, this study, however, revealed that the most common errors made are on tenses, articles, SVA, infinitives, gerunds, pronouns, word order, incomplete structure, word choice, and the verb "to be" error in a one-paragraph essay. Most students struggle with word choice, tenses, and SVA in writing. Since the writing task was impromptu, it was evidence that they made performance errors within the time limit given. Therefore, further research on identifying suitable approaches to teaching writing to tertiary students under conditions with and without time constraints is suggested. The study contributes to the understanding of the challenges faced by Malaysian students and provides practical recommendations for improving writing instructions. The findings will advance the second language writing field and serve as a valuable resource for educators, researchers, and policymakers in Malaysia and beyond.

### **Ethics Approval and Consent to Participate**

The guidelines or codes of relevant ethics employing human subjects follow the Declaration of Helsinki whereby participants were informed of the nature of the research using a research protocol.

### **References**

- Abukhattala, I. (2013). Krashen's five proposals on language learning: Are they valid in Libyan EFL Classes. *English Language Teaching*, 6(1), 128-131. <https://doi.org/DOI:10.5539/elt.v6n1p128>
- Adnan, N. H., & Sayadi, S. S. (2022). ESL students' readiness for self-directed learning in improving English writing skills. *Arab World English Journal (AWEJ)*, 12(4), 503-520. <https://doi.org/https://dx.doi.org/10.24093/awej/vol12no4.33>
- Ali, Z., Amy Zulaikha, M. A., Shamsul Harbi, H., Jariyah, S. A., Nor, A. N. M., & Sahar, N. S. (2022). Help me to find a job: An analysis of students' delivery strategies

- in video resume. *Asian Journal of University Education (AJUE)*, 18(2), 489-498. <https://doi.org/https://doi.org/10.24191/ajue.v18i2.18002>
- Ali, Z., Bakar, N., Ahmad, W., & Saputra, J. (2022). Evaluating the use of web-based games on students' vocabulary retention. *International Journal of Data and Network Science*, 6(3), 711-720. <https://doi.org/10.5267/j.ijdns.2022.4.001>
- Ali, Z., Mohamad Ghazali, M. A. I., Ismail, R., Muhammad, N. N., Zainal Abidin, N. A., & Abdul Malek, N. (2018). Digital board game: Is there a need for it in language learning among tertiary level students? *MATEC Web of Conferences*, 150. <https://doi.org/10.1051/mateconf/201815005026>
- Ali, Z., Mohamed Anuar, A., Mansor, N., Abdul Halim, K., & Sivabalan, K. (2020). A preliminary study on the uses of gadgets among children for learning purposes. *Journal of Physics: Conference Series*, 1529(5), 52055. <https://doi.org/10.1088/1742-6596/1529/5/052055>
- Brown, G. T. L., & Marshall, J. C. (2012). The impact of training students how to write introductions for academic essays: An exploratory, longitudinal study. *Assessment & Evaluation in Higher Education*, 37(6), 653-670.
- Burk, B. N. (2022). Strategies for teaching undergraduate writing intensive courses. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 37(1-2), 77-81. <https://doi.org/doi.org/10.1080/1937156X.2020.1763874>
- Chicho, K. Z. H. (2022). An analysis of factors influencing EFL learners' writing skills. *Canadian Journal of Language and Literature Studies*, 2(2), 28-38.
- Chin, B. A. (2000). *The role of grammar in improving students' writing*. Sadlier.
- Corder, S. P. (1975). Error analysis, interlanguage and second language acquisition. *Language Teaching and Linguistics Abstracts*, 8(4), 201-218. <https://doi.org/10.1017/S0261444800002822>
- Dabaghi, A. (2012). Gender differences in Iranian EFL students' letter writing. *International Journal of Applied Linguistics and English Literature*, 1(7), 155-169. [https://doi.org//doi.org/10.1207/S15326977EA0801\\_01](https://doi.org//doi.org/10.1207/S15326977EA0801_01)
- Dipolog-Ubanan, G. F. (2016). L1 Influence on writing in L2 among UCSI Chinese students: A case study. *Pertanika Journal of Social Sciences & Humanities*, 24(4), 1841-1853. [https://www.researchgate.net/publication/313314031\\_L1\\_influence\\_on\\_writing\\_in\\_L2\\_among\\_UCSI\\_Chinese\\_students\\_A\\_case\\_study](https://www.researchgate.net/publication/313314031_L1_influence_on_writing_in_L2_among_UCSI_Chinese_students_A_case_study)
- Doughty, C. J., & Long, M. H. (2008). *The handbook of second language acquisition*. John Wiley & Sons.
- Ellis, R., & Ellis, R. R. (1994). *The study of second language acquisition*. Oxford University.
- Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. Routledge.
- Geiser, S., & Studley, R. (2002). UC and the SAT: Predictive validity and differential impact of the SAT I and SAT II at the University of California. *Educational Assessment*, 8(1), 1-26. [https://doi.org/https://doi.org/10.1207/S15326977EA0801\\_01](https://doi.org/https://doi.org/10.1207/S15326977EA0801_01)
- Hendrickson, J. M. (1980). The treatment of error in written work. *The Modern Language Journal*, 64(2), 216-221. <https://doi.org/doi.org/10.2307/325306>
- James, C. (1998). *Errors in language learning and use: Exploring error analysis*. Routledge.

- Jiang, S., Lee, K.-F., & Ang, C.-S. (2022). Chinese ESL Students' perceptions of academic writing in English in Malaysian universities. *PASAA: Journal of Language Teaching and Learning in Thailand*, 63, 93-122. <https://www.culi.chula.ac.th/Publicationonline/files/article/tENwSESbOXFri42335.pdf>
- Kemper, D., Meyer, V., Van Rys, J., & Sebranek, P. (2018). *Fusion: Integrated reading and writing* (Book 1) (3<sup>rd</sup> ed.). Cengage Learning.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Citeseer. <https://doi.org/doi=10.1.1.463.8762&rep=rep1&type=pdf>
- Lee, S.-M. (2020). The impact of using machine translation on EFL students' writing. *Computer Assisted Language Learning*, 33(3), 157–175.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37-66.
- Manokaran, J., Ramalingam, C., & Adriana, K. (2013). A corpus-based study on the use of past tense auxiliary "Be" in argumentative essays of Malaysian ESL learners. *English Language Teaching*, 6(10), 111-119. <https://doi.org/10.5539/elt.v6n10p111>
- Mehat, S. Z., & Ismail, L. (2021). Malaysian tertiary ESL students' writing errors and their implications on English language teaching. *Asian Journal of University Education*, 17(3), 235-242. <https://doi.org/https://doi.org/10.24191/ajue.v17i3.14504>
- Misra, S. (2021). A step by step guide for choosing project topics and writing research papers in ICT related disciplines. *Information and Communication Technology and Applications. Revised Selected Papers Third International ICTA Conference 2020* (pp. 727-744).
- Musa, N. C., Lie, K. Y., & Azman, H. (2012). Exploring English language learning and teaching in Malaysia. *GEMA Online Journal of Language Studies*, 12(1), 35-51.
- Naim, I. A. M., Luqman, N. M. A. N., & Matmin, J. (2020). Enhancing students' writing performance in higher learning through Think-Write-Pair-Share: An experimental study. *Asian Journal of University Education*, 16(3), 255-264. <https://doi.org/10.24191/ajue.v16i3.8396>
- Nair, S. M., & Hui, L. L. (2018). An analysis of common errors in ESL descriptive writing among Chinese private school students in Malaysia. *International Journal of Education and Practice*, 6(1), 28-42. <https://doi.org/10.18488/JOURNAL.61.2017.61.28.42>
- Nor, F. M., Mazlan, M. H., & Rajab, A. (2015). English language teachers' perceived difficulty of English skills faced by ESL learners. *Journal of Advanced Research in Social and Behavioural Sciences*, 1(1), 12-18.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Parnabas, J., Areff, A., Baharom, H., Singh, H. S. K., & Yusop, Y. M. (2022). Strength and challenges faced by the pre-university students in extended writing in Malaysian University English Test (MUET). *International Journal of Advanced Research in Education and Society*, 4(3), 140-154.

- Parra G, L., & Calero S., X. (2019). Automated writing evaluation tools in the improvement of writing skills. *International Journal of Instruction*, 12(2), 209-226.
- Richards, J. (1971). *Error Analysis and Second Language Strategies* [Lecture notes] <https://files.eric.ed.gov/fulltext/ED048579.pdf>
- Richards, J. C. (2015). *Error analysis: Perspectives on second language acquisition*. Routledge.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Siddiqui, K. A. (2020). Analyzing factors influencing the paragraph organization in English language writing of intermediate students. *International Journal of Teaching and Learning in Higher Education*, 3(21), 99-106.
- Singh, C. K. S., Singh, A. K. J., Razak, N. Q. A., & Ravinthar, T. (2017). Grammar errors made by ESL tertiary students in writing. *English Language Teaching*, 10(5), 16-27. <https://doi.org/10.5539/elt.v10n5p16>
- Tran, T. T. M. (2021). Use of self-regulated learning strategies in paragraph writing at Van Lang University. *International Journal of TESOL & Education*, 1(3), 1-13.
- Tsai, S.-C. (2019). Using google translate in EFL drafts: A preliminary investigation. *Computer Assisted Language Learning*, 32(5-6), 510-526.
- Vejayan, L., & Yunus, M. M. (2022). Application of Digital Mind Mapping (MINDOMO) in improving weak students' narrative writing performance. *Creative Education*, 13(8), 2730-2743. <https://doi.org/10.4236/ce.2022.138172>

# GRAMMATICAL, DISCOURSE COMPETENCE AND PRODUCTIVE SKILLS AMONG FIRST YEAR ESL LEARNERS

Michael B. LAVADIA\*

College of Humanities and Social Sciences, Cagayan State University, Carig Campus,  
Philippines

csulavadia29@gmail.com

*Manuscript received 31 January 2023*

*Manuscript accepted 20 June 2023*

*\*Corresponding author*

*<https://doi.org/10.33736/ils.5386.2023>*

## ABSTRACT

The study examines the grammatical, discourse, and productive competence of 210 first-year ESL students enrolled in the College of Arts and Sciences at the Cagayan State University (CSU) in the second semester of the academic year 2021. Using a descriptive-correlational methodology, the study focused on respondents' profile like sex, parents' highest level of education, the type of high school, ethnicity, and media exposure that may help explain variations in the respondents' levels of grammatical and discourse competence, writing, and speaking skills. Results revealed that respondents' overall grammatical and discourse competence, speaking, and writing ability were rated as "average," "competent," and "sufficient" to "good" respectively. A significant correlation between grammatical and discourse competence and the respondents' parental education and media exposure were found. Speaking skill differences were only accounted by course that the respondents enrolled in, while writing skill variations were not explained by any profile variables. Further, grammatical competence was significantly correlated with speaking and writing ability, but not discourse competence. The findings can be used to create a writing and speaking task-based language enhancement programme focused on discrete grammar and discourse topics.

**Keywords:** competence; performance; productive skill; discourse competence; grammatical competence

## Introduction

English language proficiency is highly valued. Students are expected to master English to a high degree of accuracy because it is the language that is most frequently used in international trade, media and entertainment, international telecommunications, printed materials, and—most significantly—for the internationalisation of education (Rahman et al., 2021; Rao, 2019 as cited in Islam & Stapa, 2021).

Nonetheless, according to a study done by Hopkins International Partners, the official Philippines representative for a group called Test of English for International Communication (TOEIC), college graduates from the Philippines have lower levels of English proficiency than the target English proficiency of high school students in Thailand (GMA News Online, 2018). A rather alarming concern is Philippine's English Proficiency Index (EPI), which slid from the 20<sup>th</sup> to the 27<sup>th</sup> position, according to the global education firm Education First (EF). This index demonstrated a steady decline in the nation's rating since 2016. The Philippines fell from 13<sup>th</sup> place in 2016 to 15<sup>th</sup> place in 2017, 14<sup>th</sup> place in 2018, then 20<sup>th</sup> place in 2019 (Baclig, 2020).

Many students found writing and speaking English challenging. As Nunan (2009) opined, writing skills are highly demanding. Speaking-wise, Separa et al. (2018) found that difficulties with speaking English stem from, but are not limited to, lack of linguistic proficiency.

Language learners' grammatical and discourse competence are directly tied with their productive skills. Tuan (2017) discovered that students who are linguistically proficient in the entire language system (consisting of syntax, morphology, inflections, phonology, and semantics) possess a propensity for conversing or writing authoritatively about a subject.

Although communicative competence has been the subject of extensive research over the past few decades, there is a dearth of studies associating specific types of communicative competence with both writing and speaking capacities. The current study offers insights into the specific link between grammatical and discourse competence and writing and speaking. This paper will assess the discourse and grammatical competences of first-year students at the Cagayan State University (CSU), ascertain whether the competences predetermine students' speaking and writing performance, and determine whether scores in discourse and grammatical competence as well as productive skills significantly differ across certain profile variables.

## Literature Review

### Communicative Competence

It is useful to understand grammatical and discourse competence by referring to Canale and Swain's (1980) model of Communicative Competence, with emphasis on Noam Chomsky's characterisation of "competence" and "performance". "Competence" refers to the underlying grammatical system that is claimed to be

intuitively known by all native speakers of a language and “performance” refers to actual language use in real situations (Flowerdew, 2013). Based on this conceptualisation, Canale and Swain (1980) defined communicative competence in the context of second language teaching and referred to it “as a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse” (Yano, 2003, p. 76).

Canale and Swain’s (1980) model of communicative competence is broken down into three subcomponents: grammatical, sociolinguistic, and strategic and discourse competence. Grammatical competence is the knowledge and skills concerning lexical items and rules of morphology, syntax, sentence grammar, semantics, and phonology. Discourse competence refers to the knowledge and skills in combining linguistic elements to achieve a unified textual whole. In brief, the theory suggests that knowledge (competence) can be demonstrated in real communicative settings (e.g., speaking and writing). This study focuses on grammatical and discourse competence.

### **Grammatical Competence**

To be communicatively competent, one must demonstrate a certain level of command of morphology, syntax, grammar, semantics, and phonology. As grammar permeates all language skills, Farhady et al. (2006, as cited in Ahangari & Barghi, 2012) state that it is the most common language component in language assessment. Studies in these areas, however, showed that learners’ levels of proficiency are low. Learners remain unable to learn and develop both grammatical and syntactic skills (Merza, 2022; Sioco & De Vera, 2018). Moreover, ESL learners lack morphological awareness and perform significantly worse than the native speakers of English in semantics (Chiu, 2009; Hasani et al., 2014; Naseeb & Ibrahim, 2017; Sarfraz et al., 2018).

Comparative research indicated that grammatical competence scores of students varied when grouped according to the courses that they took (Razmjoo & Movahed, 2009; Tuan, 2017). Grammatical competence has also been found to be positively correlated with writing. According to Mulyaningsih et al. (2013), the decrease or increase in students’ grammatical competence leads to the decrease or increase in writing ability. In a study by Shattah (2008), the overall performance of students on grammar and writing tests was found to be poor, with the most grammatically competent students proving to be the best student-writers.

### **Discourse Competence**

Another aspect of communicative competence is discourse. Discourse competence is the ability to combine language elements to create a unified spoken or written text. Tuan (2017) looked into the discourse strengths and weaknesses of Vietnamese students and found that among the components of discourse competence, the respondents were the weakest in coherence. According to Tuan (2017), the very low

index of coherence mastery implied that the respondents found it difficult to link the meanings of utterances in written or spoken texts. A study by López-Montero et al. (2014, as cited in Eccius-Wellmann & Santana, 2020) demonstrated that discourse competence differed across school types and courses, depending on access to cultural capital such as books, computers, and internet access .

Where grammatical competence is associated with writing, discourse competence is correlated to both writing and speaking. Such association can be best explained by the theory of transfer of learning. Transfer of learning, Leberman and Doyle (2006) explained, occurs when prior-learned knowledge and skills affect the way in which new knowledge and skills are learned and performed. The notion of learning transfer asserts that knowledge can be transferred from one activity to another (e.g., from training to performance) if the two activities are comparable and have a lot in common. The degree of resemblance between the original context of the training and the intended context of the performance also affects the level of transfer (Hajian, 2019).

### **Productive Skills**

There are four known language macro skills, namely, listening, reading, writing, and speaking, with viewing added later. According to Saville-Troike (2012), when considering the purposes for which learners learn a second language, a distinction between two types of communicative competence must be made. On one hand, there is academic competence (knowledge needed by learners who want to use L2 primarily to learn about other subjects such as the acquisition of vocabulary, developing the ability to engage successfully in academic listening, etc.). On the other hand, there is interpersonal competence, which refers to knowledge that is required from learners who plan to use L2 in face-to-face interaction with other speakers. Saville-Troike (2012) labelled the activity of speaking and writing as productive skills, and recognised that learners' academic and interpersonal competence which underlie their ability to engage in different activities usually develop to different degrees, and there is no necessary reason for one type to precede or outpace the other.

Researchers have also studied productive skills. Sermsook et al. (2017) showed that interlingual interference, intralingual interference, limited knowledge of English grammar and vocabulary, and carelessness were found to be the major sources of writing errors. Meanwhile, the English writing performance of the Grade 11 students in Malasiqui National High School, Malasiqui, Pangasinan was found to be good alongside mechanics, vocabulary, content, and grammar (Domantay & Ramos, 2018).

Regarding speaking, several studies have shown that learners' poor proficiency can be attributed to linguistic factors, such as limited vocabulary, inadequate grammar knowledge, poor pronunciation, among others (Fitriani & Wardah, 2015; Heriansyah, 2012; Mahripah, 2014).

Studies have also attempted to determine whether productive skills varied across selected profile variables. Betonio (2017), for example, found that there was a highly significant difference in the oral proficiency level of students across courses.



In terms of writing quality, Woods (2016) and Al-Saadi (2020) found contradictory results, with the former suggesting no differences between writing factors across gender, and the latter indicating that women did better than men. Apart from gender differences, type of school was also reported to influence writing. dos Santos and Hage (2015) compared writing performances of students from public and private institutions and reported that students from private institutions performed better than those from public.

Mass media exposure has also been found to influence productive skills. Sioco and De Vera (2018) found that exposure to mass media types is significantly related to speaking skills. Albayrak and Yanar (2013) investigated the effect of mass media authentic materials on EFL students' success in speaking accurately and fluently and determined that students' access to mass media rendered positive impacts on their English-speaking skills.

### Methodology

The study employed descriptive-correlational design to investigate the respondents' grammatical and discourse competence level and the relationship of these components with productive skills. The study conforms to the policies and guidelines set forth by the Graduate School of Cagayan State University, Andrews Campus (embodied in the Revised University Code through Resolution No. 90, s. 2017) and was approved by the defence panel of the Doctor of Philosophy in Education in the English Language Education programme, the College of Arts and Sciences in February 2021.

**Table 1**

*Frequency and Percentage Distribution of Respondents According to Profile*

Category	Frequency (n = 210)	Percent
<b>Sex</b>		
Male	36	17.1
Female	174	82.9
<b>Type of High School</b>		
Public	154	73.3
Private	56	26.7
<b>Course</b>		
Psychology	49	23.3
Political Science	21	10.0
Economics	5	2.4
Human Services	7	3.3
Physics	2	1.0
Mathematics	12	5.7
Chemistry	9	4.3
Biology	56	26.7
Environmental Science	15	7.1

English Language Studies	11	5.2
Communication	12	5.7
Industrial and Commercial Communication	11	5.2
<hr/>		
Ethnicity		
Tagalog	44	21.0
Itawes	33	15.7
Ilocano	112	53.3
Ybanag	14	6.7
Others	7	3.3
<hr/>		
Father's Highest Educational Attainment		
Elementary Level	24	11.4
Elementary Graduate	18	8.6
High School Level	18	8.6
High School Graduate	47	22.4
College Level	37	17.6
College Graduate	60	28.6
Master's Degree	5	2.4
Doctorate	1	.5
<hr/>		
Mother's Highest Educational Attainment		
Elementary Level	15	7.1
Elementary Graduate	10	4.8
High School Level	25	11.9
High School Graduate	47	22.4
College Level	42	20.0
College Graduate	55	26.2
Master's Degree	15	7.1
Doctorate	1	.5

Table 1 shows that females outnumbered males by a wide margin. Most respondents graduated from public schools. BS Biology and BS Psychology programs have the most respondents, while the BS Human Services, AB Economics, and BS Physics were the least represented in the study. Most respondents had parents who were college diploma holders. Ethnicity-wise, the majority of the respondents were Ilokano while some were Tagalog, Itawes, and Ibanag.

The first instrument used was a researcher-constructed competence test. The grammatical component consisted of 60 items distributed evenly across the domains of morphology, grammar, phonology, syntax, lexicon, and semantics. Meanwhile, the discourse component consisting of 40 items were subdivided into two domains, namely, spoken and written discourse. The second and third instruments used were adapted speaking and writing rubrics, respectively. The rubrics were used to determine the respondents' productive skills level. Due to COVID-19 restrictions, data gathering was conducted exclusively online. Results of the Intraclass Correlation (ICC) revealed that the three evaluators' ratings were reliable.

## Results and Discussion

**Table 2**  
*Respondents' Mass Media Exposure*

Category	Weighted Mean	Description
<b>Amount of Time Spent for Mass Media</b>		
Television	2.20	Less than an hour
Radio	2.18	Less than an hour
Magazines	2.61	Less than an hour
Newspapers	2.64	Less than an hour
Internet	4.37	4-5 hours
Category Mean	2.80	1-2 hours
<b>Extent of Attention Given to Mass Media</b>		
Television	4.78	Limited Attention
Radio	3.32	Limited Attention
Magazines	2.80	Limited Attention
Newspapers	2.92	Limited attention
Internet	7.80	Much Attention
Category Mean	4.32	Limited Attention
<b>Credibility of Advertisements in Mass Media</b>		
Television	5.78	Average Credibility
Radio	4.76	Low Credibility
Magazines	3.92	Low Credibility
Newspapers	4.35	Low Credibility
Internet	7.13	Average Credibility
Category Mean	5.19	Average Credibility
<b>Frequency of Clicking Advertisements on Mass Media</b>		
	Frequency	Percentage
Always	11	5.2
Often	63	30.0
Occasionally	46	21.9
Seldom	47	22.4
Rarely	43	20.5

Table 2 shows that in terms of mass media exposure, the respondents reported spending more hours on and paying attention to the Internet than they did other mass media. They also found advertisements in Television and Internet more credible than other media and they clicked on advertisements often.

**Table 3**

*Frequency and Percentage Distribution of Respondents According to Grammatical Competence*

Category	Frequency (n = 210)	Percent
<b>Grammar</b>		
Very Low (0-2)	115	54.76
Low (3-4)	73	34.76
Average (5-6)	18	8.57
High (7-8)	4	1.90
Very High (9-10)	0	0.00
Mean = 2.51 SD = 1.54		
<b>Vocabulary</b>		
Very Low (0-2)	28	13.33
Low (3-4)	52	24.76
Average (5-6)	54	25.71
High (7-8)	55	26.19
Very High (9-10)	21	10.00
Mean = 5.37 SD = 2.39		
<b>Morphology</b>		
Very Low (0-2)	7	3.33
Low (3-4)	23	10.95
Average (5-6)	53	25.24
High (7-8)	64	30.48
Very High (9-10)	63	30.00
Mean = 6.94 SD = 2.08		
<b>Semantics</b>		
Very Low (0-2)	29	13.81
Low (3-4)	33	15.71
Average (5-6)	47	22.38
High (7-8)	70	33.33
Very High (9-10)	31	14.76
Mean = 5.91 SD = 2.57		
<b>Syntax</b>		
Very Low (0-2)	55	26.19
Low (3-4)	105	50.00
Average (5-6)	43	20.48
High (7-8)	7	3.33
Very High (9-10)	0	0.00
Mean = 3.50 SD = 1.52		
<b>Overall Grammatical Competence</b>		
Very Low (1-12)	1	0.48
Low (13-24)	40	19.05
Average (25-36)	87	41.43

High (37-48)	71	33.81
Very High (49 -60)	11	5.24
Mean = 28.22 SD = 8.07		

Table 3 shows that the overall mean for the grammatical competence of the respondents is 28.22, which fell into the average range. In the domain of grammar, 115 out of 210 test-takers got very low scores (0-2/10 items), 73 scored low (3-4/10 items), 18 obtained average scores (5-6/10 items), and only four test takers got high scores (7-8/10 items). Pertaining to scores in the semantics dimension of the grammatical competence test, the categorical mean is 5.91, which also fell into the average range (fair user of English). Grammar test scores and syntax test scores were relatively close.

**Table 4**  
*Frequency and Percentage Distribution of Respondents According to Discourse Competence*

Category	Frequency (n = 210)	Percent
<b>Spoken</b>		
Very Low (1-4)	4	1.90
Low (5-8)	34	16.19
Average (9-12)	125	59.52
High (13-16)	46	21.90
Very High (17-20)	1	0.48
Mean = 10.65 SD = 2.52		
<b>Written</b>		
Very Low (1-4)	5	2.38
Low (5-8)	49	23.33
Average (9-12)	97	46.19
High (13-16)	55	26.19
Very High (17-20)	4	1.90
Mean = 10.66 SD = 3.07		
<b>Overall Discourse Competence</b>		
Very Low (1-8)	2	0.95
Low (8-16)	26	12.38
Average (17-24)	130	61.90
High (25-32)	51	24.29
Very High (33-40)	1	0.48
Mean = 21.31 SD = 4.74		

Table 4 shows that the mean scores for both spoken and written discourse competence were nearly identical at 10.65 and 10.66. Again, both fell under the description of “average”. This gives an overall discourse competence mean of 21.31 (average).

**Table 5**

*Frequency and Percentage Distribution of Respondents According to Level of Speaking Skill*

Category	Frequency (n = 50)	Percent
<b>Content</b>		
Beginning (1.00-1.75)	0	0
Developing (1.76-2.50)	10	20
Competent (2.51-3.25)	18	36
Accomplished (3.26-4.00)	22	44
Mean = 3.01 SD = 0.56		
<b>Grammar</b>		
Beginning (1.00-1.75)	2	4
Developing (1.76-2.50)	14	28
Competent (2.51-3.25)	20	40
Accomplished (3.26-4.00)	14	28
Mean = 2.82 SD = 0.57		
<b>Vocabulary</b>		
Beginning (1.00-1.75)	4	8
Developing (1.76-2.50)	14	28
Competent (2.51-3.25)	16	32
Accomplished (3.26-4.00)	16	32
Mean = 2.73 SD = 0.66		
<b>Organization</b>		
Beginning (1.00-1.75)	5	10
Developing (1.76-2.50)	10	20
Competent (2.51-3.25)	17	34
Accomplished (3.26-4.00)	18	36
Mean = 2.84 SD = 0.68		
<b>Fluency</b>		
Beginning (1.00-1.75)	12	24
Developing (1.76-2.50)	11	22
Competent (2.51-3.25)	14	28
Accomplished (3.26-4.00)	13	26
Mean = 2.55 SD = 0.76		
<b>Overall Productive Skill (Speaking)</b>		
Beginning (1-5)	0	0
Developing (6-10)	7	14
Competent (11-15)	24	48
Accomplished (16-20)	19	38
Mean = 13.95 SD = 2.89		

Table 5 indicates the productive speaking skill with an overall mean of 13.95, which was in the “competent” category. Considering the different speaking

components evaluated, the speaker-respondents are “competent” in all dimensions i.e., Content (3.01), Grammar (2.82), Vocabulary (2.73), Organisation (2.84), and Fluency (2.55).

**Table 6**

*Frequency and Percentage Distribution of Respondents According to Level of Writing Skill*

Category	Frequency (n = 50)	Percent
<b>Organisation</b>		
Non-college work (1-5)	0	0
Unacceptable (6-11)	10	20
Fair to Adequate (12-14)	16	32
Adequate - Good (15-17)	21	42
Good to Excellent (18-20)	3	6
Mean = 14.23 SD = 2.82		
<b>Logical Development</b>		
Non-college work (1-5)	0	0
Unacceptable (6-11)	9	18
Fair to Adequate (12-14)	18	36
Adequate - Good (15-17)	18	36
Good to Excellent (18-20)	5	10
Mean = 14.31 SD = 2.86		
<b>Grammar</b>		
Non-college work (1-5)	0	0
Unacceptable (6-11)	17	34
Fair to Adequate (12-14)	19	38
Adequate - Good (15-17)	12	24
Good to Excellent (18-20)	2	4
Mean = 13.10 SD = 2.70		
<b>Punctuation, Spelling, Mechanics</b>		
Non-college work (1-5)	0	0
Unacceptable (6-11)	8	16
Fair to Adequate (12-14)	17	34
Adequate - Good (15-17)	20	40
Good to Excellent (18-20)	5	10
Mean = 14.44 SD = 2.55		
<b>Style and Quality of Expression</b>		
Non-college work (1-5)	0	0
Unacceptable (6-11)	6	12
Fair to Adequate (12-14)	15	30
Adequate - Good (15-17)	22	44
Good to Excellent (18-20)	7	14
Mean = 14.93 SD = 2.61		
<b>Overall Productive Skill (Writing)</b>		

Non-college work ( 1-25)	0	0
Unacceptable (26-55)	7	14
Fair to Adequate (56-70)	15	30
Adequate - Good (71-85)	20	40
Good to Excellent (86-100)	8	16
Mean = 71.01 SD = 12.94		

Table 6 shows that the overall writing skills mean of the respondents is 71.01, falling under the category of “adequate-good”. Based on the scores of the respondents in the specific domains of the evaluated writing, it appeared that all areas were rated fair to adequate, that is, Organisation (14.23), Logical Development of Ideas (14.31), Grammar (13.10), and Punctuation, Spelling, Mechanics (14.44), except for Style and Quality of Expression which received a mean of 14.93 described as adequate to good.

**Table 7**

*Comparison of the Grammatical Competence of the Respondents Grouped by Selected Profile*

Variables and Groups	Group Mean	Statistic	df	Computed Value	Probability
Type of School		T	208	1.767	0.08
Public	8.356				
Private	7.058				
Course		F	11/198	5.923	.000**
Psychology	32.47				
Political Science	29.10				
Economics	30.40				
Human Services	28.14				
Physics	35.00				
Mathematics	24.25				
Chemistry	30.33				
Biology	27.05				
Environmental Science	21.33				
English Language Studies	32.45				
Communication	29.25				
Industrial and Commercial Communication	18.09				
Ethnicity		F	4/208	1.098	.359
Tagalog	27.05				
Itawes	27.27				
Ilocano	28.40				
Ybanag	31.14				



Others 31.43

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

Table 7 reveals that there was a significant difference in the respondents' grammatical competence when grouped according to course; thus, the null hypothesis was rejected. Grammatical competence scores did not differ when grouped according to type of school graduated from and ethnicity, with probability values of 0.08 and .359 ( $p > .05$ ).

**Table 8**

*Comparison of the Discourse Competence of the Respondents Grouped by Selected Profile*

Variables and Groups	Group Mean	Statistic	df	Computed Value	Probability
Type of School		T	208	2.137	0.034
Public	4.417				
Private	5.417				
Course		F	11/198	4.660	.000**
Psychology	23.24				
Political Science	22.57				
Economics	20.00				
Human Services	21.43				
Physics	25.00				
Mathematics	19.75				
Chemistry	22.44				
Biology	20.11				
Environmental Science	17.53				
English Language Studies	23.91				
Communication	23.92				
Industrial and Commercial Communication	16.82				
Ethnicity		F	4/208	.664	.618
Tagalog	21.20				
Itawes	20.70				
Ilocano	21.32				
Ybanag	23.14				
Others	21.14				

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

Table 8 shows that there was a significant difference in the respondents' discourse competence when grouped according to type of school graduated from and course; thus, the null hypothesis was rejected. The findings revealed that

students who graduated from private institutions scored comparatively better than those who graduated from public schools in the discourse competence test influence concerning whether, what, and how any individual learns a language.

Scores in discourse competence test did not differ when grouped according to ethnicity as the probability value (.618) was higher than 0.05 level of significance; hence, the hypothesis was accepted.

**Table 9**

*Comparison of Respondents' Productive Skills Grouped by Selected Profile*

Variables and Groups	Group Mean	Statistic	df	Computed Value	Probability
Sex		T	48	1.254	0.196
Female	2.98				
Male	2.74				
Type of School		T	48	0.838	0.406
Public	2.72				
Private	2.97				
Course		F	10/39	2.397	0.025*
Psychology	2.68				
Political Science	2.92				
Economics	2.47				
Human Services	2.83				
Mathematics	1.98				
Chemistry	3.27				
Biology	2.85				
Environmental Science	2.84				
English Language Studies	3.22				
Communication	3.53				
Industrial and Commercial Communication	2.16				
Ethnicity		F	4/45	0.089	0.985
Tagalog	2.73				
Itawes	2.83				
Ilocano	2.81				
Ybanag	2.87				
Others	2.63				

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

Table 9 shows that respondents' speaking performance differed significantly only when grouped according to course but not with other selected profile variables such as sex, type of school, and ethnicity.

**Table 10***Comparison of Respondents' Writing Skill - Grouped by Selected Profile*

Variables and Groups	Group Mean	Statistic	df	Computed Value	Probability
<i>Sex</i>		T	48	0.838	0.406
Female	14.78				
Male	14.04				
<i>Type of School</i>		T	48	0.373	0.711
Public					
Private					
<i>Course</i>		F	10/39	1.672	0.123
BS Psychology	15.22				
AB Political Science	14.15				
AB Economics	15.87				
BS Human Services	11.47				
BS Mathematics	13.98				
BS Chemistry	15.10				
BS Biology	12.96				
BS Environmental Science	13.22				
AB English Language Studies	15.64				
AB Communication	17.20				
BS Industrial and Commercial Communication	12.29				
<i>Ethnicity</i>		F	4/45	0.960	0.439
Tagalog	13.21				
Itawes	13.82				
Ilocano	14.72				
Ybanag	14.00				
Others	15.80				

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

In Table 10, the respondents' writing performance did not vary significantly when grouped according to sex, type of school graduated from, course, and ethnicity.

**Table 11***Relationship between Respondents' Grammatical and Discourse Competence and Select Profile Variables and Mass Media Exposure*

Variables	Grammatical Competence		Discourse Competence	
	r-value	p-value	r-value	p-value

Father's Highest Educational Attainment	.354**	.000	.291**	.000
Mother's Highest Educational Attainment	.328**	.000	.247**	.000
Time Spent to Mass Media				
TV	.096	.166	.019	.782
Radio	.162*	.019	.062	.373
Magazine	.040	.561	.022	.752
Newspaper	.054	.440	.001	.994
Internet	.144*	.037	.084	.223
Overall	.059	.398	.045	.518
Attention Given to Mass Media				
TV	.182**	.008	.188**	.006
Radio	.142*	.040	.181**	.009
Magazine	.215**	.002	.170*	.014
Newspaper	.255**	.000	.233**	.001
Internet	.204**	.003	.159*	.021
Overall	.248**	.000	.232**	.001
Credibility of Advertisements in Mass Media				
TV	.355**	.000	.314**	.000
Radio	.398**	.000	.360**	.000
Magazine	.407**	.000	.352**	.000
Newspaper	.461**	.000	.413**	.000
Internet	.057	.413	.026	.710
Overall	.402**	.000	.363**	.000
Frequency of Clicking Ads in Mass Media	.281**	.000	.289**	.000
Overall Mass Media Exposure	.369**	.000	.336**	.000

df = 209

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

The data also revealed that grammatical competence was significantly correlated to the respondents' parents' highest educational attainment with correlation coefficients or r-values of .354 and .328 for father's highest educational attainment and mother's highest educational attainment, respectively at 0.01 level of significance (Table 11). This means that the higher the level of parental education, the more grammatically competent the respondents would be. Media exposure and students' grammatical and discourse competence were also positively correlated as indicated by the overall correlation coefficients of .369 and .366, respectively.

**Table 12**

*Relationship between Respondents' Productive Skills, Selected Profile, and Mass Media Exposure*

Variables	Writing		Speaking	
	r-value	p-value	r-value	p-value
Father's Education	.209	.144	.255	.074
Mother's Education	.257	.071	.337*	.017
Time Spent on Mass Media				
TV	.072	.622	.071	.625
Radio	.004	.976	.264	.064
Magazine	.039	.789	.002	.989
Newspaper	.113	.435	.051	.727
Internet	.248	.082	.028	.849
Overall	.024	.866	.120	.406
Attention Given to Mass Media				
TV	.206	.151	.178	.216
Radio	.116	.424	.310*	.029
Magazine	.225	.116	.236	.099
Newspaper	.254	.075	.231	.106
Internet	.200	.164	.169	.239
Overall	.252	.077	.281*	.048
Credibility of Advertisements in Mass Media				
TV	.291*	.040	.304*	.032
Radio	.154	.285	.389**	.005
Magazine	.401**	.004	.429**	.002
Newspaper	.420**	.002	.353*	.012
Internet	.020	.890	.110	.447
Overall	.319*	.024	.350*	.013
Frequency of Clicking Ads in Mass Media	.291*	.040	.304*	.032
Overall Mass Media Exposure	.302*	.033	.292*	.040

df = 49

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

With a correlation coefficient of .337 at 0.05 level of significance, mother's highest educational attainment was found to be significantly correlated to speaking performance. The table further shows that exposure to mass media influenced writing and speaking performance as reflected in the overall correlation coefficients of .302 and .292, respectively.

**Table 13**

*Relationship between Respondents' Grammatical Competence and Discourse Competence*

Grammatical Competence	Discourse Competence			
	Spoken		Written	
	r-value	p-value	r-value	p-value
Grammar	.257**	.000	.318**	.000
Vocabulary	.377**	.000	.454**	.000
Phonology	.235**	.001	.297**	.000
Morphology	.405**	.000	.493**	.000
Semantics	.425**	.000	.521**	.000
Syntax	.177*	.010	.305**	.000
Overall	r- value = 0.433** p –value = 0.000			

df = 209

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

In addition, Table 13 shows that there was a significant relationship between grammatical competence and discourse competence. This suggests that respondents' knowledge in the domains of grammar, vocabulary, phonology, morphology, semantics, and syntax were related to their knowledge of spoken and written discourse. As scores in specific grammatical competence domains increase, the scores in spoken and written discourse also increase.

**Table 14**

*Relationship between Respondents' Grammatical Discourse Competence and Productive Skills*

Grammatical Competence	Productive Skills			
	Speaking		Writing	
	r-value	p-value	r-value	p-value
Grammar	.076	.601	.396**	.004
Vocabulary	.136	.348	.237	.098
Phonology	.256	.073	.505**	.000
Morphology	.239	.094	.423**	.002
Semantics	.328*	.020	.596**	.000
Syntax	.232	.105	.546**	.000
Discourse Competence				
Spoken	.379**	.007	.320*	.022
Written	.444**	.001	.435**	.002
Overall	r- value = .433** p –value = .000			

df = 49

Note: \*significant at 0.05 level; \*\*significant at 0.01 level

Table 14 shows that grammatical competence was significantly correlated with writing skill, while discourse competence was significantly correlated with speaking and writing skill. The results further suggested that grammatical and discourse competence were closely associated with speaking and writing as ascertained by the overall correlation coefficient of .433, which was significant at 0.01 level.

The micro-skills, subsumed under grammatical competence except for vocabulary, showed positive linear relationship with writing skill. This means that the higher the scores in grammar, phonology, morphology, semantics, and syntax, the better the performance of the respondents in the writing task.

A positive linear relationship between discourse competence and the productive skills of respondents was also established by the findings, as reflected by the correlation coefficients, which were significant at 0.01 and 0.05. This implies that one's ability to combine and interpret meanings and forms to achieve unified text in different modes by using cohesion devices to relate forms and coherence rules to organise meanings and the ability to select sequence and arrange words, structures, and utterances to achieve a unified spoken message (discourse competence) can manifest in real communicative situations such as in writing and speaking.

Finally, the relationship between grammatical and discourse competence and the productive skills was reinforced by the overall correlation coefficient which is significant at 0.01 level.

### **Discussion**

Based on the findings, although the students' grammar competence was average, scores in specific dimensions of grammatical competence such grammar and syntax were poor. The poor results in the grammar test supported findings indicating that learners' performance in grammar and syntax was generally poor (Merza, 2022; Sioco & De Vera, 2018). When it comes to morphology, the result suggested that the respondents were generally aware of the rules of morphological affixation. This negated that of Naseeb and Ibrahim (2017), Sarfraz et al. (2018) and Hasani et al. (2014) who found that learners lack morphological awareness. The scores in the semantics dimension of the grammatical competence test meanwhile returned an average categorical mean. Relative to this, Chiu (2009) reported that even high-level ESL learners performed significantly worse than native speakers of English. The study also revealed differences in grammatical competence scores of students when grouped by course which concur with other studies (Razmjoo & Movahed, 2009; Tuan, 2017).

In terms of discourse, the students' competence was average. The results illustrated that they had an average knowledge regarding spoken and written discourse. Discourse competence scores were also found to vary across school type and course. As López-Montero et al. (2014, as cited in Eccius-Wellmann & Santana, 2020) pointed out, access to cultural capital in the form of books, computers, and internet access, "may have a profound influence upon whether, what, and how any individual learns a language" (p. 3).

On the other hand, the speaking test revealed encouraging results as students' performance was described "competent", while their writing skills were rated "adequate-good". It is important to note that speaking performance differed significantly only when grouped according to course. This result was similar to Betonio (2017), who assessed students' English oral proficiency based on degree programmes and found that there was a highly significant difference in the oral proficiency level of students when compared using the academic courses that they were enrolled in.

The study also revealed an association between grammatical competence and discourse competence. These two competences appeared to interact with each other. The recognition and production of grammatically correct sentences as well as comprehension of their propositional content are critical in the creation of discourse (Celce-Murcia & Larsen-Freeman, 2007; Flowerdew, 2013). Elements at the lexical and grammatical levels are united in the formulation of discourse. Hence, both grammatical and discourse competence reflect the use of the grammatical system itself (Celce-Murcia & Larsen-Freeman, 2007).

In terms of writing, the results confirm as well as negate results from studies that explored writing performance and errors of ESL and EFL students when language dimensions and select profile variables are considered. No significant structural differences between writing factors across the gender group was found by Woods (2016), contradicting Al-Saadi (2020) who found that women did better than men in terms of writing fluency and text quality. dos Santos and Hage (2015) reported that students at private institutions had better writing abilities than those at public institutions. Exposure to mass media helped students in their speaking skills (Albayrak & Yanar, 2013; Sioco & De Vera, 2018).

The main concern of this research, however, was whether grammatical and discourse competence are correlated with the productive skills of speaking and writing. Results revealed that grammatical competence, in general, showed positive linear relationship with writing skill. Mulyaningsih et al. (2013) confirmed that there was a positive correlation between grammatical competence and writing ability. They explained that the decrease or increase in the students' grammatical competence led to the decrease or increase in writing ability. Moreover, the most grammatically competent students proved to be the best student-writers (Shattah, 2008). One's ability to combine and interpret meanings and forms can manifest in real communicative situations such as in writing and speaking. In the context of the theory of the transfer of learning, the present study suggests that the respondents' grammatical and discourse knowledge facilitate, contribute, or was translated to speaking and writing performance.

## **Conclusion**

The first-year students of the College of Arts and Sciences, Cagayan State University have an average competence level along with grammatical competence and discourse competence. While they were competent in speaking, they were only adequate to good in writing. The course they were taking was a contributory factor and correlated significantly in grammatical competence, discourse competence, and



speaking. Parents' highest educational attainment and mass media exposure were found to be significantly correlated with both grammatical and discourse competence, while for discourse level, only the type of school one graduated from was found to be significant. There was also a significant relationship between linguistic competence and discourse competence. Finally, grammatical competence was found to be significantly correlated with writing skill, while discourse competence was significantly correlated with speaking and writing skills. Grammatical and discourse knowledge facilitated both the productive skill of speaking and writing and were established as vital for better written and spoken language outputs. Future research can include sociolinguistic and strategic competences, two promising areas for further investigation in the present area.

### References

- Ahangari, S., & Barghi, A. H. (2012). Consistency of measured accuracy in grammar knowledge tests and writing: TOEFL PBT. *Language Testing in Asia* 2(2), 5-21. <https://doi.org/10.1186/2229-0443-2-2-5>
- Al-Saadi, Z. (2020). Gender differences in writing: The mediating effect of language proficiency and writing fluency in text quality. *Cogent Education*, 7(1), 1-19. <https://doi.org/10.1080/2331186X.2020.1770923>
- Albayrak, S., & Yanar, M. (2013). Effects of mass media tools on speaking skills in teaching maritime English. [https://www.researchgate.net/publication/290443783\\_EFFECTS\\_OF\\_MASS\\_MEDIATTOOLS\\_ON\\_SPEAKING\\_SKILLS\\_IN\\_TEACHING\\_MARITIME\\_ENGLISH](https://www.researchgate.net/publication/290443783_EFFECTS_OF_MASS_MEDIATTOOLS_ON_SPEAKING_SKILLS_IN_TEACHING_MARITIME_ENGLISH)
- Baclig, C. E. (2020, November 20). *Philippines drops further in global English proficiency rankings*. *Inquirer*. <https://newsinfo.inquirer.net/1362951/philippines-drops-further-in-global-english-proficiency-rankings>
- Betonio, R. (2017). Assessment of students' English oral proficiency based on degree programs: Implications for admission examinations. *Journal for Humanities and Social Sciences*, 7(23), 38-60. <https://www.msuiit.edu.ph/academics/colleges/cass/research/langkit/2017/Article%203.pdf>
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. <https://doi.org/10.1093/applin/l.1.1>
- Celce-Murcia, M., & Larsen-Freeman, D. (2007). *The grammar book: An ESL/EFL teacher's course*. Heinle & Heinle Publishers.
- Chiu, C. (2009). ESL learners' semantic awareness of English words. *Language Awareness*, 18(3-4), 294-309. DOI: 10.1080/09658410903197272
- Domantay, M., & Ramos, L. (2018). English writing performance of grade 11 students. *Journal of Advanced Studies*, 1(1), 1-19. <https://psurj.org/wp-content/uploads/2018/12/JAS-002.pdf>
- dos Santos, M. A., & Hage, S. (2015). Textual production of children without learning difficulties. *CoDAS*, 27(4), 350-358. <https://doi.org/10.1590/2317-1782/20152014037>

- Eccius-Wellmann, C., & Santana, J. (2020). Variables that Influence language proficiency in students from public and private high schools in Mexico. *MexTesol Journal*, 44(2), 1-12. <https://doi.org/10.1191%2F0265532202lt226oa>
- Fitriani, D., & Wardah, R. (2015). A study on student's English speaking problems in speaking performance. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4(9), 1-13. <https://jurnal.untan.ac.id/index.php/jpdpb/article/download/11345/10753>
- Flowerdew, J. (2013) *Discourse in English language education*. Routledge.
- GMA News Online. (2018, February 21). *English proficiency of Pinoy students, teachers lagging - survey*. <https://www.gmanetwork.com/news/topstories/nation/644114/english-proficiency-of-pinoy-students-teachers-lagging-survey/story/>
- Hajian, S. (2019). Transfer of learning and teaching: A review of transfer theories and effective instructional practices. *IAFOR Journal of Education*, 7(1), 93-111. <https://doi.org/10.22492/ije.7.1.06>
- Hasani, M., Mousavi, S., & Zarei, A. A. (2014). The effect of the number of affixes on vocabulary learning of Iranian intermediate EFL students. *International Journal of Language Learning and Applied Linguistics World*, 5(3), 84-96. [https://www.researchgate.net/publication/312470102\\_THE\\_EFFECT\\_OF\\_THE\\_NUMBER\\_OF\\_AFFIXES\\_ON\\_VOCABULARY\\_LEARNING\\_OF\\_IRANIAN\\_INTERMEDIATE\\_EFL\\_STUDENTS](https://www.researchgate.net/publication/312470102_THE_EFFECT_OF_THE_NUMBER_OF_AFFIXES_ON_VOCABULARY_LEARNING_OF_IRANIAN_INTERMEDIATE_EFL_STUDENTS)
- Heriansyah, H. (2012). Speaking problems faced by the English department students of Syiah Kuala University. *Lingua Didaktika*, 6, 37-44. <https://doi.org/10.24036/ld.v6i1.7398>
- Islam, M. S., & Stapa, M. B. (2021). Students' low proficiency in spoken English in private universities in Bangladesh: Reasons and remedies. *Lang Test Asia*, 11(22). <https://doi.org/10.1186/s40468-021-00139-0>
- Leberman, S., & Doyle, S. (2006). *The transfer of learning participants' perspectives of adult education and training*. Routledge.
- Mahripah, S. (2014). EFL learners' attitudes towards the improvement of their English speaking performance. *Jurnal Penelitian Bahasa, Sastra dan Pengajarannya*, 12(2), 287-299. <https://doi.org/10.21831/ltr.v12i02.1590>
- Merza, H. N. (2022). English grammar competence of Filipino college freshmen. *Journal of Positive School Psychology*, 6(4), 2949-2958. <https://journalppw.com/index.php/jpsp/article/view/3766/2466>
- Mulyaningsih, A., Rais, D., & Sulistyawati, H. (2013). A correlation study between grammatical competence, verbal linguistic intelligence, and writing ability. *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, 2(1), 224-233. [https://jurnal.fkip.uns.ac.id/index.php/bhs\\_inggris/article/download/7911/5758](https://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/download/7911/5758)
- Naseeb, M., & Ibrahim, M. A. (2017). Morphological derivations: Learning difficulties encountered by public secondary school students in Amman/Jordan. *English Language Teaching*, 10(12), 172-181. <https://doi.org/10.5539/elt.v10n12p172>
- Nunan, D. (2009). *Second language teaching and learning*. ESP Printers, Inc.

- Rahman, M. M., Islam, M. S., Hasan, M. K., & Singh, M. K. M. (2021). English medium instruction: Beliefs and attitudes of university lecturers in Bangladesh and Malaysia. *Issues in Educational Research*, 31(4), 1213-1225. [https://www.researchgate.net/publication/357079585\\_English\\_medium\\_instruction\\_Beliefs\\_and\\_attitudes\\_of\\_university\\_lecturers\\_in\\_Bangladesh\\_and\\_Malaysia](https://www.researchgate.net/publication/357079585_English_medium_instruction_Beliefs_and_attitudes_of_university_lecturers_in_Bangladesh_and_Malaysia)
- Razmjoo, S., & Movahed, M. (2009). On the relationship between socio-cultural factors and language proficiency. *Pan-Pacific Association of Applied Linguistics*, 13(2), 59-76. <https://files.eric.ed.gov/fulltext/EJ868852.pdf>
- Sarfraz, S., Tariq U., & Abbas, A. (2018). Effectiveness of morphological awareness in English writing composition of Pakistani students at the undergraduate level-Case study. *Journal of Education and Practice*, 9(19), 78-84. <https://core.ac.uk/download/pdf/234641795.pdf>
- Saville-Troike, M. (2012). *Introducing second language acquisition* (2nd ed.). Cambridge University Press.
- Separo, L. A., Generales, L., & Medina, R. J. (2020). Situational speaking difficulties of English as second language learners in the Philippines. *Journal of Southeast Asian Studies*, 25(1), 144-167. <https://doi.org/10.22452/jati.vol25no1.8>
- Sermsook, K., Liamnimitr, J., & Pochakor, R. (2017). An analysis of errors in written English sentences: A case study of Thai EFL students. *English Language Teaching*, 10(3), 101-110. <https://files.eric.ed.gov/fulltext/EJ1130033.pdf>
- Shattah, A. (2008). *Investigating the relationship between grammatical competence and EFL (English as a foreign language) learners' writing quality*. [Degree dissertation, University of Khartoum].
- Sioco, E., & De Vera, P. (2018). Grammatical competence of junior high school students. *TESOL International Journal*, 13(1), 81-94. <https://eric.ed.gov/?id=EJ1247221>
- Tuan, V. (2017). Communicative competence of the fourth year students: Basis for proposed English language program. *English Language Teaching*, 10(7), 104-122. <http://doi.org/10.5539/elt.v10n7p104>
- Woods, L. (2016). *Examining gender differences in writing skill with latent factor modeling*. [Master dissertation, University of Washington]. <https://digital.lib.washington.edu/researchworks/handle/1773/36586>
- Yano, Y. (2003). Communicative competence and English as an International Language. *Journal of Advances in Linguistics*, 10, 75-83. <https://web.uri.edu/iaics/files/07-Yasukata-Yano.pdf>

# INVESTIGATING ANXIETY ABOUT TEACHING A FOREIGN LANGUAGE AMONG EFL TEACHERS PURSUING THEIR POSTGRADUATE STUDIES

Hameed GANNOUN\*<sup>1,3</sup>

Naciye KUNT<sup>2</sup>

Farhana Diana DERIS<sup>1</sup>

<sup>1</sup>Universiti Teknologi Malaysia, Johor, Malaysia

<sup>2</sup>Eastern Mediterranean University, Famagusta, Cyprus

<sup>3</sup>Sebha University, Sabha, Libya

<sup>1</sup>hagannoun@gmail.com

<sup>2</sup>naciye.kunt@emu.edu.tr

<sup>3</sup>diana@utm.my

*Manuscript received 10 November 2022*

*Manuscript accepted 20 June 2023*

*\*Corresponding author*

*<https://doi.org/10.33736/ils.5101.2023>*

## ABSTRACT

In the discipline of teaching English, scholars and even language teachers have long been interested in foreign language teaching anxiety (FLTA). With the increasing proliferation of English as a foreign language (EFL), there is a lack of comprehensive research on FLTA among EFL teachers. Therefore, the current study examines FLTA among 48 EFL teachers during their postgraduate programme at a public university in Northern Cyprus. The current analysis included the administration of the Teacher Foreign Language Anxiety Scale (TFLAS) and interviews. According to the results, the participants experienced varying degrees of foreign language teaching anxiety, and anxiety levels do not correlate with participants' gender and teaching. The findings also revealed that fear of making mistakes was the primary factor that could induce language teaching anxiety. This study contributes to the existing body of prior research on FLTA with valuable contextualised data that could help alleviate anxiety levels experienced by EFL teachers.

**Keywords:** anxiety; English as a foreign language teacher; foreign language anxiety; foreign language teaching anxiety

## Introduction

Various variables, procedures, and processes are associated with learning a foreign or second language, many of which have been the subject of scientific study since the 1960s. Many English as a Foreign Language (EFL) students experience difficulties in their classrooms, which can negatively impact their progress (Horwitz et al., 1986). In other words, prior research has attempted to fully emphasise foreign language anxiety (FLA) to comprehend learners' challenges in foreign language (FL) classrooms. In their major study, Horwitz et al. (1986) described FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning; arising from the uniqueness of the language learning experience” (p.128). Research has identified many subtypes of anxiety, including trait anxiety, state anxiety, and facilitative-debilitative anxiety, all distinct from one another (Crookall, 1987; Scovel, 1978). Elevated levels of FLA can cause frustration and are disruptive to students in the EFL classroom (Horwitz et al., 1986; Liu & Wu, 2021). Over the past three decades, several studies have shown that student's ability to master a FL is negatively affected by their anxiety (Horwitz, 1996; Horwitz et al., 1986; Tum & Kunt, 2013; Wern & Rahmat, 2021). FLA negatively impacts FL achievement, whereas positive emotions promote learning and achievement (Bielak, 2022).

However, along with this growth in the field, researchers appear to have overlooked the possibility that EFL teachers may also experience Foreign Language Teaching Anxiety (FLTA) when speaking the target language (TL), which is detrimental to the EFL teaching process (Tum, 2015; Wern & Rahmat, 2021). EFL teachers' anxiety is either due to the fact that they are FL users or generic teaching profession situations. Nonetheless, little effort has been made to recognise both sides of the coin (Aydin & Ustuk, 2020). Further, recent research in FLA has focused on the possibility that anxious EFL teachers could unintentionally pass on their irritation and anxiety to their students (Horwitz, 1996; Mercer, 2018). As a result, the discipline needs to deeply understand the teachers' psychology to optimise the efficiency and dynamism of EFL classrooms. Therefore, this study aims to shed new light on this debate by examining FLTA among EFL teachers that may affect their teaching behaviour. Specifically, this research aims to measure the extent of FLTA of EFL teachers pursuing their postgraduate studies and determine the sources of their FLTA level. It seeks to answer the following questions:

- (1) To what extent do EFL teachers experience foreign language teaching anxiety?
- (2) Does the level of FLTA correlate with the participant's gender and teaching experience?
- (3) What are the sources of FLTA among EFL teachers?

## Literature Review

Considering studies in this area of research, EFL teachers may experience not only teaching anxiety but also FLA. As stated by Horwitz (1996), while EFL teachers are required to alleviate their students' anxiety levels, they may experience anxiety that adversely impacts their teaching behaviour. Horwitz (1996) noted that although the

quality of language teaching is affected by such fears, it would significantly affect teachers' mentality and sense of satisfaction. Although language teaching has prioritised improving education in reducing learners' anxiety levels, the teacher's feelings of anxiety are occasionally underestimated (Brodar, 2020; Horwitz, 1996) and still needs to be defined (Aydin & Ustuk, 2020; Brodar, 2020; Selvi, 2011).

### **Foreign Language Teaching Anxiety (FLTA)**

Aslrasouli and Vahid (2014) define FLTA as a complex psychological experience impacted by several factors that lead to stress or anxiety among teachers in the EFL classroom. As with all novice EFL teachers, it is reasonable to assume that most teachers are no exception to going through critical moments of anxiety. Horwitz (1996) notes that when EFL teachers need to minimise their learners' anxiety in the classroom, they may feel anxious and inferior, disrupting their practice of teaching the TL. The bulk of the recent work in this area (e.g., Aydin & Ustuk, 2020; Fraschini & Park, 2021; Lee & Lew, 2001; Machida, 2016; Soleimani & Allahveisi, 2022; Tum, 2012; 2015) reported that pre-service and in-service EFL teachers from various countries encountered considerable levels of FLTA. These studies are valuable in recognising emotions as an essential element of teacher development and arguing for providing resources and support necessary for teachers to overcome challenges in their teaching and training. Furthermore, since there are comparatively limited studies on FLTA, it is crucial to look into its causes, effects, and how language teachers address these challenges (Kobul & Saraçoğlu, 2020).

### **Reasons behind EFL Teacher's Feelings of Anxiety**

EFL teachers are supposed to be well educated and exhibit a dynamic and resourceful personality to impart their FL expertise. A review of major studies in this area confirmed that indicators of FLA among EFL teachers could be categorised into two subdivisions. Internal factors include personal characteristics, lack of preparation and confidence, lack of teaching experience, perceived language proficiency, fear of making mistakes and negative evaluation. On the other hand, external factors include classroom characteristics, teaching environment, L2-linguistic factors, and cultural identity (Alrashidi, 2022; Ghanizadeh et al., 2020; Han & Takkaç-Tulgar, 2019; Hismanoglu, 2013; Hofstede, 1984; Kobul & Saraçoğlu, 2020; Liu et al., 2022; Liu & Wu, 2021; Machida, 2016; Merç, 2011).

Furthermore, EFL teachers may still suffer from FLA as they were EFL learners. Several researchers (e.g., Han & Takkaç-Tulgar, 2019; İpek, 2016; Jugo, 2020; Song & Park, 2019; Tum, 2015) revealed that anxious teachers frequently felt threatened when speaking the target language and feel highly self-conscious of any deficiencies they could show in front of others. However, FL teaching is a challenging profession where teachers may be required to deal with various challenging issues daily. Therefore, a teaching license may not be enough to inspire confidence in newly licensed teachers, and it would be naïve to assume that EFL teachers would be able to manage feelings of inadequacy if they were only granted teaching credentials (Tum, 2015).

## **Theoretical Framework**

FLA can be recognised using theories and hypotheses of Second Language Acquisition (SLA) research. Krashen's (1982) Affective Filter Hypothesis is among the most influential hypotheses, emphasising how emotional variables such as motivation, self-confidence, and anxiety may impact individuals by interrupting information from the brain's language acquisition system. According to this Hypothesis, once the emotional filter is active, learners may feel anxious, stressed, and selfless, which is detrimental to their success in EFL learning, while low filters do not cause anxiety, allowing language learners to comprehend effortlessly. Besides, a preliminary work undertaken by Horwitz et al. (1986) categorised FLA as situation-specific anxiety responsible for unpleasant emotions towards a foreign language because it demands more self-concept and self-expression. According to Horwitz et al. (1986), FLA differs significantly from state and trait anxiety since it appears primarily in FL classrooms. Horwitz and her colleagues highlighted three significant anxieties: communication apprehension, fear of negative evaluation, and test anxiety. Communication anxiety is the fear of interacting with people in the TL. Fear of negative evaluation occurs when students are concerned about their mistakes. Test anxiety is linked to performance anxiety triggered by fear of failure.

## **Methodology**

This study was conducted at a public university in Northern Cyprus. The university is an international institution with students of different nationalities. It offers undergraduate and postgraduate programmes in multiple disciplines. According to the postgraduate programmes, the department of foreign language education offers MA (1-2 years) and PhD (2-5 years) programmes. The courses offered by the department are designed to provide applicants with a comprehensive understanding of both the theoretical and practical aspects of English Language Teaching (ELT). All ELT postgraduate candidates are required to exhibit a minimum score of 7.0 on IELTS or 90% of English language proficiency tests before enrolling on any ELT programme.

The reason for targeting EFL teachers pursuing their postgraduate studies was that anxiety research rarely investigated whether such participants had any struggles with teaching anxiety (Kobul & Saraçoğlu, 2020). The participants with a minimum of one year of EFL teaching were included (range: 2-13 years). A number of 48 EFL teachers (30 MA students and 18 PhD students) voluntarily participated in this study. Sixteen participants were males, and thirty-two were females aged between 23 and 53 (average 30.35). All participants were non-native English speakers from African and Middle East countries (Cyprus, Turkey, Libya, Syria, Jordan, Palestine, Lebanon, Iran, Iraq, Pakistan, and Nigeria) with EFL teaching experience (from 1 to 15 years).

According to the study objectives, a mixed-method (explanatory-sequential) research approach was adopted. According to Creswell et al. (2003), this method entails gathering and analysing quantitative and qualitative data in two sequential periods within a single research project to arrive at a more robust study in which the qualitative data help explain the initial quantitative results in more detail. In the first

phase, the researcher collects and analyses the quantitative data and subsequently uses the results to plan the second qualitative phase. The quantitative results typically provide information about participants' selection for the qualitative phase and the types of questions for interviews (Creswell et al., 2003). In the first phase, this study is designed to collect quantitative statistical data to address the level of FLTA among EFL teachers.

All participants were invited to complete a background questionnaire prepared by the researcher and the Teacher Foreign Language Anxiety Scale (TFLAS) developed by Horwitz (1996). The TFLAS was utilised to establish whether they felt the feeling of foreign language anxiety or not. The TFLAS has 18 items on a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. A high degree of reliability has been documented for the TFLAS since its invention. According to Tum (2015), TFLAS has a Cronbach’s alpha of 0.94. The Cronbach alpha of the TFLAS in this study was 0.90.

In the second phase, the study collected qualitative data through semi-structured interviews to investigate factors that trigger teachers' language anxiety among the participants (see Appendix 1 for interview questions). Interviews allow researchers to get a sense of engagement and active participation from respondents (Robson, 2017). Therefore, TFLAS and interviews enable researchers to gain more knowledge about the impact of anxiety on FL instruction. In order to consider the homogeneity, the participants were purposefully selected based on the results from TFLAS for interviews, as shown in Table 1, using pseudonyms to preserve anonymity. The interviewees included anxious and non-anxious participants with a balanced number of males and females. This type of sampling helps study a phenomenon related to what is considered typical members of the affected population.

The study was conducted according to the guidelines of the research and publication ethics regulations approved by the Research and Publication Ethics Board (RPEB) of the university (Protocol Code: 12.05.2022 RG 95 EK III AE 349). Before participating in this study, all participants received an authorisation form and were assured that their identities would be kept confidential at all stages. Additionally, each interview was recorded and lasted roughly 30 minutes.

**Table 1**  
*Characteristics of the Selected Participants for Interviews*

	Participants	Gender	Education Level	Anxiety Score		Teaching Experience (years)
Anxious Participants	Izad	Male	PhD	3.78	68	10
	Arash	Female	PhD	3.39	61	11
	Salma	Female	MA	3.39	61	6
	Adaku	Female	MA	3.06	55	2
Non-Anxious Participants	Sami	Male	MA	1.33	24	13
	Metin	Male	PhD	1.22	22	10
	Derye	Female	PhD	1.22	22	3
	Fadi	Male	PhD	1.22	22	12



## Data Analysis

The participants' responses to the TFLAS were statistically analysed using the SPSS software (version 19) to calculate the mean scores and standard deviation. Some TFLAS items (2, 4, 8, 10, 11, 12, 14, 16, 17 & 18) were reverse-coded according to the intended values. The data from the interviews were analysed using thematic analysis. According to Braun and Clarke (2006), thematic analysis is "a method for identifying, analysing, and reporting patterns (themes) within data" (p. 79). Six steps are included in the thematic analysis (Braun & Clarke, 2006). The first step is to familiarise the researchers with collected data by transcribing, reading, viewing, and marking the initial thoughts. In the second step, the researchers systematically develop initial codes of essential elements of the data throughout the entire data collection and then compile information relevant to each code. The third step involves sorting codes into potential themes and collecting all related data for each theme. In the fourth step, the researcher reviews and checks the consistency of themes throughout the coded extracts in the analysis. The fifth step is to refine and clarify each theme and the broader picture the analysis conveys, providing accurate descriptions and labels for each theme. The report is the final analysis step by selecting vivid and appealing extract examples and connecting the results to the research objective and literature (Braun & Clarke, 2006).

## Results and Discussion

### The Level of Foreign Language Teaching Anxiety

The first objective of this study is to determine the level of FLTA among the participants. As previously indicated, 48 EFL teachers completed the TFLAS, which included 18 statements on a five-point Likert scale. According to this scale, the lowest score is 18, and the highest is 90, with 45 being half the highest possible score, indicating a moderate score. The TFLAS assessed participants' FLTA levels and yielded a mean score of 2.23 (range: 1.22-3.78, Table 2). Anxiety is slightly below the moderate level at 40.23 (45).

**Table 2**

*The Descriptive Statistics about Anxiety Levels*

Scale	N	Mean	Std. Deviation	Minimum	Maximum
TFLAS	48	2.23	11.997	1.22	3.78

According to Horwitz (1996), participants with mean anxiety scores below 2.0 are considered non-anxious. Participants between 2.0 and 3.0 are considered moderately anxious, and participants above 3.0 are considered very anxious. Based on their anxiety levels, all respondents in this research were categorised into three groups (see Table 3): 16.8% (8 participants) with a mean score greater than or equal to 3; 41.6% (20 participants) with moderate anxiety mean score between 2 and 3, and 20 participants with anxiety mean score below 2. Item 5, "I feel self-conscious

speaking my foreign language in front of other teachers", has the highest mean value above 3, indicating participants' anxiety about communicating in the FL (see Appendix 2 for all items).

**Table 3**  
*The Descriptive Statistics about Participants' Anxiety Levels*

Mean average	N	Rank	
1.0 to 1.99	20	Low	41.6%
2.0 to 2.99	20	Moderate	41.6%
3.0 to 5.0	8	High	16.8%
Total = 48			

In addition, the anxiety level was measured for all participants and compared concerning their gender. As a result, the mean anxiety score for females (N=32) was 2.28, slightly higher than for males (N=16) at 2.12. Independent-sample t-tests were performed for the two groups to determine the statistical differences. No significant differences (P-value < 0.05) were indicated between males and females regarding their anxiety levels (see Table 4). Similarly, based on teaching experience, all participants were divided into two groups. Their mean anxiety scores were compared to observe the influence of teaching experience on the FLTA level. The first group included 28 participants with teaching experience ranging from 1 to 5 years, whereas the second group included 20 participants with experience teaching from 6 to 15 years. The first group had a mean score of 2.32, and the second scored 2.21. As a result, independent samples t-tests were employed to determine if the two groups differed significantly. The P-value ( $p > .05$ ) indicated no significant difference in anxiety levels between the two groups (see Table 4).

**Table 4**  
*Descriptive Statistics of Gender and the Teaching Anxiety*

Variables	N	Mean	Std. Deviation	P-value
Males	16	2.12	11.523	>.05
Females	32	2.28	12.327	
Teaching experience 1 to 5 years	28	2.32	11.030	>.05
Teaching experience 6 to 15 years	20	2.21	9.529	

### Sources of Foreign Language Teaching Anxiety

As for the second objective, the interview results indicate that fear of making mistakes is the primary factor that causes anxiety among participants. The themes are avoid using the language, avoid making errors, and prioritise the grammatical accuracy.

### ***Fear of Making Mistakes***

Although the sampling of interviewees depended on their anxiety level, it is noteworthy that none of those who reported the highest anxiety levels in the questionnaire did so during the interview session. However, Horwitz (1996) states that anxious teachers tend to skip activities that involve heavy reliance on FL and instead turn to those that require less FL use by teachers. Horwitz (1996) claims that EFL teachers with high anxiety levels appear to limit the use of the target language in the classroom. Although they are at a postgraduate level that requires extensive and spontaneous use of the language, they are concerned about making grammatical or linguistic mistakes in TL. The results suggest that anxious EFL teachers may avoid using TL extensively in classrooms because they are worried about making mistakes and being negatively evaluated. In particular, the interviewees with high anxiety (Izad, Salma, Adaku, and Arash) indicated how they lately reduced their TL employment in their actual classes to avoid making language errors during their speech in front of their students. Izad (an anxious male EFL teacher) stated:

It is not an easy feeling. I remember that I made an error in pronunciation because my pronunciation was not good, and one of my students pointed out some errors I made. I felt upset at that time, which frustrated me and forced me to not speak more and improve myself more in pronunciation. It happened to me several times ...

According to Horwitz (2010), concern about mistakes is one of the critical elements of foreign language anxiety. Anxious language learners often avoid using the TL for fear of making mistakes and being judged negatively to avoid appearing foolish to others (Tum, 2015). Likewise, the anxious respondents overestimated their fear of making mistakes in front of their students, as they expected to be competent teachers given their level of qualifications. In particular, they explained how they would feel if they made a mistake, and their students pointed it out. For example, Adaku (an anxious female interviewee) said she would feel uncomfortable making errors in front of her students as she expected to be an excellent example of a language user. She stated:

I believe that making language errors or mistakes is not a good experience. I am afraid about it, by the way. As a teacher, my students think that I am proficient and not making errors ... if they point out an error I made, I will be very ashamed, but I will respect their opinion.

The response of anxious participants to the following items in TFLAS also confirmed this view:

Item 3, "I am afraid that native speakers will notice every mistake I make."

Item 5, "I feel self-conscious speaking my foreign language in front of the other teachers."

Item 7, "I feel overwhelmed by the number of rules you have to learn to speak a foreign language."

Item 9, "I never feel quite sure of myself when I am speaking my foreign language in front of native speakers."

Item 11, "I do not worry about making mistakes in my foreign language."

Despite being postgraduates, they were particularly concerned about making mistakes in the TL. In contrast, fear of mistakes and negative evaluation appear to be significant concerns for anxious EFL teachers; these concerns do not appear to be substantial concerns for the less anxious EFL teachers.

However, anxiety is often associated with classroom performance (Tum, 2015), so anxious EFL teachers were asked how they would feel if they could teach the TL in their mother tongue. This question aimed to specify whether the participants' feelings of anxiety observed in this study might be related to instructional performance or TL. In particular, EFL teachers indicated that they felt more relaxed to teach the TL using their mother tongue, suggesting that participants' feelings of anxiety were directly related to the TL. For example, one anxious EFL teacher, Izad, stated:

When I teach in my country, I feel more self-confident and easier to teach the language than abroad because, in my country, I share the same mother tongue as my students. I can use the first language to discuss the difficult issues of the target language to make it easier for my students and me.

They may probably believe that at their current level of education, making language errors seem irrational and unacceptable to the students. They perhaps recognise that their prospective students are likely to be university students who can qualify as advanced language learners. Therefore, to avoid mistakes and embarrassment, they preferred using their native language to boost their confidence in speaking.

A follow-up question about the participant's suitability to teach the TL was asked during the interview. In contrast to most confident participants, the anxious participants appeared unsure if they were sufficiently equipped to teach the TL. Anxious respondents expressed a need for additional experience and training in teaching TL and dealing with advanced learners in their classes; as Adaku put it, "My big fear is about how to transfer my beliefs and thoughts into practice, how to apply them in the classroom. It is about the coming situations with advanced levels". Acknowledging the obligations and problems of becoming a language teacher at an advanced level, such as a university level, could end up causing anxious participants to have feelings of inadequacy and self-awareness, pushing them to set lofty expectations for their TL skills (Horwitz, 1996). The anxious participants' replies throughout the interviews revealed their concerns over their FL teacher training. For example, Salma (a female anxious interviewee) stated:

As a teacher, I would feel under pressure, as I always try to improve myself and not disappoint my students. The important issue is how to develop my professional career and my knowledge more regarding how to deal with different students' lifestyles and backgrounds.

Due to fear of making mistakes in the TL, many anxious participants prioritised the grammatical accuracy of learning EFL during interviews. They generally believe addressing student mistakes is a major concern in FL courses. For instance, some responses labelled this as “useful”. Anxious interviewees stated, “it is beneficial because students must not learn wrong” and “it helps [me] to learn the English language faster”. Some anxious participants prioritised grammatical accuracy in the TL. Perhaps these anxious EFL teachers were inspired to maintain a pure language approach (Horwitz, 1996). Therefore, it was presumed to be an essential issue in FL classrooms to correct students’ mistakes. To illustrate, Izad (an anxious male interviewee) said:

I pay due more attention to error correction. I always fear learners developing bad habits. They should be conscious of errors at the learning stage to develop the right habits. The time will come when they unconsciously speak correctly.

Error correction is still essential for most respondents, but anxious participants showed negative evaluation experiences in their interview responses. They said that teachers should pay attention to students' feelings while correcting their mistakes, especially in front of their peers. In other words, they emphasise encouraging students to practice their TL and avoiding error correction approaches that might create a sense of apprehension. For example, Arash (an anxious female interviewee) said:

Error correction is important, and I would do it when needed and relevant to the task, though I would not hurt my students in front of their colleagues, and sometimes it is better to focus on fluency rather on accuracy.

## **Discussion**

Education development to minimise anxiety among EFL learners has been given precedence by the language teaching profession, disregarding the teacher’s FLA (Brodar, 2020; Horwitz, 1996). This research used multivariable analyses to examine EFL teachers' feelings about FLA during their graduate studies. According to a review of the literature, little research has looked at FLTA among EFL teachers compared to research on EFL learners. As a result, this research provides an excellent opportunity to expand our knowledge of FLTA to develop and recommend some ways of dealing with it in a teaching environment.

The initial objective of the present research was to identify the level of FLTA among EFL teachers. According to the findings, EFL teachers enrolling in graduate school had varying degrees of FLTA, with some participants reporting mildly high anxiety levels. Interestingly, these results support that EFL teachers are vulnerable to FLA feelings. Gregersen and Horwitz (2002) claim that EFL teachers often assume that their work should be impeccable from start to finish, making them dissatisfied with their TL performance. They may be concerned about whether their current

skills in TL will be sufficient to meet their future job needs and may be frustrated by feelings of self-awareness, inability, and apprehension (Tum, 2012). As a result, they encounter challenges in practically fulfilling teaching responsibilities (Aydin & Ustuk, 2020; Horwitz, 1996). This study supports earlier observations, demonstrating that pre-service and in-service EFL teachers encountered different anxiety levels. For example, Lee and Lew (2001) reported that EFL teachers from various countries pursuing postgraduate studies at a TESOL program had significant levels of FLTA. These findings were consistent with the results of Frascini and Park (2021) and Tum (2015), who reported that pre-service and in-service EFL teachers encountered considerable levels of FLTA.

Secondly, another objective of the current study is to determine whether the FLTA level correlates with gender and years of teaching experience. Although the number of participants was unbalanced based on gender (16 males, 32 females), the findings revealed no significant differences between males and females. In addition, there were no significant differences between the participants' anxiety levels regarding years of teaching experience. The present findings are consistent with Machida (2016), who found that gender and anxiety scores were not correlated. In contrast, these findings contradict the data reported by Liu and Wu (2021), who found that females reported a higher level of anxiety than males among 151 EFL teachers. Additionally, Machida (2016) revealed that experienced EFL teachers reported lower anxiety levels. An explanation for this could be that experienced teachers were used to teaching unfamiliar subjects, which gave them confidence and strategy to adapt to teaching English (Machida, 2016).

Thirdly, although the participants in this study were simultaneously postgraduate students and in-service EFL teachers, their responses to TFLAS and interviews indicated that they were often concerned about making mistakes and negative reviews they may receive about their performance. This study also agrees with the results of Liu and Wu (2021), who surveyed 151 in-service EFL university teachers. They found that feelings of FLTA among participants attributed to apprehension about speaking the FL and making mistakes. In a qualitative study, Song and Park (2019) interviewed 14 secondary school EFL teachers. Their finding revealed that the participant experienced FLTA due to fear of making mistakes in front of their students. These results demonstrate that EFL teachers can easily fall prey to the misconception that only fully proficient language teachers and experienced users of the TL could be acceptable to students (Tum, 2015). Therefore, they wonder if they have the necessary skills to succeed in their new profession and become more concerned with expanding their subject knowledge than improving their teaching methods (Tum, 2015). As a result, they may not effectively represent and reflect the optimal example of using the TL for their FL learners (Horwitz, 1996; Kobul & Saraçoğlu, 2020; Kunt & Tüm, 2010). According to Horwitz (1996), anxious EFL teachers generally avoid language-intensive initiatives that may reveal their lack of TL proficiency for fear of being seen as TL incompetent.

Another thing to consider is the reciprocity of the interaction between teacher and student, which means the latter is not only a passive observer of the former's behaviours and vice versa (Mercer, 2018). An EFL teacher's influence on student achievement and well-being extends beyond their content and delivery

methods. Therefore, anxious EFL teachers likely unintentionally transfer their irritation and unease with the TL to their students (Horwitz, 1996). This indicates that EFL teachers' psychology may affect students individually and collectively. EFL teachers as individuals also have a tremendous effect on students. The effectiveness of the teaching-learning process, students' learning, and psychology are all shaped by the teacher's psychology (Mercer, 2018). However, even if FLTA did not alter EFL classroom instruction, Horwitz (1996) stated that teachers' frustration and insecurity would likely arise from using the TL regularly in front of a real audience, reducing teachers' performance and sense of achievement. According to this study, the participants, upon their graduation, may become educators for pre-service EFL teachers. Thus, the priority of the language teaching profession should not be only to reduce the feeling of anxiety among students but also that language teachers and even teacher educators.

### **Conclusion**

The present study aimed to investigate FLTA among EFL teachers during their postgraduate studies at a university in North Cyprus. First, the study found that EFL teachers experienced varying levels of FLTA, ranging from low to slightly high. Second, it has found that the level of FLTA does not significantly correlate with participants' gender and teaching experience. Third, the questionnaire and interview findings indicated that fear of making mistakes was the primary factor that induced FLTA and could impact the effectiveness of EFL instructional performance. This study provides evidence that even many EFL teachers at this level of education are prone to experiencing varying levels of FLTA due to feelings of incompetence and mistrust of their abilities to fulfil the EFL teaching profession (Horwitz, 1996; Tum & Kunt, 2013). Thus, it seems that even if they have gained teaching certificates, it does not imply that their feeling of anxiety is going to vanish (Tum, 2015). Horwitz (1996) suggested that EFL teachers should realise that other FL teachers also suffer from such feelings and acknowledge that they are still FL learners where errors are essential and unavoidable in the language learning process. Consequently, teacher education programmes need to go beyond just imparting knowledge and recognise that their students regularly suffer from FLTA. They need to be guided on how to handle these encounters appropriately (Tum, 2012). However, there are certain limitations to the current study. First, generalisability issues could arise from the study's sample size. The sample size could be increased for further research to examine EFL teaching anxiety and its correlation with gender, age, years of experience, and culture. Secondly, this study's scope was limited in assessing the level and sources of anxiety among EFL teachers. For this reason, further research is recommended to determine the exact effects of FLTA on classroom performance for novice and experienced EFL teachers using various methods such as classroom observations with a larger population sample size.

## References

- Alrashidi, O. (2022). Sources of foreign language teaching anxiety among Saudi pre-service English teachers: A *Qualitative Inquiry*. *SAGE Open*, 12(3), 1-9. <https://doi.org/10.1177/21582440221119486>
- Aslrasouli, M., & Vahid, M. S. P. (2014). An investigation of teaching anxiety among novice and experienced Iranian EFL teachers across gender. *Procedia - Social and Behavioral Sciences*, 98, 304–313. <https://doi.org/10.1016/j.sbspro.2014.03.421>
- Aydin, S., & Ustuk, O. (2020). The foreign language teaching anxiety scale: Preliminary tests of validity and reliability. *Journal of Language and Education*, 6(2), 44-55. <https://doi.org/10.17323/JLE.2020.10083>
- Bielak, J. (2022). To what extent are foreign language anxiety and foreign language enjoyment related to L2 fluency? An investigation of task-specific emotions and breakdown and speed fluency in an oral task. *Language Teaching Research*, 1-31. <https://doi.org/10.1177/13621688221079319>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brodar, M. (2020). *Pre-service EFL teachers' anxiety about teaching* [Master's thesis, Josip Juraj Strossmayer University of Osijek]. FFOS-Repository. <https://zir.nsk.hr/islandora/object/ffos%3A5101/datastream/PDF/view>
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Sage.
- Crookall, D. (1987). Social psychology and second language learning: The role of attitudes and motivation. *System*, 15, 236-240.
- Fraschini, N., & Park, H. (2021). Anxiety in language teachers: Exploring the variety of perceptions with Q methodology. *Foreign Language Annals*, 54(2), 341-364. <https://doi.org/10.1111/flan.12527>
- Ghanizadeh, A., Goldast, G., & Ghonsooly, B. (2020). Designing and validating the sources of EFL teacher apprehension scale (STAS). *Asia-Pacific Education Researcher*, 29(6), 495-508. <https://doi.org/10.1007/s40299-020-00501-5>
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562-570. <https://doi.org/10.1111/1540-4781.00161>
- Han, T., & Takkaç-Tulgar, A. (2019). Analysis of the pre-service teachers' teaching anxiety and coping strategies: A Turkish elementary school context. *GIST – Education and Learning Research Journal*, 19(2019), 49-83. <https://doi.org/10.26817/16925777.802>
- Hismanoglu, M. (2013). Foreign language anxiety of English language teacher candidates: A sample from Turkey. *Procedia - Social and Behavioral Sciences*, 93, 930-937. <https://doi.org/10.1016/j.sbspro.2013.09.306>
- Hofstede, G. (1984). *Culture's consequences: International differences in work-*



- related values. Sage.
- Horwitz, E. K. (1996). Even teachers get the blues: Recognising and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365-372. <https://doi.org/10.1111/j.1944-9720.1996.tb01248.x>
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154-167. <https://doi.org/10.1017/S026144480999036X>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- İpek, H. (2016). A qualitative study on foreign language teaching anxiety. *Journal of Qualitative Research in Education Eğitimde Nitel Araştırmalar Dergisi*, 4(3), 92-105. <https://doi.org/10.14689/issn.2148-2624.1.4c3s5m>
- Jugo, R. R. (2020). Language anxiety in focus: The case of Filipino undergraduate teacher education learners. *Education Research International*, 2020(1), 1-8. <https://doi.org/10.1155/2020/7049837>
- Kobul, M. K., & Saraçoğlu, İ. N. (2020). Foreign language teaching anxiety of non-native: Pre-service versus in-service EFL teachers. *Journal of History Culture and Art Research*, 9(3), 291-296. <https://doi.org/10.7596/taksad.v9i3.2143>
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.
- Kunt, N., & Tüm, D. Ö. (2010). Non-native student teachers' feelings of foreign language anxiety. *Procedia - Social and Behavioral Sciences*, 2(2), 4672-4676. <https://doi.org/10.1016/j.sbspro.2010.03.748>
- Lee, E., & Lew, L. (2001). Diary studies: The voices of nonnative English speakers in a master of arts program in teaching English to speakers of other languages. *The CATESOL Journal*, 13(1), 135-149.
- Liu, M., & Wu, B. (2021). Teaching anxiety and foreign language anxiety among Chinese college English teachers. *SAGE Open*, 11(2), 1-12. <https://doi.org/10.1177/21582440211016556>
- Liu, H., Yan, C., & Fu, J. (2022). Exploring livestream English teaching anxiety in the Chinese context: An ecological perspective. *Teaching and Teacher Education*, 111, 103620. <https://doi.org/10.1016/j.tate.2021.103620>
- Machida, T. (2016). Japanese elementary school teachers and English language anxiety. *TESOL Journal*, 7(1), 40-66. <https://doi.org/10.1002/tesj.189>
- Merç, A. (2011). Sources of foreign language student teacher anxiety: A qualitative inquiry. *Turkish Online Journal of Qualitative Inquiry*, 2(4), 80-94. <https://doi.org/10.17569/tojq.08990>
- Mercer, S. (2018). Psychology for language learning: Spare a thought for the teacher. *Language Teaching*, 51(4), 504-525. <https://doi.org/10.1017/S0261444817000258>
- Robson, C. (2017). *Small-scale evaluation: Principles and practice*. Sage.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129-142. <https://doi.org/10.1111/j.1467-1770.1978.tb00309.x>
- Selvi, A. F. (2011). The non-native speaker teacher. *ELT Journal*, 65(2), 187-189.
- Soleimani, H., & Allahveisi, P. (2022). Teacher education and multiple intelligences:

- Foreign language teaching anxiety of Iranian EFL teachers. *Two Quarterly Journal of English Language Teaching and Learning University of Tabriz*, 14(29), 214-227.
- Song, J., & Park, J. S. Y. (2019). The politics of emotions in ELT: Structure of feeling and anxiety of Korean English teachers. *Changing English: Studies in Culture and Education*, 26(3), 252-262. <https://doi.org/10.1080/1358684X.2019.1590145>
- Tum, D. O. (2012). Feelings of language anxiety amongst non-native student teachers. *Procedia - Social and Behavioral Sciences*, 47, 2055-2059. <https://doi.org/10.1016/j.sbspro.2012.06.948>
- Tum, D. O. (2015). Foreign language anxiety's forgotten study: The case of the anxious pre-service teacher. *TESOL Quarterly*, 49(4), 627-658. <https://doi.org/10.1002/tesq.190>
- Tum, D. Ö., & Kunt, N. (2013). Speaking anxiety among EFL student teachers. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(28-3), 385-399.
- Wern, T. C., & Rahmat, N. H. (2021). An investigative study on the types and causes of ESL writing anxiety: A case study of learners from a Chinese independent middle school. *European Journal of English Language Teaching*, 6(3), 19-36. <https://doi.org/10.46827/ejel.v6i3.3553>

|

## Appendices

### Appendix 1

#### Interview Questions

1. What do you think is anxiety, and how does it arise?
2. In general, do you feel confident or nervous when speaking English?
  - a. If the answer is: I am nervous) Do you think your feelings can affect your language lessons? If so, how?
3. To what extent do you feel ready to teach the language? Are there any challenges you are still afraid of?
4. How do you usually plan your lessons? What is important to you when planning your lessons?
5. How much is error correction necessary in your language classes?
6. What teaching approach/method do you believe in most to teach the language? Why?

### Appendix 2

#### *The Mean Score and Standard Deviation for All TFLS' Items*

Item		Mean	SD
1	It frightens me when I do not understand what someone is saying in my foreign language.	2.31	.993
2	I would not worry about taking a course conducted entirely in my foreign language.	1.92	1.088
3	I am afraid that native speakers will notice every mistake I make.	2.33	1.294
4	I am pleased with the level of foreign language proficiency I have achieved.	2.23	1.242
5	I feel self-conscious speaking my foreign language in front of the other teachers.	3.56	1.128
6	When speaking my foreign language, I can get so nervous that I forget things I know.	2.25	1.042
7	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2.50	1.149
8	I feel comfortable around native speakers of my foreign language.	2.08	.986
9	I never feel quite sure of myself when I am speaking my foreign language in front of native speakers.	2.29	1.184
10	I am not nervous speaking my foreign language with students.	1.90	.973
11	I do not worry about making mistakes in my foreign language.	2.21	1.129
12	I speak my language well enough to be a good foreign language teacher.	2.08	1.069
13	I get nervous when I do not understand every word a native speaker says.	2.33	1.059
14	I feel confident when I speak a foreign language.	1.98	.956
15	I always feel that the other teachers speak the language better than I do.	2.29	1.166
16	I do not understand why some people think learning a foreign language is so hard.	2.29	1.184
17	I try to speak my foreign language with native speakers whenever I can.	1.69	.776
18	I feel that my foreign language preparation was adequate to become a foreign language teacher.	1.98	.911

# MEDIA OF LANGUAGE SHIFT IN BAJAU SAMA KOTA BELUD: SPEAKING, UNDERSTANDING, READING, AND WRITING

Berawati RENDDAN<sup>\*1</sup>

Zuraini SERUJI<sup>2</sup>

Adi Yasran ABDUL AZIZ<sup>3</sup>

Noor Aina DANI<sup>4</sup>

Nalmon GOYI<sup>5</sup>

<sup>1, 3, 4, 5</sup>Universiti Putra Malaysia, Selangor, Malaysia

<sup>2</sup>Universiti Malaysia Sarawak, Sarawak, Malaysia

<sup>1</sup>berawatirenddan@gmail.com

<sup>2</sup>szuraini@unimas.my

<sup>3</sup>adi@upm.edu.my

<sup>4</sup>aina02@upm.edu.my

<sup>5</sup>nago201@yahoo.com

*Manuscript received 8 September 2022*

*Manuscript accepted 20 June 2023*

*\*Corresponding author*

*<https://doi.org/10.33736/ils.4990.2023>*

## ABSTRACT

This study investigated language shift among middle-age, adult, and youth age groups of the Bajau Sama Kota Belud indigenous people. The cross-sectional study involved 243 participants, selected using stratified sampling. The questionnaire was based on language transmission assessment by Brenzinger et al. (2003). Results showed that language shift across different skill areas — speaking, understanding, reading, and writing — showed that the Malay language in everyday life is more dominant than their mother tongue among adults and youths. The language skills and the language daily use scores of Bajau Sama adults and youths are not significantly correlated. The two groups manifest the four variables of language shift in Bajau Sama. This study shows that the language shift phenomenon in Bajau Sama is accelerated in the younger generation, and they serve as the living agent of language shift. Following this, there is an urgency to develop a Bajau Sama language corpus and to implement revitalisation initiatives in Kota Belud, Sabah.

**Keywords:** media of language shift; Bajau Sama language; language endangerment; intergenerational language transmission

## Introduction

The Bajau Sama community is the second-largest ethnic group in Sabah, Malaysia (Yakin & Mahali, 2008). Historically, the Bajau Sama Kota Belud (from now on, Bajau Sama KB) is an agricultural and socially egalitarian community. Settlement factors contribute to their identity as cowboys of the east because of their horse-riding agility (Ismail et al., 2017; Marinsah et al., 2019; Yakin et al., 2016). This ethnic group uses Bajau Sama KB and the Malay language daily. The West Coast Bajau Sama village of Menunggu, Kota Belud, Miller (2007) found that more families used Malay as the home language (16 families) than Bajau (13 families), and in fact Malay may even be used with the children when both parents are Bajau and speak Bajau to each other. If the trend of parents using Malay with their young kids continues, it is hard to say whether or for how long the Bajau language will continue to thrive in domestic and village settings (Miller, 2007). Implementation of the Malay language as the official language and the language of instruction in the education system of Malaysia further strains the daily use of Bajau Sama (Ismail et al., 2017). Based on first and second language speakers, it is estimated that there are less than 10,000 speakers (Eberhard et al., 2019).

According to Ravindranath (2009), “language shift (LS) is the process by which a speech community in a contact situation (i.e., consisting of bilingual speakers) gradually stops using one of its two languages in favor of the other” (p. 1). Hickey (2020) describes language shift as an eventual switch from one (original) language to the majority language. Nawaz et al. (2012) suggest that language shift is a phenomenon stimulated by “interrelated historical, cultural, economic, social, and psychological factors” (p. 1), while Fishman (1991) posits that language shift is a by-product of social change in financial and technical development. This scenario occurs over a long period and on a scale involving more than a few households.

Preventing language shift predisposes the strategy of maintaining the vitality of the home language (Sasse, 2012). Dixon et al. (1991, p. 230) pointed out that “some communities do not realise that their mother tongue is threatened until it is too late to reverse the process of language shift that has taken place.” In most cases, young people are less likely to use their mother tongue and favor Malay (Coluzzi et al., 2017). One of the causes of language shift is a more positive attitude toward a more prestigious language in society (Adam, 2017). Bhakti (2020) stated that “the higher the level of education, the higher the intensity of the use of the prestigious language in daily life” (p. 35). Data from previous studies revealed that several ethnic groups in Malaysia are already transitioning from mother tongue to Malay (see Ghazali et al., 2019; Suhailin et al., 2020).

However, studies on the Bajau Sama KB language are still lacking in the published literature. Factors accounting for the deteriorating use of Bajau Sama KB are crucial in this study given the decreasing mastery of the mother tongue across three generations: the middle-aged, adult, and youth.

The study examines possible language shift among the Bajau Sama community in Kota Belud district, in Sabah State, East Malaysia. This study is guided by the following research questions:

1. Do the different age groups show different levels of speaking, understanding, reading, and writing the language for the Bajau Sama KB language?
2. Is the intergenerational language transmission of Bajau Sama KB endangered?
3. Is there a significant relationship between the Bajau Sama KB speaking, understanding, reading, and writing skills and the daily use of the language among the participants?

This study will therefore provide a novel contribution to the sociolinguistics knowledge of indigenous languages in Malaysia.

### **Literature Review**

Previous studies have found language shift factors in particular speech communities. Ghazali et al. (2019) examined the Cham language transition in the Cham community in Ulu Tiram, Johor. A total of 56% of respondents agreed that the first-generation Cham language in Johor would shift to the Malay language in the future. On a typical day at school, at home, and with peers, the use of the Malay language was higher (75%) compared to the use of the Bisaya language, which was only 25% (Suhailin et al., 2020). The correct use of negative words, conjunctions, and adverbs in the Bisaya language of 205 upper secondary school students in Beaufort, Sabah, were also found to be unsatisfactory.

Mohamed and Hashim (2012) concluded that the Sihan language in Belaga, Sarawak was endangered. The language prevailed in the home domain and had many functions, yet the dominant Malay language still permeated the family domain. Zulkifli (2010) found that the Semang Kensiu language vitality was severely endangered. According to Wan et al. (2015), like other indigenous communities in Malaysia, the elderly Kayan found it challenging to pass the language to their children and grandchildren. Part of the reason was the increasing number of educated children who moved from longhouses to raise their families in big cities. As children spend less time in their communities in the traditional village, the natural environment for the ethnic language was eroded, resulting in them abandoning the Kayan language.

In Sabah, the Malay language has threatened several indigenous languages. Kluge and Choi (2016) examined the influence of the Malay language on Bonggi, an Austronesian language spoken on Banggi Island. Those who shifted to Malay were children of mixed marriages. Another study on language transmission of the mother tongue between generations by Dani et al.'s (2019) showed that about 84% of the ethnic Dusun students' mother tongue was severely endangered. Another study of ethnic Bisaya students in Beaufort, Sabah, showed that the intergenerational language transmission between parents and children is definitively endangered (Suhailin et al., 2020). In a preliminary survey of Bisaya language revitalisation in Limbang, Alas (2019) stated that the language changed due to socio-political influences in Brunei Darussalam. The generation under 30 years of age has embraced the Brunei Malay language and culture.

We posit that the media of possible language shifts—speaking, understanding, reading, and writing—among the different age groups would show contrasting implications for the Bajau Sama KB language.

### Theoretical Framework

In his book titled “Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages,” Fishman (1991) described media of possible LS variables as such: “In modern society, these four ‘media,’ understanding, speaking, reading, and writing, constitute an ‘implication scale’ of LS” (Fishman, 1991, p. 43). Essentially, if a handful of samples understand the Bajau Sama KB language, the number of samples that can speak the language is usually small. Given that a small sample uses the mother tongue, the reading and writing skills of the language would also be limited. This is because reading skills are required for writing skills. Those who attain skills later in the list already have skills earlier in the list. However, the implicationality in the opposite direction is not applicable (e.g., those who can speak the language may not necessarily be able to write in the language). Therefore, researchers are encouraged to report the command of skills separately.

Based on the description of intergenerational language transmission factors displayed in Table 1, Fishman’s concept of possible LS media did not receive much attention due to the lack of a methodology for distinguishing the speaking, understanding, reading, and writing in the mother tongue language in a speech community. The first differentiation needed to arrive at a consensus as to whether LS has occurred and, if so, where in the entire language-use arena differentiate between speaking, understanding, reading, and writing the Bajau Sama KB. This distinction is obviously of great importance vis-à-vis any remedial steps subsequently.

Fishman (1991) stated that a mother tongue is endangered when few users (speakers, readers, and writers) understand the language. When a first language is lost to the dominant one in the family domain, its status becomes merely symbolic. Therefore, expanding mother tongue use in new domains is essential but only achievable if there is no threat to language transmission. Fishman (1991) further emphasised the importance of restoring intergenerational transmission of the mother tongue through primary communication between parents and children in the family domain. The factor used to assess the vitality of the mother tongue is language transmission from one generation to the next, measured on a continuum from stability to extinction. The following are six intergenerational language transmission factors (Brenzinger et al., 2003).

**Table 1**  
*Intergenerational Language Transmission Factors*

Degree of Endangerment	Grade	Speaker Population
Safe	5	The language is used by all ages, from children up.

Unsafe	4	The language is used by some children in all domains; it is used by all children in limited domains.
Definitively endangered	3	The language is used mostly by the parental generation and up.
Severely endangered	2	The language is used mostly by the grandparental generation and up.
Critically endangered	1	The language is used mostly by very few speakers, of great-grandparental generation.
Extinct	0	There exists no speaker.

### Research Methodology

To answer the research questions of this study, we performed a cross-sectional survey. While LS is best studied longitudinally (diachronically) over a length of time, the time constraints that researchers work usually do not permit this; hence age-graded studies across generations are a viable option (Fishman, 1991). The cross-sectional study enabled us to identify participants' responses from different age groups. The Bajau Sama KB ethnic group was the target population of different ages, namely, 20–29 (G3), 30–39 (G2), and 40–49 (G1). We determined identical dependent variables: the ability to speak, understand, read, and write the mother tongue; and intergenerational language transmission. The scores allow us to examine the shifts of the Bajau Sama KB language across age groups.

### Sample and Selection of the Participants

The Bajau Sama KB speakers reside in the Kota Belud district located in the Tempasuk plain, about halfway between Kota Kinabalu (Sabah's capital city) and Kudat (Sabah's northern district). Kota Belud is the largest settlement of the Bajau Sama speakers in Sabah, which is also the centre of the Bajau Sama cultural area (Sather, 1997). Based on the Department of Statistics, Malaysia (2010) census in Kota Belud, the Bajau Sama KB population was 4,047. However, there were no written reports on the total population based on age group at the study location in Kampung Taun Gusi 1 Kota Belud. Therefore, participants were determined based on maternal and paternal Bajau Sama KB ancestry.

According to Taun Gusi Village Security Development Committee Report (2019), the total population is approximately 692. Thus, we applied Fishman's (1991) framework to select the appropriate participants. The LS assessment framework is necessary to detect an uneven shift in the target population. For example, to obtain the slope of decline in the graph of mother tongue use, we found that participants aged 20–29 years (G3) used less mother tongue than those aged 30–39 years. In turn, the 30–39 years age group (G2) used relatively less mother tongue than participants in the 40–49 years age group (G1). Consequently, the slope of the graph reflects the gradual shift of a mother tongue use over the years. To consider age group differences, we applied stratified sampling as suggested by Fishman (1991). The participants provided informed consent in written form. According to Bartlet et



al. (2001), “the sample size in a survey must be 30% — 50%, to overcome the shortcomings of data collection” (p. 46). Table 2 shows the profile of the target population and the calculation to obtain the sample for this study.

**Table 2**  
*The Target Population Profile in Age Groups*

Age Group	Target Population	Sample (35%)
20–29 years (G3)	293	103
30–39 years (G2)	217	76
40–49 years (G1)	182	64
Total	692	243

The sample of Bajau Sama KB-speaking participants were from five localities in Kampung Taun Gusi 1 Kota Belud (government secondary school, government primary school, the mosque, residential school area, and shop outlets). In total, 300 questionnaires were distributed, but only 243 (81%) were utilised based on the three age groups.

Overall, there were 64 participants in Group 1 (40 – 49 years), 76 participants in Group 2 (30 – 39 years), and 103 participants in Group 3 (20 – 29 years). For this study, the population sizes of each age group were 293, 217, and 182. To ensure that subgroups or strata are representative of the target population, the sample sizes of 35% were used, resulting in a total of 103, 76, and 64, respectively.

### **Instrument**

The questionnaire in the current study was constructed based on previous studies that focused on language shift, particularly on endangered languages that may still function in the presence of a predominant language (Seruji, 2014; Simanjuntak, 2017; Dani et al., 2019; Suhailin et al., 2020). The questionnaire includes multiple-choice questions, close-ended questions, response formats, rating scales, and open-ended questions.

The questionnaires were divided into four parts. The first part was designed to elicit demographic information about the participants, such as age, gender, and education. The second part dealt with intergenerational language transmission adapted from Brenzinger et al. (2003). This part measured the continuum from stability to extinction with six levels of endangerment and their interpretation (see Table 1). The third part collected data on the participants’ proficiency (skills) in Malay and Bajau Sama languages. Frequency and percentage of their responses were captured using the Likert scale, measuring variations such as quality, frequency, and likelihood on a five-point scale, listed from 1–5. The last part was the information on the knowledge of Bajau Sama lexical (noun, verb, and adjective) among the participants. The questionnaires were distributed based on the established social network with Bajau Sama Language and Culture Association in Kota Belud.

The questionnaire was the standard Malay language. It is the official written language in Malaysia, the language of education, and the only language the Bajau Sama people can write in other than their own language. Participant's Information Sheet and Consent Form were attached to the questionnaire. Upon their consent, we clarified the purpose of the research, the scope of their involvement, the informants' rights, and anonymity.

### **Data Collection and Analysis Procedures**

Next, we distributed the questionnaire at the study location. Only the participants listed in the sampling framework were required to fill in the closed-ended questions. Closed-ended questions provided numerical data to identify patterns, trends, and correlations statistically. These took the form of multiple-choice questions, where respondents chose from a set list of answers. Finally, we segregated the completed questionnaires according to the age groups.

The types of descriptive statistics used in this study are frequency (count, percent, and frequency), central tendency (mean), and dispersion (standard deviation). The description and interpretation of the frequency and percentages reflect the Bajau Sama KB language skills and daily use of the mother tongue for G1, G2, and G3, as shown in Figure 1 and Figure 2.

The Paired Samples Correlations showed the Bivariate Pearson Correlation coefficient (with a two-tailed test of significance) for each pair of the variables. There are four pairs of variables for each group (G1, G2, and G3). Pair 1 is Bajau Sama KB speaking skills and daily use of Bajau Sama KB. Pair 2 is Bajau Sama KB's understanding skills and everyday use of Bajau Sama KB. Pair 3 is Bajau Sama's reading skills and Bajau Sama KB's daily use. Pair 4 is Bajau Sama KB's writing skills and everyday use of Bajau Sama KB. For each pair of the variables entered, the Paired Samples Statistics and Paired Samples Correlations are displayed in a table. The Paired Samples Statistics gives univariate descriptive statistics (mean, sample size, standard deviation, and standard error), whereas Paired Samples Correlations provides the test results. According to Pallant (2007), "the correlation coefficient provides a mathematical value for measuring the strength of a linear relationship between two variables that can take values from +1 to -1" (p. 130). The Correlation Coefficient Test at 0.05 level (2-tailed) and 95.0% confidence intervals indicates either a positive or a negative linear relationship between the two variables.

### **Results and Discussion**

#### **Media of Language Shifts—Speaking, Understanding, Reading, and Writing**

Figure 1 displays the percentages of Malay and Bajau Sama KB participants of the three age groups (G1, G2, and G3) based on four media of LS (speaking, understanding, reading, and writing). The percentage of responses is measured on a continuum, 1=poor, 2=fair, 3=good, and 4=excellent for each age group.

G1 had the smallest percentage of participants who speak the Malay language (84.24%) compared to G2 and G3. This group showed the lowest

percentage in speaking, understanding, and reading in Malay. As such, G1 could communicate and understand the Bajau Sama KB language best among the three groups.

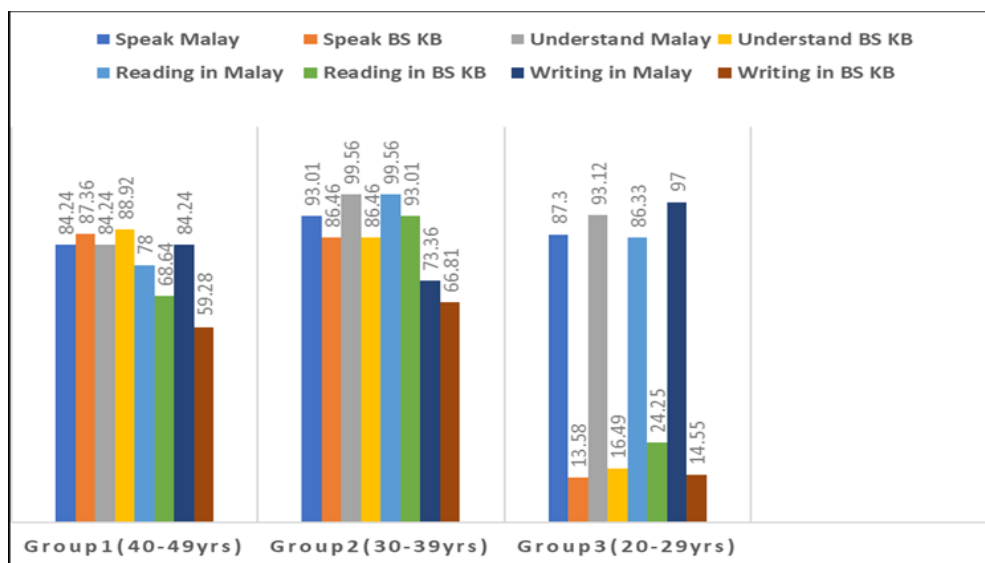
G2's rates of speaking (93.01%), understanding (99.56%), reading (99.56%), and writing skills in Malay (93.01%) were the highest among the three groups. Thus, G2 was proficient in speaking, understanding, reading, and writing Malay.

For G3, the results showed that the participants in this age group could speak (87.3%), understand (93.12%), read (86.33%), and write (97%) in the Malay language much better than the Bajau Sama KB language. The G3 data also demonstrated that their writing in the Malay language (97%) was higher than G1 and G2.

The rate of speaking Bajau Sama KB in Figure 1 reveals a significant difference between the middle-aged, adult, and young generations. For example, based on the continuum from stability to extinction, the young age group born in 1991–2000 used less Bajau Sama KB than the adults born between 1981–1990. Showing the same pattern, the adult generation used less Bajau Sama KB than the middle-aged group born between 1971–1980. Furthermore, when the data of the four media for G1, G2, and G3 in the Bajau Sama KB language were isolated from the data for the Malay language, the slope of possible LS was vivid, as shown in Figure 2.

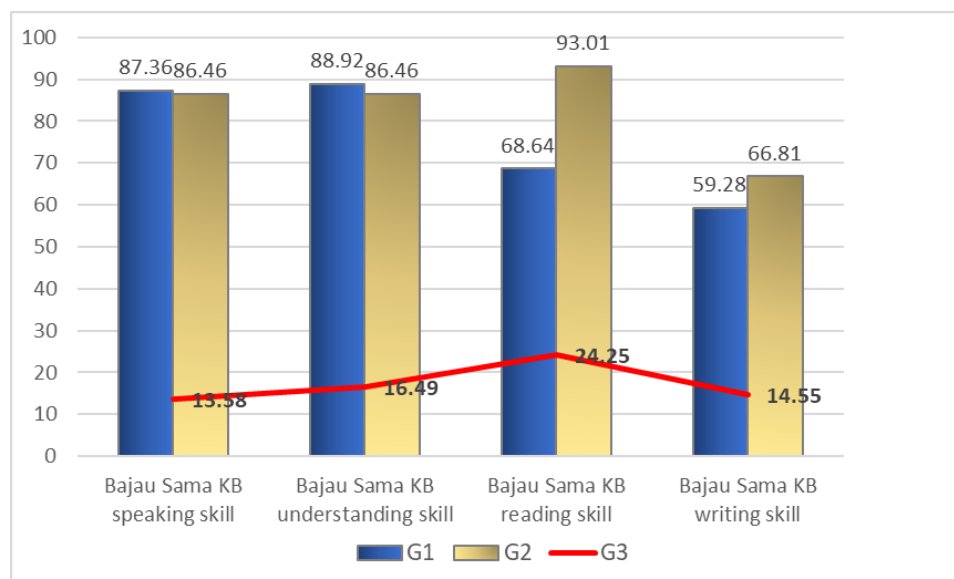
**Figure 1**

*Bajau Sama Kota Belud versus Malay Language Skills in Three Age Groups*



**Figure 2**

*Media of Possible LS in the Bajau Sama Kota Belud in the Three Age Groups*



Among the three groups, G1 is better at speaking (87.36%) and understanding (88.92%) the Bajau Sama KB language. To be more specific, the percentage rates of their reading (68.64%) and writing skills (59.28%) exceeded the 50% range between the lowest and the highest values in the data set. Therefore, G1 still retained the four media of the mother tongue. G1 met the implication scale positively in speaking, understanding, reading, and writing the Bajau Sama KB language.

The competency of G2 to read (93.01%) and write (66.81%) in the Bajau Sama KB language was the highest among the three groups. The same percentage rate, namely, 86.46% in speaking skills and understanding the Bajau Sama KB for G2, also exceeded the range of 50% value in the data set. Consequently, G2 positively met the LS implication scale in speaking, understanding, reading, and writing in the Bajau Sama KB language.

On the other hand, G3 exhibited deficiency in speaking (13.58%), understanding (16.49%), reading (24.25%), and writing (14.55%) in the Bajau Sama KB language. Group 3 did not attain the 50% range needed in the four media, meaning that they might be unable to retain their mother tongue. Hence, group 3 impacted the LS implication scale negatively.

Figure 2 answers the first research question that the media of language shifts among the different age groups show contrasting implications for the Bajau Sama KB language. The finding showed that the media of LS lies on the G3 data since the outcome is not a good fit for the Bajau Sama KB language vitality.

### **Intergenerational Language Transmission of Bajau Sama KB**

Besides the influence of the Malay language, a variable that is often associated with the LS phenomenon is intergenerational language transmission. Fishman (1991)

highlights intergenerational mother tongue transmission as a significant indicator of social dislocation. Our findings suggested that the intergenerational language transmission of the Bajau Sama KB seemed to shift to Malay. Table 3 shows the endangerment level of the Bajau Sama KB language.

**Table 3**  
*Transmission of Bajau Sama KB Language between Age Groups*

Endangerment Level	Grade	20–29 years G3, n=103	30–39 years G2, n=76	40–49 years G1, n=64
Safe	5	7 (6.79%)	27 (35.37%)	11 (17.16%)
Unsafe	4	26 (25.22%)	36 (47.16%)	50 (78%)
Definitively endangered	3	68 (65.96%)	13 (17.03%)	3 (4.68%)
Severely endangered	2	2 (1.94%)	–	–
Critical endangered	1	–	–	–
Extinct	0	–	–	–
Total		103 (100%)	76 (100%)	64 (100%)

The transmission of Bajau Sama KB ranged from a stable continuum to extinction. The safe level did not guarantee the longevity of the mother tongue. The speaker might cease transmitting the mother tongue to the younger generation. The data revealed that the imparting of Bajau Sama KB in G3 was at the level of definitively endangered. At this level, most parents and older generations used Bajau Sama KB. The youngest speakers were the parent generation. Parents still spoke in the mother tongue when talking to their children, but the children usually did not respond using the same language. Most G2 and G1 exercised the unsafe level—suggesting that the Bajau Sama KB has lost its status as a first language and is only necessary for limited social purposes.

### **The Daily Use of Bajau Sama KB among the G1, G2, and G3 Participants**

The Paired Samples Correlation in Table 4 addresses the third research question. The Bajau Sama KB scores for speaking, understanding, reading, writing skills, and the daily use of the language among G1 are significantly and positively correlated respectively ( $r = .997$ ;  $r = .989$ ;  $r = .995$ ;  $r = .953$ ). The p-value is less than 0.05, indicating sufficient evidence that there is a significant and positively perfect correlation between Bajau Sama KB language skills and the daily use of the language among the G1 participants. Nevertheless, the Paired Samples Correlation in G2 and G3 indicate that the significance value is not acceptable since it is above 0.05. Consequently, there is no sufficient evidence for a significant association between the Bajau Sama KB language skills and the daily use of the language among the G2 and G3 participants.

We explored the media of LS in the Bajau Sama KB in Kampung Taun Gusi 1 Kota Belud, Sabah. The result which showed that the Malay language is replacing the mother tongue among the Bajau Sama KB younger generation reflects a similar

change that is occurring across other indigenous ethnic languages of Sabah. These data supported Suhailin et al. (2020), who studied the spoken language of Bisaya ethnic students in Beaufort, Sabah. Their research found that on regular days at school, at home, and while with friends, students' use of Malay was higher than the use of their mother tongue. In the same vein, Dani et al.'s (2019) study revealed that Malay plays a dominant role in the Dusun ethnic community. This is synonymous with the the evidence found in the Bajau Sama KB in Kampung Taun Gusi 1.

Our findings are also consistent with findings from Coluzzi et al. (2017), who found that younger generation used a minor Mah Meri language but spoke more Malay. A similar trend was found in Ghazali et al.'s (2019) study among the first and second generations of Cham people in Malaysia. The mother tongue was no longer the first language among younger generations.

The diminishing mother tongue transmission between generations indicates a change in the vitality of the Bajau Sama KB. In the future, it is reasonable to predict that Bajau Sama KB will become extinct when the younger age group reaches parenthood. At any time, they could choose a dominant language (Malay) other than English as a first language.

**Table 4**

*G1, G2, G3 Bajau Sama KB Language Skills and Daily Use of the Mother Tongue*

Pair	Paired Samples Correlations	N	Correlation	Sig.
1	G1's Bajau Sama KB Speaking Skill and daily use of the language	4	.997	.003
2	G1's Bajau Sama KB Understanding Skill and daily use of the language	4	.989	.011
3	G1's Bajau Sama KB Reading Skill and daily use of the language	4	.995	.005
4	G1's Bajau Sama KB Writing Skill and daily use of the language	4	.953	.047
1	G2's Bajau Sama KB Speaking Skill and daily use of the language	4	-.120	.880
2	G2's Bajau Sama KB Understanding Skill and daily use of the language	4	-.120	.880
3	G2's Bajau Sama KB Reading Skill and daily use of the language	4	-.125	.875
4	G2's Bajau Sama KB Writing Skill and daily use of the language	4	.255	.745
1	G3's Bajau Sama KB Speaking Skill and daily use of the language	4	.393	.607
2	G3's Bajau Sama KB Understanding Skill and daily use of the language	4	.423	.577
3	G3's Bajau Sama KB Reading Skill and daily use of the language	4	-.130	.870
4	G3's Bajau Sama KB Writing Skill and daily use of the language	4	-.085	.915

As the number of fluent Bajau Sama KB speakers decreases, the transmission of the mother tongue to the new generation dwindles. Thus, in Kota Belud's linguistic ecology, Malay as a more dominant language impedes the Bajau Sama KB in the broader society. For instance, active and fluent speakers of the mother tongue only came from the parents' generation, even though the Bajau Sama KB were the majority population in one district (Inayatussalihah, 2018; Simanjuntak, 2017; Suparta & Kardana, 2017). The shift to the majority language is identical to the Bajau Sama KB, even though the Bajau Sama are the second-largest ethnic group in Sabah.

The language shift phenomenon among the Dusunic young generation mirrors a series of similar events for the current study. The older generation's positive attitude toward the Bajau Sama KB in Kampung Taun Gusi 1 was most evident but deteriorated significantly among the two groups (G2 and G3) due to the social mobility factor inherent in Malay. Confirmation by ethnic leaders at the study location via interviews reinforced the younger generation's role as language shift agents in the community. We obtained similar findings to those of other researchers, such as Abbasa et al. (2020), which concluded that participants' language attitudes toward the dominant language were very positive; in contrast, the sense of belonging of the mother tongue on the solidarity dimension was low.

### **Conclusion**

The data from this study provide evidence that the younger generation is accelerating the language shift phenomenon for Bajau Sama KB. The decline in intergenerational language transmission indicates that the language is no longer the first language of the G2 or the G3. The younger generations in the ethnic community are living agents of language shift.

The G1 met the LS implication scale positively. G1 could speak and understand the Bajau Sama KB language the best among the three groups. G2's ability to talk in Bajau Sama KB appears lower than in Malay. The G2 was a transitional generation since they chose to use a language that did not fit the traditional model of language in bilingual communities. Like their elders, the G2 was not utterly dominant in Malay, identical to their children or Bajau Sama KB. This transitional generation used Creole, shaped from Bajau Sama KB and the Malay language. G2 and G3 negatively met the LS implication scale. The implication scale is commonly regarded as a limiting factor with respect to the number that can speak Bajau Sama KB. Social dislocation is a significant problem for the future of any ethnic culture-based community. Like other races in Malaysia, Bajau Sama KB speakers shifted to Malay due to social mobility opportunities and the primary language used in interethnic communication.

The findings of this study yield several contributions to sociolinguistics. First, the study creates awareness of the language shift in the Bajau Sama KB language community and the vulnerability of their mother tongue. Currently, the Bajau Sama KB language is definitively endangered, but there has been no effort from any party to preserve the language. Efforts are needed to revitalise the Bajau Sama KB in the

current situation. The necessary step is introducing the Bajau Sama Standard language in formal education. If there is an official recognition in the constitution that guarantees the indigenous people's political, cultural, and language rights in Malaysia, language preservation and revitalisation initiatives are possible. Without the genuine involvement of Bajau Sama ethnic activists in Malaysia, the efforts will be ineffective. Hopefully, the government will introduce the Bajau Sama Standard language in primary and secondary schools, as was done with the Kadazandusun language beginning from 1997 (Dani et al., 2019). The Bajau Sama ethnic group is the second-largest population in Sabah after Kadazandusun. They have the rights to protect their heritage and the capacity of doing so.

The findings contribute to the study of the ethnolinguistic vitality of the Bajau Sama indigenous community in Kota Belud, Sabah. This study limited its respondents to three generations of the Bajau Sama in Kampung Taun Gusi 1, Kota Belud. Future research involving the entire district of Kota Belud, namely Mukim and Kampung N.6 Tempasuk, Mukim and Kampung N.7 Kedamaian, and Mukim and Kampung N .8 Sports would be able to reveal more of the linguistic ecological factors of Bajau Sama KB. Research on the Bajau Sama community in suburban or rural areas can construct a linguistic ecology compared to the Bajau Sama KB in Kampung Taun Gusi 1, Kota Belud. There is an urgency to develop a Bajau Sama KB language corpus for contrastive analysis of the west coast of Bajau Sama KB with the Bajau tribes on the Sabah East Coast (Semporna, Tawau, and Sandakan).

### Acknowledgement

This study was conducted according to the guidelines of the Constitution of Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998 and the Universiti Putra Malaysia Rules (Research) 2012 and approved by the Thesis Examination Committee (approval date: 30 October 2020, Document Code: PU/ S/BR03/GS-16a).

### References

- Abbasa, F., Jalilb, M. K., Zakic, H. N., & Irfand, F. (2020). Implicit measure of language attitude: Study of Punjabi native speakers by using matched guise technique. *International Journal of Innovation, Creativity, and Change*, 13(1), 194-206.
- Adam, S. (2017). *A sociolinguistic investigation of language shift among Libyan Tuareg: The case of Ghat and Barkat*. [Doctoral dissertation, University of Essex].
- Alas, Y. (2019). Tinjauan awal: Revitalisasi bahasa Bisaya di perbatasan Brunei Darussalam dan Limbang, Malaysia. [Preliminary survey: The Bisaya language revitalization on the border of Brunei Darussalam and Limbang, Malaysia]. *Jurnal Studi Kultural*, 4(2), 80-86. <https://journals.an1mage.net/index.php/ajsk/article/view/135>
- Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational research: Determining appropriate sample size in survey research. *Information Technology, Learning and Performance Journal*, 19(1), 43-50.



- <https://www.opalco.com/wp-content/uploads/2014/10/Reading-Sample-Size1.pdf>
- Bhakti, W. P. (2020). Pergeseran penggunaan bahasa Jawa Ke bahasa Indonesia dalam komunikasi keluarga di Sleman. [Transition in the use of Javanese to Indonesian in family communication in Sleman]. *Jurnal Skripta*, 6(2), 28-40. <https://doi.org/10.31316/skripta.v6i2.811>
- Brenzinger, M., Dwyer, M. A., de Graaf, T., Grinevald, C., Krauss, M., & Miyaoka, O. (2003, March 10-12). *Language vitality and endangerment*. Paris: UNESCO Ad Hoc Expert Group on Endangered Languages. <https://ich.unesco.org/doc/src/00120-EN.pdf>
- Coluzzi, P., Riget, P. & Xiaomei, W. (2017). Language vitality among the Orang Asli of Malaysia: The case of the Mah Meri on Telo' Gunjeng (Carey Island, Selangor). *International Journal of the Sociology of Language*, 2017(244), 137-161. <https://doi.org/10.1515/ijsl-2016-0060>
- Dani, N. A., Kiram, N. M., Arif, M. A. M., Ombi, K., Suhailin, R., Sha'ri, S. N., & Paul, D. (2019). Endangered intergenerational language transmission: Evidence from the indigenous Dusun society of Sabah, Malaysia. *Pertanika Journal of Social Science & Humanities*, 27(1), 1-12. <http://www.pertanika.upm.edu.my/>
- Department of Statistics, Malaysia. (2010). *Buku tahunan perangkaan Malaysia 2010*. [Statistical yearbook of Malaysia 2010]. Department of Statistics, Malaysia.
- Dixon, R. M., Dixon, R. M., & Robert, M. W. D. (1991). *The rise and fall of languages*. Cambridge University Press.
- Eberhard, D. M., Simons, G. F., & Fennig, C. D. (2019). *Ethnologue: Languages of the world* (22nd ed.). SIL International.
- Fishman, J. A. (1991). *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*. Multilingual Matters Ltd.
- Ghazali, N., Jaafar, M. F., & Radzi, H. (2019). Peralihan bahasa Cham dalam masyarakat Cham di Malaysia: Analisis sosiolinguistik. [Language shift among the Malaysian Cham community: A sociolinguistic analysis]. *GEMA Online® Journal of Language Studies*, 19(2), 52-69. <http://doi.org/10.17576/gema-2019-1902-04>
- Hickey, R. (2020). Contact and language shift. In R. Hickey. (Ed.), *The handbook of language contact*. (pp. 149-167). Wiley Online Books. <https://doi.org/10.1002/9781444318159.ch7>
- Inayatsshalihah, I. (2018). Bahasa Buru di pesisir utara Pulau Buru: Sebuah tinjauan awal terhadap daya hidupnya. [The Buru language on the northern coast of Buru Island: A preliminary survey of its vitality]. *Deskripsi Bahasa*, 1(2), 153-161. <https://doi.org/10.22146/db.v1i2.332>
- Ismail, I. E., Ahmad, A. S., & Ibrahim, I. (2017). Influences of regional Sama-Bajau coastal dwellings: Social perspectives through identity molding. *International Journal of Culture and History*, 1(2), 115-121. <https://doi.org/10.18178/ijch.2015.1.2.022>
- Kluge, A., & Choi, J. H. (2016). Bonggi language vitality and local interest in language-related efforts: A participatory sociolinguistic study. *Language Documentation & Conservation*, 10, 548-600. <http://hdl.handle.net/10125/24718>

- Marinsah, S. A., Hajimin, M. N. H., & Ramli, M. A. (2019). Unsur kearifan tempatan dalam adat kematian masyarakat Bajau di Sabah: Analisis dari perspektif hukum Islam [Local wisdom elements on death ritual among Bajau ethnic in Sabah: An analysis from the Islamic perspective]. *MANU: Jurnal Pusat Penataran Ilmu dan Bahasa (PPIB)*, 29, 61–59. <https://jurcon.ums.edu.my/>
- Miller, T. M. (2007). *A grammar of west coast Bajau* [Doctoral dissertation, The University of Texas at Arlington]. <https://rc.library.uta.edu/uta-ir/bitstream/handle/10106/577/umi-uta-1776>
- Mohamed, N., & Hashim, N. H. (2012). Language vitality of the Sihan community in Sarawak, Malaysia. *KEMANUSIAAN: The Asian Journal of Humanities*, 19(1), 59-86. <http://web.usm.my/kajh/index.html>
- Nawaz, S., Umer, A., Anjum, F., & Ramzan, M. (2012). Language shift: An analysis of factors involved in language shift. *Global Journal of Human Social Science, Linguistics & Education*, 12(10), 1-10. <https://globaljournals.org/GJHSS>
- Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS* (3rd ed.). Allen & Unwin.
- Ravindranath, M. (2009). *Language shift and the speech community: Sociolinguistic change in a Garifuna community in Belize*. Publicly accessible Penn Dissertations, 33. <https://repository.upenn.edu/edissertations/33/>
- Sasse, H. (2012). Theory of language death. In M. Brenzinger. (Ed.), *Language Death* (pp. 7-30). Gruyter Mouton. <https://doi.org/10.1515/9783110870602.7>
- Sather, C. A. (1997). *The Bajau Laut: Adaptation, history and fate in a maritime fishing society of South-Eastern Sabah*. Oxford University Press.
- Seruji, Z. (2014). *Perubahan sifat leksikon dialek Melayu Sarawak mengikut generasi penutur* [Change in the Sarawak Malay dialect lexicon by generation speakers] [Unpublished PhD's Thesis, Universiti Putra Malaysia].
- Simanjuntak, H. (2017). *Pengekalan dan peralihan bahasa dalam kalangan Orang Batak Toba di Pontianak, Indonesia*. [Language maintenance and shift among the Batak Toba people in Pontianak, Indonesia]. [Doctoral dissertation, Universiti Malaya]. <https://core.ac.uk/display/268878778>
- Suhailin, M. R., Rodi, R. C., & Sha'ri, S. N. (2020). Realiti daya hidup bahasa Bisaya Muslim sebagai etnik minoriti di Sabah. [The reality of Bisaya Muslim language vitality as an ethnic minority in Sabah]. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(7), 82-95. <https://doi.org/10.47405/mjssh.v5i7.447>
- Suparta, M., & Kardana, I. N. (2017). Pemakaian bahasa oleh masyarakat Bugis di Desa Senganan, Tabanan, Bali. [Language use by Bugisnese community at Senganan Village, Tabanan, Bali]. *Kulturistik Jurnal Bahasa & Budaya*, 1(1), 21-31. <http://dx.doi.org/10.22225/kulturistik.1.1.214>
- Village Security Development Committee Report. (2019). *Kampung Taun Gusi 2019 annual meeting report*. State Assembly Office.
- Wan, R., Renganathan, S., & Phillip, B. (2015). What is the point of us talking? Ethnic language and ethnic identity in Northern Borneo, Malaysia. *Humanities and Social Sciences Review*, 4(1), 109-120. <http://www.universitypublications.net/hssr>

- Yakin, H. S. M., & Mahali, S. N. (2008). Duang: The semiotic interpretation and perception of the Bajau-sama community in Sabah. *Sari*, 26, 71-78.
- Yakin, H. S. M., Totu, A., & Derak, R. (2016). Simbol binatang ternakan dan konsep artifak sebagai manifestasi identiti budaya dan identifikasi etnik peribumi Sabah: Satu kajian dari perspektif komunikasi. [The livestock symbol and artefact concept as manifestation of cultural identity and ethnic identification among Sabah indigenous society: A study from the communication perspective] *MANU: Jurnal Pusat Penataran Ilmu dan Bahasa (PPIB)*, 24, 203–219. <https://jurcon.ums.edu.my/>
- Zulkifli, A. F. (2010). *Language endangerment of Orang Kensiu of Ulu Legong, Baling Kedah* [Master's thesis, Universiti Sains Malaysia]. Universiti Sains Malaysia.

# PENGARUH PERSEKITARAN BAHASA TERHADAP PENGUASAAN KOSA KATA ARAB PELAJAR

Khairulaizam ABDUL RAHMAN<sup>1</sup>  
Harun BAHARUDIN\*<sup>2</sup>

<sup>1</sup>Institut Pendidikan Guru Kampus Pendidikan Teknik

<sup>2</sup>Fakulti Pendidikan, Universiti Kebangsaan Malaysia

<sup>1</sup>mr.aizam1010@gmail.com

<sup>2</sup>harunbaharudin@ukm.edu.my

*Manuscript received 30 January 2023*

*Manuscript accepted 20 June 2023*

*\*Corresponding author*

<https://doi.org/10.33736/ils.5374.2023>

## ABSTRAK

Faktor persekitaran berupaya menatijahkan peningkatan pencapaian pelajar dalam memahami isi pembelajaran serta dapat meningkatkan tahap penguasaan kosa kata. Kajian ini bertujuan melihat pengaruh persekitaran bahasa terhadap penguasaan kosa kata Arab dalam kalangan pelajar Sekolah Agama Menengah (SAM) di Selangor. Kajian ini dikendalikan dalam bentuk kaedah tinjauan melibatkan 23 buah SAM dengan sampel seramai 335 orang daripada populasi seramai 2,653 orang pelajar. Analisis inferens digunakan untuk menganalisis data melibatkan ujian Korelasi Pearson dan Regresi Linear Berganda. Hasil dapatan menunjukkan bahawa persekitaran bahasa Arab (dimensi kesepaduan pelajar, penglibatan pelajar dan sikap pelajar berorientasikan tugasan) secara signifikannya memberi sumbangan terhadap penguasaan kosa kata Arab pelajar, dengan peratus varian sebanyak 31%. Dalam hal ini, dimensi kesepaduan pelajar merupakan penyumbang terbesar, iaitu sebanyak 8.57%. Kajian ini menunjukkan bahawa pembentukan ruang persekitaran pembelajaran perlu diperkasa melalui interaksi aktif sesama pelajar dan menambah baik sokongan guru supaya kestabilan ruang persekitaran pembelajaran bahasa dapat dibentuk.

**Kata Kunci:** persekitaran bahasa; kosa kata Arab; teori ekologi; teori sosiobudaya; pelajar sekolah agama

## **THE INFLUENCE OF LANGUAGE ENVIRONMENT ON STUDENTS' ARABIC VOCABULARY PROFICIENCY**

### **ABSTRACT**

*Environmental factors can increase students' achievement in understanding learning content and can increase the level of vocabulary mastery. This study aims to identify the influence of the Arabic language environment on the proficiency level of Arabic vocabulary among students from the Selangor State Secondary Religious School (SAM). This study involved 23 SAMs in Selangor and 335 people from a population of 2,653 students. Inferential analysis was used to analyse the data involving Pearson Correlation and Multiple Linear Regression tests. The results show that the dimensions of the Arabic environment (dimension of student cohesion, student involvement and task-oriented student attitude) significantly contribute to students' Arabic vocabulary proficiency. The contribution accounts for 31.0% of the variance to the students' proficiency of Arabic vocabulary, of which student cohesion is the largest contributor (8.57%). This study shows that the formation of the learning environment space needs to be strengthened through active interaction among students and improving teacher support so that the stability of the language learning environment space is formed.*

**Keywords:** *language environment; Arabic vocabulary; ecological theory; sociocultural theory; religious school student*

### **Pengenalan**

Penguasaan kosa kata merupakan aspek utama yang dinilai dalam mengukur penguasaan bahasa asing seseorang individu. Bahkan kosa kata menjadi elemen penting yang dapat mempengaruhi kemampuan berbahasa (Fatdha & Wahyuni, 2018). Status mata pelajaran bahasa Arab di Malaysia dikenali sebagai bahasa asing atau bahasa ketiga (B3) sepertimana bahasa Jepun, bahasa Perancis, bahasa Jerman, dan bahasa Mandarin. Status bahasa Arab ini dinyatakan dengan jelas dalam Akta Pendidikan 1996 (Kementerian Pendidikan Malaysia, 2013). Isu pembelajaran bahasa asing dibelenggu dengan permasalahan seperti kekurangan bahan material pembelajaran, kesesuaian buku teks, kekurangan kepakaran guru, persekitaran bahasa yang kurang kondusif, keterlibatan pelajar yang tidak optimum dan lemah penguasaan kosa kata serta masih menggunakan metod nahu terjemahan (Che Mat & Goh, 2010; Rosli et al., 2022). Proses pembelajaran dan penguasaan B3 memerlukan masa dan tempoh yang panjang, banyak input bahasa dan interaksi komunikasi serta persekitaran pembelajaran yang aktif (Blake, 2008).

Dalam isu pembelajaran bahasa asing, kerap berlaku pelajar tidak mempunyai ruang untuk berkomunikasi (Ballman et al., 2001) serta dibelenggu persekitaran bahasa yang terhad (Ng & Wan Mohammad, 2019; Rosli et al., 2022). Pembelajaran tatabahasa masih terikat dengan pendekatan struktural (VanPatten & Benati, 2015). Faktor-faktor ini menyebabkan keterlibatan pelajar dalam sesi

komunikasi di dalam kelas tidak dapat dioptimumkan akibat ruang komunikasi dan persekitaran bahasa yang terhad (Kataw, 2016; Ryding, 2013).

Penyelidikan mengenai persekitaran bahasa dengan fokus kepada pembelajaran kosa kata Arab dilihat masih kurang dilaksanakan. Kenyataan ini dibuktikan menerusi tinjauan ke atas kajian-kajian lepas dari beberapa penulisan sarjana dalam bidang pendidikan bahasa Arab yang kurang menyentuh aspek persekitaran bahasa dalam pembelajaran kosa kata Arab. Rentetan daripada kekurangan yang dilihat ini mengakibatkan penerokaan terhadap aspek penguasaan kosa kata Arab berjalan dengan agak perlahan kerana dapatan kajian yang terhad dan data tidak mencukupi (Baharudin, 2014). Masalah daripada ketidaksempurnaan sokongan persekitaran bahasa menjadikan pelajar kurang berbahasa Arab sehingga menyebabkan penguasaan bahasa mereka tidak memuaskan (Muhd Zulkifli et al., 2019). Faktor kedudukan bahasa Arab yang dikira sebagai B3 juga menjadikan sokongan persekitarannya tidak sesuai berbanding bahasa antarabangsa semisal bahasa Inggeris (Yusof et al., 2019). Dimensi persekitaran bahasa Arab dalam kajian ini merujuk kepada aspek kesepaduan pelajar, sokongan guru, penglibatan pelajar, sikap pelajar berorientasikan tugas, kerjasama yang wujud antara pelajar, dan layanan adil guru. Objektif kajian ini adalah untuk mengenal pasti hubungan dan sumbangan persekitaran bahasa Arab dan penguasaan kosa kata Arab dalam kalangan pelajar tingkatan empat Sekolah Agama Menengah di Selangor.

### **Sorotan Literatur**

#### **Persekitaran Bahasa dalam Pembelajaran Bahasa Arab**

Sokongan persekitaran memainkan peranan penting dalam melahirkan pelajar yang mempunyai keseimbangan dari sudut akademik mahupun emosi (Sidik et al., 2018). Kajian Ahmid et al. (2018) menjelaskan terdapat beberapa faktor yang berpotensi memberikan pengaruh terhadap pembelajaran pelajar seperti faktor persekitaran, matlamat belajar serta kemampuan kognitif. Pernyataan ini selari dengan teori sistem ekologi yang asasnya terletak kepada pertalian hubungan antara individu dan persekitarannya (Bronfenbrenner, 1992). Faktor persekitaran berupaya menajihkan peningkatan pencapaian pelajar dalam memahami isi pembelajaran serta dapat meningkatkan tahap penguasaan kosa kata Arab dalam kalangan pelajar. Kajian Abu Hasim et al. (2020) misalnya mencadangkan penggunaan aspek persekitaran sebagai teknik bagi membantu pelajar menguasai kosa kata sesuatu bahasa. Cadangan tersebut disokong oleh Aflisia dan Harahap (2019) dengan mengaitkan pemerolehan bahasa menerusi teknik pembelajaran bahasa yang inovatif dan pelbagai, antaranya termasuklah melalui pembentukan persekitaran bahasa. Kajian Yusof et al. (2019) juga menyokong bahawa perkembangan kanak-kanak dipengaruhi oleh interaksi dua hala yang terhasil dalam jiwa kanak-kanak dalam dunia di sekelilingnya. Kajian Sidik et al. (2018) juga mengukuhkan lagi Teori Sistem Ekologi dengan menyatakan bahawa sokongan persekitaran dan penglibatan pelajar dalam aktiviti dapat meningkatkan serta memantapkan kemahiran insaniah yang terdapat dalam jiwa mereka.

Pengkaji-pengkaji lepas telah mengkaji serta meneroka persekitaran bahasa Arab. Kajian Jenita (2021) misalnya menunjukkan bahawa perubahan persekitaran pembelajaran bahasa Arab memungkinkan perubahan kepada kemahiran bertutur dalam kalangan pelajar. Perubahan tersebut membuktikan bahawa ekologi budaya setempat mempengaruhi perkembangan dan pencapaian individu. Pandangan ini selari dengan kajian Shobirin (2021) yang mendapati terdapat pengaruh yang signifikan antara persekitaran berbahasa dengan kemahiran bertutur bahasa Arab.

Selain itu, bahan bantu diperlukan bagi seorang pendidik mahupun pelajar dalam mempelbagaikan kaedah untuk berinteraksi atau berkomunikasi menggunakan bahasa tertentu, antaranya persekitaran bahasa. Peranan persekitaran bahasa adalah penting dalam membantu meningkatkan keberhasilan dalam pelajaran bahasa Arab dan pemerolehan bahasa kedua (Nurlaila, 2021). Persekitaran bahasa merupakan bahan pembelajaran yang sering digunakan oleh pendidik di sekolah. Dapatan kajian beliau menunjukkan kesan pembentukan *bi'ah lughawiyyah* berupaya mengubah kemampuan pelajar untuk berbicara secara lancar, membantu pengucapan makhraj huruf yang tepat serta penambahan *mufradat* yang mencukupi. Menurut Yusof (2018), persekitaran bahasa yang merangkumi persekitaran psikososial yang baik dapat mempengaruhi perkembangan bahasa individu. Ia selaras dengan teori sosiobudaya yang menekankan peranan interaksi sosial dalam perkembangan kognitif (Vygotsky & Cole, 1978).

Kajian Warseto et al. (2019) menyokong bahawa persekitaran bahasa Arab terbentuk melalui persekitaran sekeliling, meliputi keluarga, sekolah mahupun masyarakat. Persekitaran yang bagus untuk mempelajari bahasa Arab adalah melalui pembelajaran aktiviti interaksi dalam aktiviti seharian. Hal ini dinyatakan demikian kerana bahasa memainkan dua peranan dalam perkembangan kognitif, iaitu orang dewasa menyebarkan maklumat kepada pelajar dan bahasa menjadi alat kepada perkembangan intelek (McLeod et al., 2019). Proses pembelajaran, terutamanya mengingat kosa kata lazimnya berasaskan pengalaman yang pelajar peroleh melalui aktiviti dan situasi persekitaran semasa berinteraksi.

Nahar dan Abd. Rahman (2018) pula mencadangkan agar persekitaran bahasa dibentuk dan dicipta dengan menggunakan kepelbagaian aktiviti yang melibatkan bahasa kedua, serta mencadangkan agar pelajar diberikan sokongan dan galakan untuk berusaha sendiri dalam menguasai kemahiran berkomunikasi. Tujuan mewujudkan persekitaran bahasa, terutamanya komponen psikososial, komponen fizikal dan sikap pelajar memberikan kesan positif terhadap pencapaian pelajar di dalam kelas Bahasa Arab di institut pengajian tinggi, selain meningkatkan kemampuan mahasiswa berbahasa Arab secara aktif, baik dari segi lisan mahupun tulisan sehingga proses pembelajaran menjadi lebih mudah dan dinamik (Shidqi & Mudinillah, 2021).

### **Kosa Kata**

Pengajaran dan pembelajaran kosa kata merupakan asas utama dan langkah pertama dalam pembelajaran bahasa kedua mahupun bahasa asing yang lain (Al Naqah, 1985; Toiemah, 1989). Kajian Wulandari (2021) menjelaskan bahawa fungsi kosa kata menjadikan masyarakat dapat memberikan pandangan dan idea mereka

melalui penggunaan dan pengetahuan kosa kata. Hal ini menjelaskan bahawa kosa kata merupakan perantara bagi seseorang untuk menonjolkan cara mereka berfikir. Kajian lepas juga menunjukkan bahawa penguasaan kosa kata mempengaruhi kebolehan individu menguasai bahasa (Baharudin et al., 2017). Secara tuntas, kecekapan dalam berbahasa sangat berkait rapat dengan penguasaan kosa kata yang banyak dan difahami maknanya (Baharudin & Ismail, 2016; Maskor & Baharudin, 2020). Dalam kajian ini, aspek kosa kata yang dibincangkan merujuk kepada Model Kebolehan Kosa Kata Chapelle (1994) yang merangkumi penguasaan saiz kosa kata dan juga kedalaman kosa kata.

### **Saiz dan Kedalaman Kosa Kata**

Dalam pembelajaran sesuatu bahasa, kejayaan seseorang menguasai sesuatu bahasa dilihat berdasarkan penguasaan mereka terhadap kuantiti dan pengetahuan yang mendalam terhadap kosa kata (Ngalawi & Zainal, 2020). Menurut Baharudin et al. (2017) dan Nation (2001), saiz kosa kata merupakan jumlah perkataan yang pelajar miliki untuk menjadi kayu pengukur kepada penguasaan sesuatu bahasa serta cara pelajar menggunakan perkataan yang dimiliki berdasarkan situasi semasa. Aspek saiz ini penting dalam pemilihan strategi pembelajaran yang sesuai berdasarkan tahap kemampuan pelajar. Jumlah penguasaan kosa kata yang terhad dan tidak mencukupi adalah tidak sesuai untuk pelajar menggunakan teknik meneka makna perkataan berdasarkan konteks ayat, terutamanya melibatkan kemahiran bertutur dan menulis (Husain & Mohamad, 2020).

Kedalaman kosa kata pula merujuk kepada pengetahuan seseorang terhadap satu-satu kosa kata yang dimiliki. Menurut Palmberg (1987), kedalaman kosa kata merupakan kesinambungan tahap pengetahuan yang progresif dalam pembelajaran kosa kata. Menurut Schmitt (2014) dan Wahab et al. (2021) pula, aspek saiz dan kedalaman merupakan dua elemen penting dalam pembelajaran bahasa, dan saling berkaitan. Wahab et al. (2021) menyatakan konsep kedalaman secara asasnya merujuk kepada aspek kualiti seseorang itu memanfaatkan jumlah penguasaan kosa kata yang dimiliki dengan baik dan pada situasi yang tepat. Schmitt (2014) pula menyatakan bahawa konsep kedalaman kosa kata adalah sesuatu yang kompleks dan bersifat luas sehingga sukar untuk dibuat penilaian.

### **Hubungan Persekitaran Bahasa Arab dan Penguasaan Kosa Kata Arab**

Kajian yang dijalankan oleh Noor Su'adah dan Zalinah (2013) menjelaskan bahawa pelajar akan memperoleh kejayaan sekiranya mereka menerima sokongan yang berterusan, panduan, galakan, dan motivasi melalui persekitaran, terutamanya daripada individu di sekeliling mereka. Dimensi awal yang diukur dalam persekitaran bahasa ialah kesepaduan pelajar. Hubungan sosial yang berlaku antara pelajar, guru dan bahan pembelajaran terkandung dalam persekitaran pembelajaran bahasa. Kajian Abdul dan Maat (2019) menyatakan persekitaran pembelajaran bahasa melalui jalinan hubungan sosial mempengaruhi pencapaian pelajar dari sudut kognitif dan juga metakognitif. Hubungan sosial yang dimaksudkan ialah kesepaduan yang melibatkan proses penyatuan pelbagai aspek, merangkumi aspek fizikal, sosial



dan ekonomi (Chee & Abdullah, 2021). Sebagai usaha untuk meningkatkan pencapaian pelajar, ruang persekitaran pembelajaran harus melibatkan pelbagai aspek. Aspek tersebut merangkumi kepentingan interaksi pelajar sesama pelajar dan maklum balas semasa sesi pembelajaran berlangsung (Abdul & Maat, 2019; Dorman & Fraser, 2009).

Dimensi persekitaran bahasa yang kedua merujuk kepada sokongan guru. Kajian Ahmad et al. (2018) menyatakan kepercayaan motivasi dapat ditingkatkan menerusi hubungan interaksi dan komunikasi yang berlaku antara guru dengan pelajar meskipun tidak secara menyeluruh. Kualiti pengajaran dan pembelajaran yang menarik dan berkesan dinilai berdasarkan tahap penglibatan pelajar secara menyeluruh serta keupayaan guru dalam mengawal sesi pembelajaran mereka (Carrol, 1989; Gage & Berliner, 1984; Slavin, 1987). Teori Vygotsky menegaskan pengaruh sosiobudaya memainkan peranan penting dan sebagai salah satu strategi mempelajari bahasa.

Dimensi persekitaran seterusnya menyentuh tentang aspek penglibatan pelajar yang merujuk kepada maklum balas atau reaksi pelajar terhadap guru, rakan dan sekolah yang memberikan pengaruh kepada kesediaan pelajar untuk terlibat secara aktif dalam setiap aktiviti yang dijalankan di sekolah (Mohd Ayub et al., 2018). Kajian Sidik et al. (2018) dan Lei et al. (2018) menjelaskan bahawa antara faktor penting yang mempengaruhi pencapaian akademik pelajar ialah penglibatan pelajar secara aktif dalam setiap aktiviti yang dijalankan di dalam kelas. Penglibatan pelajar dalam pelbagai aktiviti yang dijalankan akan membentuk satu ruang dan sebuah hubungan sosial yang memberikan kesan secara tidak langsung terhadap pembelajaran dan penguasaan bahasa. Selain itu, penglibatan pelajar juga dianggap sebagai sebuah sokongan tenaga yang diserap secara fizikal dan psikologi. Penglibatan pelajar secara aktif dalam aktiviti pembelajaran akan memberikan penambahan ilmu pengetahuan serta pengalaman berharga berbanding pelajar yang pasif.

Di samping itu, sikap pelajar terhadap tugas turut terangkum dalam dimensi persekitaran bahasa yang menuntut pelajar untuk memiliki keyakinan yang tinggi dan mempunyai strategi pembelajaran sendiri. Strategi yang mereka gunakan perlu bersesuaian dengan konteks sebuah negara bukan penutur jati bagi bahasa Arab. Sikap pelajar terhadap tugas dalam kajian ini merujuk kepada tanggungjawab pelajar dalam menyempurnakan amanah dan tugas yang dipertanggungjawabkan kepada mereka di sekolah. Tanggungjawab pelajar adalah untuk menyempurnakan setiap tugas yang diberikan. Namun begitu, bagi mengekalkan sikap tanggungjawab yang wujud dalam jiwa seorang pelajar itu secara berterusan, tugas yang diberikan kepada pelajar dicadangkan dalam bentuk yang tidak membebankan mereka (Yusof, 2018). Hal ini berkait dengan sikap dan tingkah laku sebagai kunci utama dalam pembelajaran bahasa (Ahmed et al., 2021; Anwar, 2017).

Kerjasama antara pelajar juga merupakan dimensi persekitaran bahasa, iaitu merujuk kepada sokongan dan hubungan yang terhasil antara pelajar sewaktu aktiviti pembelajaran bahasa. Menurut Kusuma (2018), kerjasama yang berlaku melibatkan tugas berkumpulan antara pelajar. Melalui kerjasama yang berlangsung, kata putus akan dapat dinyatakan berdasarkan kesepakatan dan

perbezaan pendapat dalam tugas kumpulan tersebut. Dalam teori sosiobudaya, kebolehan pelajar menyelesaikan masalah, memperoleh nilai kebudayaan dan kepercayaan adalah melalui kerjasama individu berpengalaman melibatkan persekitaran sekeliling (McLeod et al., 2019). Masalah yang dihadapi oleh pelajar akan dapat diselesaikan sekiranya pelajar mengamalkan jalinan dan hubungan kerjasama sesama mereka (Che Ahmad, 2011).

Dimensi terakhir yang dinilai dan diukur dalam persekitaran bahasa ialah aspek layanan adil daripada guru. Kajian Wibowo dan Farnisa (2018) menjelaskan bahawa guru berperanan memberikan layanan pendidikan yang mutlak terhadap para pelajarnya. Kesan layanan tersebut akan memberikan pengaruh pada setiap aspek dalam kehidupan pelajar merangkumi sosial, budaya mahupun ekonomi. Namun begitu, guru yang tidak memberikan layanan yang adil terhadap para pelajar akan menjadikan para pelajarnya kurang berminat untuk belajar (Vellymalay, 2016).

### **Pengaruh Persekitaran Bahasa Arab terhadap Penguasaan Kosa Kata Arab**

Aspek kesepaduan pelajar dan sokongan guru memberikan kesan yang positif bagi meningkatkan pencapaian akademik pelajar (Dorman & Fraser, 2009). Fraser (2008) menjelaskan pengetahuan pelajar yang saling menyokong semasa pembelajaran di dalam kelas dapat dibentuk. Kajian Sidik et al. (2019) menunjukkan bahawa persekitaran yang melibatkan sokongan guru berjaya merangsang motivasi pelajar untuk terlibat secara aktif dalam aktiviti kelas, sekali gus mengurangkan tingkah laku negatif pelajar. Dapatan kajian Sidik et al. (2018) pula menyatakan bahawa faktor sokongan persekitaran seperti guru merupakan penyumbang positif kepada pembangunan diri pelajar dan meningkatkan motivasi mereka semasa belajar. Aspek yang paling berkesan dalam menentukan pencapaian dan kejayaan sesebuah sekolah juga adalah melalui sokongan pelaksana, iaitu guru (Bakar et al., 2015). Guy Evans (2020) turut menjelaskan bahawa kekuatan sistem ekologi dalam pendidikan berkait rapat dengan interaksi dan kerjasama yang baik antara guru dengan ibu bapa agar pelajar memperoleh faedah dan manfaatnya. Hal ini sejajar dengan pandangan Lippard et al. (2017) yang mendapati hubungan yang terjalin antara guru dengan pelajar memberikan pengaruh terhadap pencapaian akademik pelajar dan juga tingkah laku mereka di dalam kelas.

Zakaria et al. (2019) menyatakan bahawa terdapat perubahan terhadap kemampuan pelajar ketika melontarkan pandangan dan idea. Perubahan tersebut berpunca daripada faktor peniruan dan pemerhatian mereka terhadap golongan berpengaruh seperti guru yang mempunyai pengalaman dan berpengetahuan luas dalam melaksanakan tugas. Pandangan ini disokong oleh Febriani (2020) yang menegaskan bahawa persekitaran memainkan peranan penting dan menjadi faktor penentu kepada pemerolehan bahasa serta pembentukan kemahiran pelajar dalam menguasai bahasa dengan betul.

Pengaruh seterusnya adalah melalui aspek sikap pelajar yang berperanan penting dalam pembelajaran bahasa (Ahmed et al., 2021; Anwar, 2017). Sehubungan dengan itu, menjadi tanggungjawab pelajar untuk membentuk keyakinan diri dan merancang strategi pembelajaran bahasa yang sistematik,

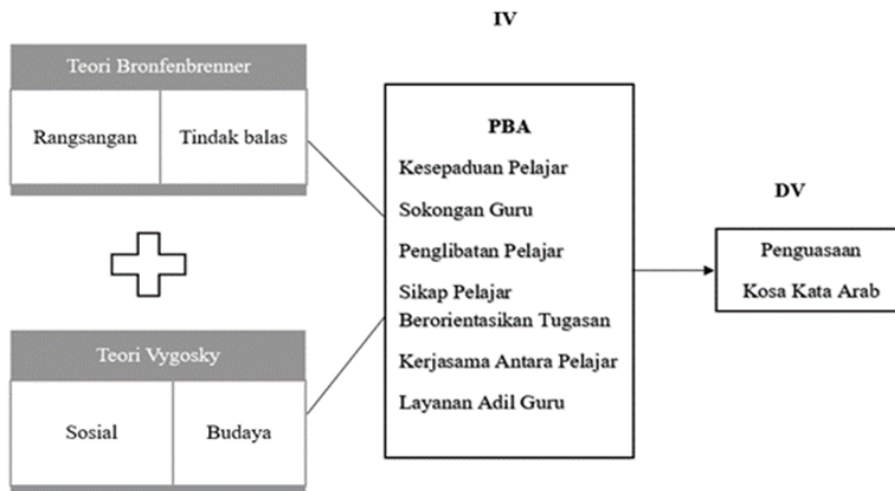
bersesuaian dengan konteks sebuah negara bukan penutur jati bahasa Arab bagi mendepani segala cabaran dalam pembelajaran bahasa.

### Kerangka Teoritikal

Kajian ini berasaskan kepada Model Persekitaran Pembelajaran Bilik Darjah oleh Fraser (1991) yang didasari oleh gabungan dua teori, iaitu Teori Sistem Ekologi Bronfenbrenner dan Teori Sosiobudaya Vygotsky. Teori-teori ini menyentuh tentang penglibatan persekitaran bahasa yang secara jelas mempengaruhi perkembangan pelajar dari sudut kognitif dan intelektual. Aspek-aspek lain seperti rangsangan, interaksi sosial dan budaya juga mempengaruhi perkembangan dan pencapaian pelajar sewaktu proses pengajaran dan pembelajaran (PdP) berlangsung. Kajian ini juga didasari oleh Model Kebolehan Kosa Kata Chapelle (1994) sebagai pemboleh ubah penguasaan kosa kata yang merangkumi saiz dan kedalaman kosa kata. Rajah 1 menunjukkan kerangka konseptual kajian ini.

#### Rajah 1

*Kerangka Konseptual berdasarkan Teori Sistem Ekologi Bronfenbrenner, Teori Sosiobudaya Vygotsky yang mendasari Model Persekitaran Pembelajaran Bilik Darjah (Fraser, 1991) dan Model Kebolehan Kosa Kata Chapelle (1994)*



### Metodologi

Reka bentuk kajian ini adalah secara tinjauan. Fokus kajian hanya pada aspek persekitaran bahasa Arab (kesepaduan pelajar, penglibatan pelajar, sokongan guru, sikap pelajar berorientasikan tugas, kerjasama antara pelajar, dan layanan adil guru) dan penguasaan kosa kata Arab (saiz dan kedalaman) sahaja. Data kuantitatif diperoleh melalui edaran borang soal selidik yang dihantar melalui perkongsian *link google form* untuk disebarluaskan kepada semua responden terlibat.

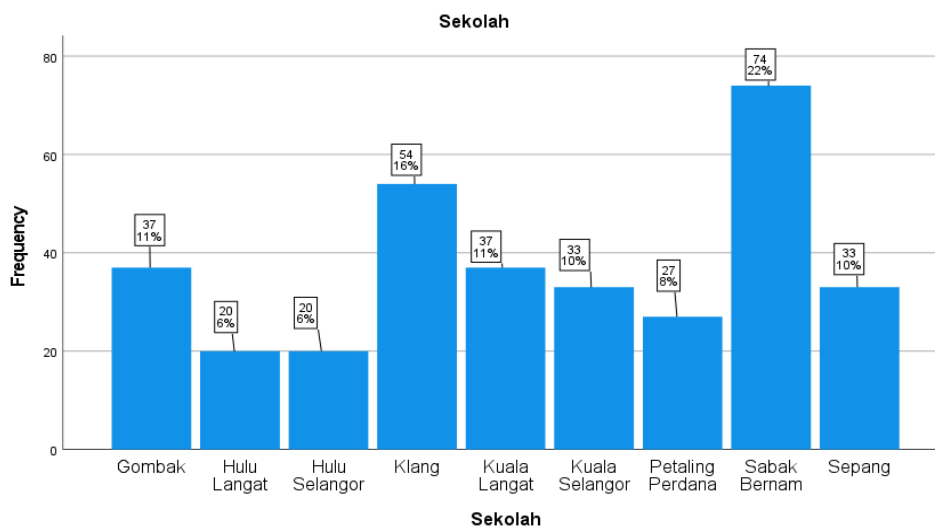
## Populasi dan Sampel Kajian

Gay dan Airasian (2003) menjelaskan bahawa pemilihan sampel dilakukan supaya responden yang terlibat dapat mewakili kumpulan populasi dalam kalangan mereka. Dalam kajian ini, jumlah populasi pelajar tingkatan empat di Sekolah Agama Menengah (SAM) negeri Selangor yang terlibat adalah seramai 2,653 orang pelajar, membabitkan 23 buah SAM dari sembilan daerah. Dengan merujuk kepada formula dan jadual penentuan saiz sampel oleh Krejcie dan Morgan (1970), jumlah sampel yang terlibat dalam kajian ini adalah seramai 335 orang pelajar. Kajian ini menggunakan teknik pensampelan strata berkadar sebagai penentuan kepada pemilihan sampel kajian. Peratusan pemilihan sampel kajian bagi setiap daerah yang terlibat diperoleh selepas proses pembahagian jumlah populasi dalam setiap daerah kepada jumlah sebenar populasi keseluruhan pelajar. Kajian ini juga mematuhi prosedur pemerolehan data daripada Kementerian Pendidikan Malaysia (KPM) dan mendapat kelulusan daripada KPM pada 29 Mac 2022 (Rujukan: KPM.600-3/2/3-eras (122254).

Rajah 1 menunjukkan bilangan responden pelajar mata pelajaran Bahasa Arab tingkatan empat SAM di negeri Selangor yang terlibat sebagai sampel kajian.

### Rajah 1

*Bilangan Responden Kajian Setiap Daerah Negeri Selangor Mengikut Frekuensi*



Merujuk kepada Rajah 1, terdapat sembilan buah daerah yang terlibat dalam kajian ini. Sampel dari daerah Sabak Bernam memberikan nilai kekerapan dan peratusan tertinggi, iaitu 74 orang pelajar (22%) kerana bilangan sekolah dan populasi daerah tersebut yang paling ramai. Nilai kekerapan kedua tertinggi adalah sebanyak 54 orang pelajar (16%) yang berada di daerah Klang, manakala daerah lain menunjukkan julat sampel pada lingkungan 6-37 orang pelajar.

## Instrumen Kajian

Jumlah keseluruhan item soal selidik adalah sebanyak 91 item, yang dibahagikan kepada tiga bahagian utama, iaitu demografi (6), persekitaran bahasa (48) dan ujian penguasaan kosa kata Arab (37). Instrumen kajian bagi Bahagian B diadaptasi daripada Fraser (1998) yang bertajuk *What Is Happening in This Class?* (WIHIC) dan diterjemahkan oleh Yusof (2018) ke dalam bahasa Melayu, manakala instrumen bagi Bahagian C diadaptasi daripada kajian Maskor dan Baharudin (2020) bagi menguji penguasaan kosa kata Arab pelajar. Beberapa item pada Bahagian B telah diubah suai oleh pengkaji sesuai dengan persoalan kajian dan persekitaran pelajar.

Seterusnya, kesahan dan kebolehpercayaan instrumen telah dilaksanakan bagi menguji ketekalan dan keabsahan instrumen sebelum pelaksanaan kajian rintis dan kajian sebenar dapat dijalankan. Aspek kesahan ini ialah kesahan kandungan item yang melibatkan tiga orang pakar kesahan dari Institut Pendidikan Guru (IPG). Dapatan nilai pelaksanaan ujian *Alpha Cronbach* ialah 0.96, menunjukkan nilai kebolehpercayaan yang tinggi. Nilai *Cohen Kappa* pula ialah 0.83, menunjukkan nilai kebolehpercayaan yang cemerlang. Setelah semua data diperolehi, data dimasukkan ke dalam perisian SPSS versi 27 dan dikodkan berdasarkan pemboleh ubah-pemboleh ubah kajian. Data seterusnya dianalisis menggunakan ujian statistik *Korelasi Pearson* dan Regresi Linear Berganda setelah semua ujian kenormalan data dipenuhi.

## Dapatan dan Perbincangan

### Hubungan Persekitaran Bahasa Arab dengan Penguasaan Kosa Kata Arab

Dalam kajian ini, persekitaran bahasa Arab diukur berdasarkan enam dimensi persekitaran psikososial, iaitu kesepaduan pelajar, sokongan guru, penglibatan pelajar, sikap pelajar berorientasikan tugas, kerjasama antara pelajar, dan layanan adil guru, manakala penguasaan kosa kata diukur berdasarkan saiz dan kedalaman. Data dianalisis secara inferens dengan menggunakan ujian statistik *Korelasi Pearson* setelah semua andaian dan syarat kenormalan data dipenuhi. Hasil kajian didapati berjaya merungkai persoalan kajian ini. Jadual 1 menunjukkan dapatan mengenai hubungan persekitaran bahasa Arab dan penguasaan kosa kata Arab, manakala Jadual 2 memaparkan interpretasi nilai pekali korelasi.

#### Jadual 1

*Hubungan Antara Persekitaran Bahasa Arab dan Penguasaan Kosa Kata Arab*

Hubungan	Penguasaan Kosa Kata r	Sig	Interpretasi
Kesepaduan pelajar	0.491	.001	Sederhana
Sokongan guru	0.389	.001	Sederhana
Penglibatan pelajar	0.475	.001	Sederhana

Sikap pelajar berorientasikan tugas	0.479	.001	Sederhana
Kerjasama antara pelajar	0.489	.001	Sederhana
Layanan adil guru	0.436	.001	Sederhana
Persekitaran Bahasa	0.547	.001	Sederhana

## Jadual 2

### *Interpretasi Nilai Pekali Korelasi*

Nilai Pekali Korelasi	Interpretasi Korelasi
0.71-1.00	Kuat
0.30-0.69	Sederhana
0.00-0.29	Lemah

Sumber: Jackson (2012)

Jadual 1 menunjukkan bahawa terdapat hubungan yang signifikan positif pada kekuatan sederhana keseluruhannya antara persekitaran bahasa Arab dan penguasaan kosa kata Arab, iaitu dengan nilai  $r=0.547$  ( $p<.05$ ). Penentuan nilai kekuatan ini diperoleh dengan berdasarkan maklumat dalam Jadual 2. Semua dimensi yang terdapat dalam persekitaran bahasa Arab menunjukkan hubungan yang signifikan positif pada kekuatan yang sederhana. Dimensi kesepaduan pelajar memberikan hubungan positif yang tertinggi berbanding dimensi lain dengan nilai  $r=0.491$ . Dapatan ini adalah selari dengan hasil kajian Mohd Ayub et al. (2018) yang menyatakan terdapat hubungan yang signifikan positif antara kesepaduan pelajar dan sokongan guru terhadap penglibatan pelajar dalam mata pelajaran Matematik.

Dimensi kerjasama antara pelajar pula menunjukkan nilai  $r=.489$ , iaitu paling hampir dengan dimensi kesepaduan pelajar. Perkara ini menjelaskan bahawa dimensi yang melibatkan pelajar perlu diberikan perhatian yang paling optimum. Dimensi sikap pelajar berdasarkan tugas yang diberikan oleh guru pula menunjukkan hubungan positif dengan nilai  $r=.479$ . Dimensi penglibatan pelajar berada pada nilai  $r=.475$ , iaitu hampir dengan dapatan nilai hubungan yang diperoleh pada dimensi sikap pelajar. Penglibatan pelajar dalam aktiviti pembelajaran akan memberikan motivasi kepada mereka untuk menguasai kosa kata bahasa Arab dan menggunakannya dalam pelbagai keadaan (Asbullah & Sahrim, 2019). Hal ini menunjukkan bahawa empat daripada enam dimensi persekitaran bahasa yang mempunyai hubungan signifikan dalam penguasaan kosa kata Arab melibatkan dimensi pelajar. Hasil kajian ini menjelaskan bahawa penguasaan kosa kata Arab boleh ditingkatkan menerusi pemantapan aktiviti keterlibatan pelajar, dan hal ini selari dengan dapatan beberapa kajian terdahulu seperti Asbullah dan Sahrim (2019), Fernandez dan Schmitt (2015), serta Macis dan Schmitt (2017).

Bagi dimensi layanan adil guru ( $r=0.436$ ) dan dimensi sokongan guru ( $r=.389$ ), nilai hubungan merupakan antara skor yang terendah jika dibandingkan dengan dimensi yang lain. Dapatan ini didapati tidak selari dengan kajian yang dijalankan oleh Jenita (2021). Dapatan kajian beliau menunjukkan hubungan yang berlaku

dalam pemboleh ubah adalah tidak kuat, namun masih menunjukkan hubungan yang signifikan positif. Keadaan ini menjelaskan bahawa sebarang perubahan yang berlaku dalam ruang persekitaran pembelajaran bahasa berkemungkinan dapat mengubah kemampuan pelajar dalam kemahiran berkomunikasi, kesan daripada penguasaan kosa kata.

Hasil kajian juga menunjukkan bahawa persekitaran bahasa berfungsi dan memainkan peranan secara positif bagi meningkatkan penguasaan kosa kata Arab. Hubungan yang berlaku antara dua pemboleh ubah kajian memberikan kesan positif terhadap komunikasi antara tenaga pengajar dengan pelajar itu sendiri. Pandangan ini selari dengan pernyataan Abdul dan Maat (2019) dan Rosli (2021) yang menyatakan aspek persekitaran bahasa ialah asas utama dalam aktiviti berbahasa dan kesannya dilihat mempengaruhi gaya pemikiran pelajar serta mengembangkan pemikiran positif pelajar. Dalam aspek penguasaan ruang persekitaran pula, pelajar yang dapat berinteraksi dengan baik, bertanggungjawab, dapat mengatasi pelbagai masalah, dan menyempurnakan tugas yang diberikan boleh ditafsirkan sebagai kumpulan pelajar yang mudah mencapai kepuasan ketika belajar. Ruang persekitaran pembelajaran yang baik turut dapat meningkatkan minat pelajar untuk terlibat sama dalam setiap penganjuran aktiviti di sekolah (Yusof et al., 2017) kerana keyakinan dan kompetensi seorang pelajar dapat dibentuk melalui pembentukan ruang persekitaran pembelajaran bahasa yang menarik.

### **Sumbangan Persekitaran Bahasa Arab terhadap Penguasaan Kosa Kata Arab**

Bagi menjawab persoalan dan objektif kajian seterusnya, data dianalisis secara inferens dengan menggunakan ujian statistik regresi linear berganda setelah semua andaian *normality* dan *linearity* dipenuhi. Analisis ini dijalankan untuk meramal faktor yang mempengaruhi atau menyumbang kepada penguasaan kosa kata Arab pelajar. Dapatan analisis kajian menggunakan *method enter* dan dipaparkan dalam Jadual 3.

#### **Jadual 3**

*Sumbangan Persekitaran Bahasa Arab Terhadap Penguasaan Kosa Kata Arab*

Dimensi	B	Std. Error	Beta	t	Sig.	Sumbangan %
(Constant)	16.758	3.710		4.517	0.001	
Kesepaduan Pelajar	3.112	1.330	0.715	2.340	0.020	8.57
Sokongan Guru	0.162	1.242	0.009	0.130	0.896	0.34
Penglibatan Pelajar	2.778	1.257	0.156	2.209	0.028	7.39
Sikap Pelajar Berorientasikan Tugas	2.565	1.217	0.152	2.107	0.036	7.28
Kerjasama antara Pelajar	2.211	1.425	0.126	1.551	0.122	6.18

Layanan Adil Guru	0.496	1.330	0.028	0.373	0.710	1.24
$R^2 = 0.310, F(6, 328) = 24.594, Sig. = 0.001$						

Dapatan kajian seperti yang dipaparkan dalam Jadual 3 menunjukkan persekitaran bahasa Arab secara keseluruhannya memberikan sumbangan yang signifikan terhadap penguasaan kosa kata Arab dalam kalangan pelajar. Peratus varian sumbangan pemboleh ubah peramal terhadap pemboleh ubah kriteria adalah sebanyak 31%. Sejalan dengan kenyataan Pallant (2011), berkemungkinan besar baki peratus sebanyak 69% diperoleh daripada faktor lain yang tidak dilibatkan dalam kajian ini.

Penelitian seterusnya ialah hasil analisis yang diperoleh melibatkan enam dimensi yang terdapat dalam persekitaran bahasa Arab. Hanya tiga dimensi memberi sumbangan yang signifikan terhadap perubahan penguasaan kosa kata Arab pelajar, iaitu kesepaduan pelajar (8.57%), penglibatan pelajar (7.39%) dan sikap pelajar berorientasikan tugas (7.28%). Dimensi yang lain tidak memberikan sumbangan secara signifikan terhadap penguasaan kosa kata Arab pelajar, iaitu sokongan guru (0.34%), kerjasama antara pelajar (6.18%) dan layanan adil guru (1.24%). Hasil dapatan ini didapati selari dengan dapatan kajian Mohd Ayub et al. (2018) yang menunjukkan pemboleh ubah peramal dimensi kesepaduan pelajar memberikan sumbangan tertinggi terhadap penglibatan pelajar dalam mata pelajaran Matematik.

Dapatan kajian juga menjelaskan bahawa persekitaran bahasa Arab melalui kesepaduan pelajar merupakan aspek utama yang menjadi penentu kepada tahap penguasaan kosa kata Arab pelajar dalam pembelajaran bahasa. Sementara itu, dapatan kajian ini disokong oleh teori sosiobudaya yang memberikan penekanan terhadap seseorang individu agar sentiasa bersosial kerana ia menjadi mediator kepada proses perkembangan manusia. Hal ini dinyatakan demikian kerana dimensi kesepaduan pelajar dan kerjasama antara pelajar membolehkan mereka memperoleh nilai budaya, kepercayaan dan cara menyelesaikan masalah dengan baik (McLeod et al., 2019). Pada masa yang sama, dimensi penglibatan pelajar dan sikap pelajar berorientasikan tugas dalam kajian ini turut memberikan sumbangan yang signifikan terhadap penguasaan kosa kata Arab pelajar. Perkara ini menjelaskan bahawa para pelajar SAM menunjukkan minat, daya usaha, sabar, serta melibatkan diri secara aktif dalam aktiviti pembelajaran bahasa dengan menyempurnakan setiap tugas yang diberikan walaupun Bahasa Arab dianggap sebagai mata pelajaran yang susah. Tanggapan ini perlu dikesampingkan terlebih dahulu bagi memastikan pelajar berasa selesa, seronok dan mudah mempelajari bahasa Arab. Keselesaan pelajar dalam pembelajaran bahasa akan membantu meningkatkan penglibatan mereka dalam aktiviti pembelajaran bahasa, sekali gus implikasinya dapat dilihat pada aspek penguasaan kosa kata mereka. Dapatan kajian juga menjelaskan bahawa dimensi kesepaduan pelajar, penglibatan pelajar dan sikap pelajar merupakan dimensi yang memberikan sumbangan signifikan terhadap penguasaan kosa kata.

Berdasarkan dapatan kajian ini, dapat disimpulkan bahawa pelajar seharusnya diberikan autonomi serta kebebasan dalam menentukan strategi pembelajaran kosa kata Arab yang berkesan. Pernyataan ini selari dengan



pandangan Schmitt (2014), iaitu pelajar perlu diberikan autonomi yang lebih dalam merancang strategi pembelajaran kosa kata, sementara guru hanya berperanan sebagai pemudah cara. Di samping itu, guru berupaya memperoleh maklumat tambahan hasil daripada strategi pembelajaran yang diaplikasikan oleh para pelajar. Dapatan kajian ini juga mencadangkan kepada guru supaya melatih pelajar mereka menggunakan strategi pembelajaran bahasa yang tepat dan sesuai dengan kecenderungan mereka. Guru juga perlu memberikan penjelasan kepada para pelajar tentang manfaat yang bakal pelajar peroleh, hasil penggunaan strategi pembelajaran bahasa yang berkesan.

### **Kesimpulan**

Kajian ini dilaksanakan untuk mengenal pasti hubungan dan sumbangan persekitaran bahasa Arab dan penguasaan kosa kata Arab dalam kalangan pelajar tingkatan empat Sekolah Agama Menengah di negeri Selangor. Kajian ini menjelaskan bahawa aspek persekitaran bahasa Arab di sekolah merupakan pemboleh ubah yang baik dalam menentukan penguasaan kosa kata Arab pelajar di SAM melalui kajian tinjauan secara keratan rentas (cross sectional). Kajian ini juga telah mengemukakan satu anjakan paradigma dalam usaha meningkatkan kemahiran dan penguasaan pelajar dalam pembelajaran kosa kata menerusi persekitaran bahasa yang lengkap dalam konteks situasi, budaya dan suasana persekitaran pembelajaran pelajar. Kajian ini turut mendedahkan maklumat persekitaran bahasa Arab berdasarkan enam dimensi persekitaran psikososial. Hasil dapatan menunjukkan terdapat hubungan yang signifikan antara persekitaran bahasa Arab dan penguasaan kosa kata Arab pelajar, manakala hanya tiga dimensi yang memberi sumbangan signifikan terhadap perubahan penguasaan kosa kata Arab pelajar, iaitu kesepaduan pelajar, penglibatan pelajar dan sikap pelajar berorientasikan tugas. Kajian ini mengukuhkan teori dan model yang digunakan, iaitu teori persekitaran bahasa diperluas kepada pemboleh ubah kosa kata. Kajian ini juga memberi sumbangan yang signifikan terhadap kepentingan untuk membentuk autonomi pelajar dalam membangunkan persekitaran bahasa yang baik. Justeru, kajian lanjutan perlu memberi fokus bagi mengoptimalkan dimensi pelajar, iaitu menerusi autonomi pelajar yang didapati memberi impak langsung kepada penguasaan kosa kata Arab. Selain itu, kajian ini dicadangkan untuk diterokai menggunakan analisis yang lebih terperinci menerusi analisis Model Persamaan Berstruktur (SEM) untuk membantu membentuk model dan menganalisis hubungan antara variabel kajian secara serentak dengan lebih afektif, tepat dan efisien (Awang, 2012).

### **Rujukan**

- Abdul, N. S., & Maat, S. M. (2019). Pengaruh persekitaran pembelajaran terhadap kesedaran metakognitif dalam kalangan pelajar sekolah menengah. *International Journal of Education and Pedagogy*, 1(1), 12-21.
- Abu Hasim, N., Adnan, N. H., Suhaini, N., & Izhar, N. I. (2020). Pengaruh persekitaran dalam penggunaan strategi memori kosa kata pelajar KUIM. *Jurnal Kesidang*,

5(1978), 1-9.

- Aflisia, N., & Harahap, P. (2019). Eksistensi bi'ah lughawiyah sebagai media berbahasa Arab dalam meningkatkan kemampuan muhadatsah mahasiswa Prodi Pendidikan Bahasa Arab di IAIN CURUP. *Jurnal of Arabic Learning and Teaching*, 8(1), 40-55. <https://doi.org/10.15294/LA.V8i1.32545>
- Ahmed, S. A., Othman, B. J., Gardi, B., Sabir, B. Y., Ismael, N. B., Hamza, P. A., Sorguli, S., Mahmood, H., Ali, B. J., & Anwar, G. (2021). Students' attitudes towards learning English in the Kurdistan region of Iraq. *International Journal of English Literature and Social Sciences*, 6(3), 72-87. <https://doi.org/10.22161/ijels>
- Ahmid, M. H., Abdullah, M. K., & Johari, K. (2018). Pengajaran guru dan kepercayaan motivasi pelajar dalam pembelajaran Bahasa Arab di Sekolah Menengah. *Malaysia Journal of Social Sciences and Humanities (MJSSH)*, 3(3), 136-147. <https://doi.org/10.47405/mjssh.v3i3.99>
- Al Naqah, M. K. (1985). *Ta'lim Al-Lughat Al-Arabiyyah Linnatiqina Biha*. Universiti Ummul Qura.
- Anwar, K. (2017). Analyzing the conceptual model of service quality and its relationship with guest's satisfaction: A study of hotel in Erbil. *The International Journal of Accounting and Business Society*, 25(2), 1-16. <https://doi.org/10.21776/ub.ijabs.2017.25.2.01>
- Asbullah, L. H., & Sahrim, M. (2019). Strategi pembelajaran kolokasi Bahasa Arab dalam kalangan pelajar Universiti Awam Malaysia. *GEMA Online Journal of Language Studies*, 19(2), 139-159. <https://doi.org/10.17576/gema-2019-1902-09>
- Awang, Z. (2012). *Structural equation modeling using Amos graphic*. Penerbit Universiti Teknologi MARA.
- Baharudin, H. (2014). *Strategi pembelajaran kosa kata bahasa Arab pelajar Sekolah Menengah Agama di Malaysia*. Penerbit Universiti Kebangsaan Malaysia.
- Baharudin, H. & Ismail, Z. (2016). *Konsep dan strategi pembelajaran kosa kata bahasa Arab*. Penerbit Universiti Kebangsaan Malaysia.
- Baharudin, H., Ismail, Z. & Nik Yusoff, N. M. R. (2017). Pembinaan ujian tahap saiz kosa kata Arab. *Jurnal Pendidikan Malaysia*, 42(1), 13-19.
- Ballman, T., Liskin-Gasparro, J., & Mandell, P. B. (2001). *The communicative classroom*. Heinle & Heinle/ Thomson Learning.
- Blake, R. J. (2008). *Brave new digital classrooms: Technology and foreign language learning*. Georgetown University Press.
- Bronfenbrenner, U. (1992). *Ecological systems theory*. Jessica Kingsley Publishers.
- Carrol, M. T. (1989). *Critical thinking: Promoting it in the classroom*. ERIC Clearinghouse.
- Chapelle, C. A. (1994). Are C-Test valid measures for L2 vocabulary research? *Second Language Research* (10), 157-187.
- Che Ahmad, C. N. (2011). *Aspek fizikal dan psikososial dalam persekitaran pembelajaran makmal sains*. [Doctoral Thesis, Universiti Kebangsaan Malaysia].
- Che Mat, A., & Goh, Y. S., (2010). Situasi pembelajaran bahasa Asing di Institut Pengajian Tinggi: perbandingan antara bahasa Arab, bahasa Mandarin dan bahasa Perancis. *AJTLHE: ASEAN Journal of Teaching and Learning in Higher Education*, 2 (2), 9-21.

- Chee, T. T., & Abdullah, M. S. (2021). Kesepaduan sosial dalam kalangan pelajar universiti. *Advances in Humanities and Contemporary Studies*, 2(2), 24-33.
- Dorman, J. P., & Fraser, B. J. (2009). Psychosocial environment and affective outcomes in technology-rich classrooms: Testing a causal model. *Social Psychology of Education*, 12(1), 77-99. <https://doi.org/10.1007/s11218-008-9069-8>
- Fatdha, S. E., & Wahyuni, D. S. (2018). Rancangan multimedia interaktif untuk penguasaan vocabulary bahasa Inggeris. *Jurnal Teknologi dan Open Source*, 1(2), 75-82.
- Febriani, S. R. (2020). Acquisition of Arabic language based on Stephen Krashen's theory in the Arabic camp activities. *El-Ibtikar*, 9(2), 82-95.
- Fernandez, B. G., & Schmitt, N. (2015). *How much collocation knowledge do L2 leaners have? The effect of frequency and amount of exposure*. *International Journal of Applied Linguistics*, 94-126.
- Fraser, B. J. (1991). Two decades of classroom environment research. In B. J. Fraser & H. J. Walberg (Eds.), *Educational environments: Evaluation, antecedents and consequences* (pp. 3-27). Pergamon Press.
- Fraser, B. J., & Seng, K. H. (2008). Using classroom psychosocial environment in the evaluation of adult computer application courses in Singapore. *Technology, Pedagogy and Education*, 17(1), 67-81. <https://doi.org/10.1080/14759390701847518>
- Gage, N.L., & Berliner, D.C. (1984). *Educational psychology* (3rd ed.). Houghton Mifflin.
- Gay, L. R., & Airasian, P. (2003). *Educational research: Competencies for analysis and applications* (7th ed.). Prentice Hall.
- Guy-Evans, O. (2020). *Bronfenbrenner's ecological systems theory*. Simply Psychology. <https://www.simplypsychology.org/bronfenbrenner.html>
- Husain, N. S., & Mohamad, N. (2020). Saiz kosa kata bahasa Arab dalam kalangan pelajar ijazah sarjana muda bahasa Arab komunikasi professional, UiTM. *International Journal of Modern Languages and Applied Linguistics*, 4(2), 38-62.
- Jackson, S. L. (2012). *Research methods and statistics: A critical thinking approach*. Wadsworth, Cengage Learning.
- Jenita, A. (2021). Al-'alaqah bayna al-lughawiah wa maharat kalam al-thullab (*The relationship between the language environment and students' speech skill in secondary school*). *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 5(1), 71-88.
- Kataw, Y. (2016). Teaching Arabic as foreign language: The role of communicative competence, pragmatics and literacy. [Master's Thesis, Utah State University]. <https://doi.org/10.26076/f343-1fc4>
- Kementerian Pendidikan Malaysia. (2013). *Pelan Pembangunan Pendidikan Malaysia 2013-2025: Pendidikan prasekolah hingga lepas menengah*. Putrajaya.
- Krejcie, R. V., & Morgan, D. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610. <https://doi.org/10.1177/0013164407003000308>
- Kusuma, A. W. (2018). Meningkatkan kerjasama siswa dengan metode Jigsaw dalam bimbingan klasikal. *KONSELOR*, 7(1), 26-30. <https://doi.org/10.24036/02018718458-0-00>

- Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. *Social Behaviour and Personality*, 46(3), 517-528. <https://doi.org/10.2224/sbp.7054>
- Lippard, C. N., La, K. M., Heather, P., & Crosby, D. A. (2017). A closer look at teacher – child relationships and classroom emotional context in preschool. *Child & Youth Care Forum*, 47(1), 1-21. <https://doi.org/10.1007/s10566-017-9414-1>
- Macis, M., & Schmitt, N. (2017). Not just ‘small potatoes’: Knowledge of the idiomatic meaning of collocation. *Language Teaching Research*, 21(3), 321-340. <https://doi.org/10.1177/136216881664595>
- Mcleod, S., Wearden, A., Berry, K., & Hodgson, C. (2019). Attachment and social support in romantic dyads: A systematic review. *Journal of Clinical Psychology*, 1-43. <https://doi.org/10.1002/jclp.22868>
- Mohamad Maskor, M. Z., & Baharudin, H. (2020). *Pengetahuan kosa kata Arab dalam kemahiran menulis*. Penerbit Universiti Kebangsaan Malaysia.
- Mohd Ayub, A. F., Md. Yunus, A. S., & Mahmud, R. (2018). Pengaruh guru, rakan sebaya dan sokongan keluarga terhadap keterlibatan matematik dalam kalangan murid sekolah menengah. *Jurnal Pendidikan Sains & Matematik Malaysia*, 8(1), 1-12.
- Muhd Zulkifli, N. Z., Wan Mohamad, W. M. R., Surat, S., & Badusah, J. (2019). Aspek budaya Melayu dalam pengajaran dan pembelajaran Bahasa Melayu sebagai bahasa asing. *PENDETA Journal of Malay Language, Education and Literature*, 10, 121-131.
- Nahar, N., & Abd. Rahman, F. (2018). Tahap penguasaan kemahiran bertutur bahasa melayu dalam kalangan murid bukan penutur natif. *Jurnal Pendidikan Bahasa Melayu*, 8(1), 74-83.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Ng, X. J., & Wan Mohammad, W. M. R. (2019). Faktor ekstralinguistik dalam pembelajaran bahasa Melayu sebagai bahasa asing dalam murid warga asing di Sekolah Jenis Kebangsaan Cina. *International Conference of Future Education and Advanced*, 418-427.
- Ngalawi, A. C., & Zainal, H. (2020). Kajian literatur saiz kosa kata Arab di Malaysia. *BITARA International Journal of Civilizational Studies and Human Sciences*, 3(1), 157-169.
- Noor Su’adah, M. Z., & Zalinah, M. (2013). *Peranan ibu bapa membantu meningkatkan kecemerlangan akademik anak-anak*. Penerbit Universiti Teknologi Malaysia.
- Norashikin, A. B., Ramli, B., & Foo, S. F. (2015). Hubungan kepimpinan guru dengan pencapaian akademik pelajar. *Jurnal Kepimpinan Pendidikan*, 5(1), 78-91.
- Nurlaila (2021). Pembentukan bi’ah lughawiyah dalam meningkatkan maharah kalam dan kitabah pada mahasiswa. *Al-Af’idah*, 5(1), 31-49. <https://doi.org/10.52266/al-afidah.v5i1.658>
- Pallant, J. (2011). *SPSS survival manual: A step by step guide to data analysis using SPSS* (4th ed.). Allen & Unwin.
- Palmberg, R. (1987). Patterns of vocabulary development in foreign-language learners. *Studies in Second Language Acquisition*, 9(02), 201-219.

<https://doi.org/10.1017/s0272263100000474>

- Rosli, F. H. (2021). *Bi'ah lughawiyah dan keterlibatan pelajar SABK negeri Selangor dalam pembelajaran bahasa Arab*. [Tesis Sarjana, Universiti Kebangsaan Malaysia].
- Rosli, F. H., Baharudin, H., & Rani, N., (2022). Persekitaran bahasa dan keterlibatan pelajar SABK Selangor dalam Pembelajaran bahasa Arab. *Akademika 92 (Isu Khas)*, 151-162.
- Ryding, K. (2013). *Teaching and learning Arabic as a foreign language: A guide for teachers*. Georgetown University Press.
- Schmitt, N. (2014). Size and depth of vocabulary knowledge: What the research shows. *Language Learning*, 64(4), 913-951. <https://doi.org/10.1111/lang.12077>
- Shidqi, M. H., & Mudinillah, A. (2021). Pembelajaran bahasa Arab dengan memanfaatkan lingkungan berbahasa bagi mahasiswa di perguruan tinggi. *Journal Education and Development*, 9(3), 170-176. <https://doi.org/10.37081/ed.v9i3.2807>
- Shobirin, A. (2021). Korelasi antara penguasaan mufradat, bi'ah lughawiyah dan maharah al-kalam santri al-izzah leadership school batu. *Journal of Arabic Language, Literature and Education*, 2(2), 50-62. <https://doi.org/10.37680/aphorisme.v2i2.976>
- Sidik, I. F., Awang, M. M., & Ahmad, A., R. (2019). Teacher's support and student involvement in learning activities on enhancing student academic achievement. *The Journal of Social Sciences Research*, 5(7), 1167-1175.
- Sidik, I. F., Awang, M. M., & Ahmad, A. R. (2018). Sokongan persekitaran sosial di pelbagai jenis sekolah menengah dalam meningkatkan kemahiran insaniah pelajar. *Jurnal Pendidikan Malaysia*, 1(1), 67-76.
- Slavin, R. E. (1987). Cooperative learning and the cooperative school. *Educational Leadership* 45(3), 7-13.
- Toiemah, R. A. (1989). *Ta'lim al-Lughat al-'Arabiah li Ghayr al-Natiqin biha Manahijuhu wa Asalibihu (Teaching Arabic to non-native speakers: Curricula and methods)*. Al-Munazamah al-Islamiyyah li al-Tarbiyyah wa al-'Ulum wa al-Thaqafah (ISESCO).
- VanPatten, B., & Benati, A. G. (2015). *Key terms in second language acquisition* (2nd ed.). Bloomsbur.
- Vellymalay, S. K. N. (2016). Keberkesanan hubungan guru kelas murid dalam merangsang kesedaran terhadap integrasi etnik dalam kalangan murid di bilik darjah. *Jurnal Ilmi*, 6, 69-88.
- Vygotsky, L., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard University Press.
- Wahab, U. A., Taib, M., & Asbullah, L. H. (2021). Saiz kosa kata dan pengetahuan kolokasi Bahasa Arab dalam kalangan pelajar Sijil Tinggi Agama Malaysia (STAM). *Issues in Language Studies*, 10 (1), 183-202. <https://doi.org/10.33736/ils.2794.2021>
- Warseto, A., Wijayanti, H. N., & Edi Setyawan, C. (2019). Pandangan Stephen Krashen dalam pemerolehan bahasa dan implikasinya dalam pembelajaran Bahasa Arab. *Jurnal Pendidikan Bahasa Arab*, 1(1), 75-105. <https://doi.org/10.36668/jih.v2i1.213>

- Wibowo, I. S., & Farnisa, R. (2018). Hubungan peran guru dalam proses pembelajaran terhadap prestasi belajar siswa. *Jurnal Gentala Pendidikan Dasar*, 3(2), 181-202. <https://doi.org/10.22437/gentala.v3i1.6758>
- Wulandari, F. (2021). The students' perception of game in vocabulary learning. *English Language Studies and Applied Linguistics Journal*, 1(2), 1-9.
- Yusof, C. M. Z. (2018). *Bi'ah Lughawiyyah dalam pembelajaran bahasa Arab di Universiti Awam Malaysia*. [Doctoral Thesis, Universiti Malaya].
- Yusof, C. M. Z., Ismail, Z., Ibrahim, M., Jarrah, A., Ab, M. R., Othman, M. A., & Salleh, W. (2019). Bi'ah lughawiyyah dan pencapaian pelajar di Universiti Awam Malaysia: Peranan sikap pelajar sebagai mediator. *Journal of Nusantara Studies (JONUS)*, 4(2), 70-100. <https://doi.org/10.24200/jouns.vol4iss2pp70-100>
- Yusof, F., Alias, A., Mustaffa, F., Kamarul Arifain, S. M., & Mustafar, F. W. (2017). Penguasaan persekitaran terhadap kepuasan kokurikulum dalam kalangan pelajar di Institusi Pengajian Tinggi (IPT). *Melaka International Conference on Social Sciences (MELICOSS'17)*.
- Zakaria, N., Rauf, A., & Farhan, N. (2019). Penguasaan penulisan karangan Bahasa Arab dalam kalangan pelajar Melayu melalui penggunaan imitasi. *Jurnal Linguistik*, 23(2), 13-20.