

Extralinguistics in Malay Language Mastery by International Students at a Private Institution of Higher Learning

¹Prof. Madya Dr. Vijayaletchumy a/p Subramaniam, ¹Prof. Madya Dr. Che Ibrahim bin Salleh and
²Yong Chyn Chye

¹Fakulti Bahasa Moden dan Komunikasi, Universiti Putra Malaysia.

²Pusat Pengajian Asas dan Pendidikan Lanjutan (FOSEE), Universiti Multimedia, Cyberjaya.

Abstract: This study examined the relationship between learning strategies and extralinguistic factors in Malay language mastery by international students at a private institution of higher learning in Malaysia and also evaluated the effectiveness of the learning strategies applied in the learning of the Malay language. The study sample was international students who had followed the National Language (B) for 14 weeks. A total of 114 paper-based questionnaires were analyzed quantitatively. Microsoft Excel 2007 was used to process the raw data and SPSS version 18 was used for the quantitative analysis. Based on the Language Learning Strategies Model (Mohamed Amin Embi, 2000) and the Socio-psychological Theory (Gardner, 1985), the 59 strategies listed in the questionnaires were divided into two categories: learning in formal and informal situations. The Malay language learning strategies were identified through the calculation of percentage, frequency and the mean value (average) of the Likert scale. This study is considered necessary due to the reason that the influencing or motivating factors for foreign speakers in learning the Malay language differ significantly compared to the locals. This is because not all the language skills are needed by foreign students. Hence, efforts to develop effective study methods are limited due to the lack of comprehensive studies that focus on the learning of the Malay language as a foreign language, especially for international students studying at private institutions of higher learning. According to the findings, the strategy most preferred and practiced formally is 'students give full attention when the teacher is teaching'. Contrastingly, for informal strategies, 'students will try to repeat aloud the vocabulary so that it is easy to remember' is the most preferred strategy. Overall, the foreign speakers seemed passive in learning the Malay language and depended very much on the extralinguistic factors, namely the encouragement of the lecturers who act as motivators. Lecturers play an important role in guiding them so that they apply the appropriate and effective strategies to improve their Malay language mastery process, not only to meet the academic requirements but also to carry out daily social activities in Malaysia.

Key words:

Background:

There is no doubt that the era of globalization has accelerated the process of economic and cultural integration. Indeed, the opportunity or need for the teaching and learning of foreign languages other than the mother tongue is also growing rapidly, especially if compared to the past decade. This phenomenon has been reflected by the offering of the Malay language among foreign speakers as the target language in institutions of higher learning locally and abroad. According to Professor Dr. Awang Sariyan, the Malay language has been introduced in universities abroad such as the University of Leiden (Netherlands), University of Victoria State (New Zealand), Hankuk University of Foreign Studies (South Korea), Beijing Foreign Studies University, Communication University of China, University of Guangxi Nations, Yunnan Nation University (China), Busan University of Foreign Studies (Korea), University of Frankfurt (Germany), University of La Rochelle (France), University of Melbourne (Australia), and several universities in Japan and a few others. Contrastingly in Malaysia, a total of 86,923 international students from 167 foreign countries have continued their higher education in Malaysia in 2010. From this total, 62,705 of these foreign students are studying in private institutions of higher learning of the university and local branch status, private institutions of overseas branches, private institutions of higher learning of college-university status or private institutions of higher learning of non-university status (Higher Education Statistics, Malaysia 2010).

To handle the problem of daily communication of the foreign speakers in Malaysia, the National Language (B) has been introduced. The goal of learning the Malay language is not only to help the international students to use the language in their daily life activities; indeed it can also help them when making references to academic materials in Malay. The syllabus of the National Language (B), namely the Malay language has been offered to non-Malaysian students who are interested. National Language (B) is a compulsory subject taught in the institutions of higher learning that use other than the Malay language as the medium of instruction. However, these days, it has been shown that language is seen as manufactured goods, measured from the benefits to be derived by the person who has learnt and then mastered the language. For the language to be

Corresponding Author: Prof. Madya Dr. Vijayaletchumy a/p Subramaniam, Fakulti Bahasa Moden dan Komunikasi, Universiti Putra Malaysia.
E-mail: letchumy@fbmk.upm.edu.my

'bought' by the other people (race), the language should have a competitive advantage (Zawawi Ismail, Mohd Sukki Othman et al. 2005). From the perception of the non-native speakers, their willingness to learn a target language is simply to meet their requirements or wish. For example, languages like English have the function as a tool of international relations, in addition to the fact that all the younger generation in Malaysia have already mastered this second language (Maimunah and Norizah Ardi, 2003).

The factors described above further strengthen the reasons for the ease of the foreign students in using English compared to the Malay language when communicating with the people of Malaysia. However, the survey from the perspective of the foreigners showed a different perception. Sometimes the foreigners feel frustrated that Malaysians prefer to speak in English with them (Mathias Diederich, 2003). In addition, the next problem is quite complicated because of the factors of influence and motivation of the international students in learning the Malay language which differed from the locals. This is because not all the language skills are needed by the foreign students. Thus, efforts to build effective study methods are limited because of the lack of comprehensive studies that focus on the learning of Malay as a foreign language, especially for the international students studying at private institutions of higher learning. If the roles and functions of the Malay language can be dealt with among the foreign speakers, this scenario is one of the stepping stones so that the use of the Malay language can be extended throughout the world.

Research Objectives:

- i. To explore the relationship between learning strategies and extralinguistic factors in the mastery of the Malay language by international students.
- ii. To describe the effectiveness of the strategies applied in learning the Malay language.

Significance of Research:

The effort to identify the extralinguistic factors in the mastery of the Malay language is important to facilitate instructors in preparing the target language learning materials tailored to the needs of the international students in the context of Malaysia. In addition, identification of language learning strategies (LLS) that are most frequently used and effective is very important not only in the effort to enhance the usage of the national language, but also to increase the confidence of foreign speakers in learning the Malay language.

Literature Review:

Nowadays, there is the tendency of the development in the field of education progressing in the direction of learning. Scholars in psycholinguistics are aware that each person is responsible for self-directed learning and a person's personality is also interrelated in learning. In the process of language teaching, methods and techniques often fail to produce effective learning. This is because students are no longer as soft as clay that waits to be moulded. Instead, they already have their own unique personality, motivation, and distinctive learning styles and strategies. Students are individuals who are different from each other. All of these factors will influence the way in which a student learns and is taught either formally or informally.

The main focus of this study is on the LLS of international students. In general, the expansion of the literature review is on the efforts carried out to see the connection between the use of language learning strategies and the success achieved by the students in language learning, and to propose a model of how to learn a language based on the research findings. Examples are studies by Mohamed Amin Embi (1996), Abu Talib (1998), Mohd Nazali et al. (1999), Zamri Mahamod et al. (2002), Supian (2003) and others. Previous studies on LLS in the subject of the Malay language as a first language or second language were done at the primary, secondary or university level. However, up to the point of this study, the application of LLS among the groups of foreigners learning the Malay language as the third, fourth or foreign language in a developing country, for example Malaysia, failed to be identified.

Additionally, the findings on the factors influencing LLS that are applied also lack consistency and a uniform consensus failed to be achieved. Studies on gender differences suggest significant use of LLS by women (Green and Oxford, 1995; Ehrman and Oxford, 1989; Oxford and Nyikos, 1989; Politzer, 1983) while studies by Tran (1988) reported the opposite. Concerning the relationship between language proficiency and the use of LLS, new findings have also been reported. Several ESL / EFL studies (*English as a Second Language/ English as a Foreign Language*) have shown that the level of language proficiency influences the use of LLS, with students of higher proficiency in general using more varied strategies (Chang, 1991) and more frequently compared to students of weaker language proficiency (Peacock and Ho, 2003; Griffiths, 2003; Park, 1994; Bedell, 1993; Green, 1992; O'Malley and Chamot, 1990, and Watanabe, 1990). However, there are studies that reported no consistent differences found between these skill groups (Phillips, 1991).

Based on the previous studies, the focus of researchers and teachers around the world has been on doing research that includes students from different ethnic group, race, nation or culture. Most of them focus on examining the factors that influence students' choice of learning strategies. Most of these factors are associated with motivation, age, gender, attitudes and confidence, types of activities, teaching methods, learning styles,

levels of academic ability, cultural background and ethnic groups. However, most of the researchers have ignored the notion of 'influence of cultural environment or community, the uniqueness of the target language, and education policy' from consideration in their studies on LLS. Clearly, this study which sets forth from the identification of LLS and the extralinguistic factors amongst foreigners, especially in their mastery of the Malay language, is indispensable.

Methodology:

Qualitative and quantitative method through a questionnaire was used to realize the objectives of the study. The research sample consisted of the international student population who were in their 2 and 3 semester for the year 2010/2011 at a private institution of higher learning in Malaysia. The entire study sample had followed the National Language (B) course which was a 3 hour face-to-face lecture for the duration of 14 weeks. The learning process and the semester's test results were recorded and analyzed. In addition, a total of 114 paper-based questionnaires were successfully collected and analyzed. Based on Mohamed Amin Embi's Model (2000), the 59 strategies which have been modified were listed in the questionnaire so that the Malay language learning strategies could be identified through the calculation of the percentage of the frequency and mean value (average) of the Likert scale. SPSS version 18 software was used for the quantitative analysis, in particular to explore the relationship (correlation) between the learning strategies and the extralinguistic factors in mastering the Malay language. In addition, the effectiveness of the strategies based on the results of their achievement in the tests was also analyzed.

Limitation of the Study:

This research is limited to Malay LLS among the international students from the Faculty of Engineering, Faculty of Management, Faculty of Information Technology and the Faculty of Creative Multimedia who were following the National Language (B) lessons at a private institution of higher learning in Malaysia. The study's sample was made up of students from 22 countries; the majority came from Central Asia, Botswana, Indonesia, China and other countries. Their age range was not defined. The Malay language is a foreign language for them after their mother tongue and English. English language proficiency among the students is homogenous. The sample of this study is the population of foreign students learning the Malay language at a private institution of higher learning in Malaysia.

Methods and Research Instruments:

Library research method was used in this study because there are books, journals, theses and periodicals that were made into additional reference materials to strengthen the argument. The researcher also applied the method of observation. However, the distribution of the paper-based questionnaires based on Mohamed Amin Embi's Model (2000) is the anchor of the findings for this study. The statements in the questionnaire were divided into two sections. The first section consisted of four parts, A, B, C, and D. The statements in the first section in Part A covered strategies used in the classroom, part B covered strategies used outside the classroom, part C of the strategies used when facing exams and part D was on the extralinguistic factors in learning the Malay language. For each statement in the first section of A to D, there were five rating scales (Likert Scale), which can be selected by the study sample. Each number in the Likert scale is defined as follows:

Number	Part A-C	Part D
1	Never	Strongly Disagree
2	Seldom	Disagree
3	Sometimes	Neutral
4	Often	Agree
5	Always	Strongly Agree

The second section comprised of 9 demographic questions related to gender, age, faculty, results of study, nationality, length of time living in Malaysia, mother tongue and the Malay language as which number of language for the subject and level of study.

Data Analysis:

The data obtained from the questionnaires were then analyzed quantitatively using Excel and SPSS software. To confirm the validity of the items in the questionnaire, Cronbach's Alpha test was applied. In addition, correlation analysis was also conducted to analyze the relationship between LLS and the extralinguistic factors. Specifically, the Pearson correlation test was used to investigate the relationship between the two items, namely the category of learning strategies (formal and informal) and the motivating factors (from the extralinguistic perspective). The Pearson correlation formula is presented below:

Pearson Correlation Coefficient , $r = \frac{S_{XY}}{\sqrt{S_{XX}S_{YY}}}$

where $S_{XX} = \sum X^2 - \frac{(\sum X)^2}{N}$, $S_{YY} = \sum Y^2 - \frac{(\sum Y)^2}{N}$, $S_{XY} = \sum XY - \frac{\sum X \sum Y}{N}$

and the hypothesis is given by

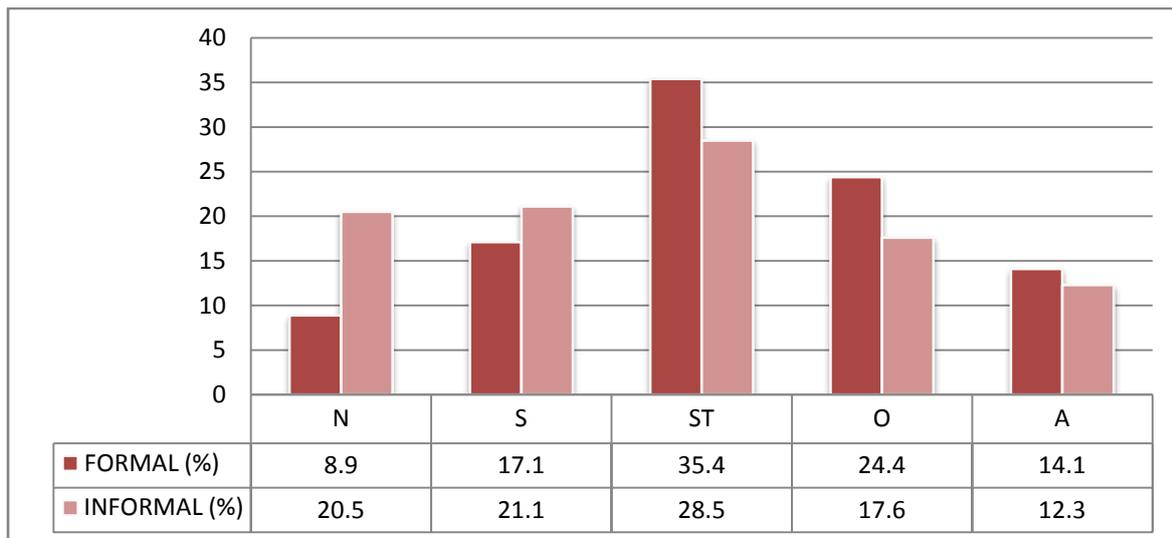
$H_0: r=0$ (there is no relationship between learning strategies and extralinguistic factors in Malay language learning)

$H_A: r \neq 0$ (there is relationship between learning strategies and extralinguistic factors in Malay language learning)

Findings of the Study:

Objective 1: To explore the relationship between learning strategies and extralinguistic factors in the mastery of the Malay language by the international students.

After the pilot study was conducted, the validity of the questionnaire was determined through Cronbach's Alpha test, namely the Instrument Reliability Analysis; the test showed a score of 0.930. The result of the Cronbach test will only be supplied on request due to limited space. The modified paper-based questionnaires were distributed to 114 subjects in a private institution of higher learning in Malaysia. who were the study's sample. The findings of the study were compiled according to the percentage of the mean value and the frequency which comprised of 38 formal Malay LLS in the classroom (23 strategies) and the preparation during exams (15 strategies). Informal Malay LLS outside the classroom consisted of 21 strategies. The comparison between Malay LLS in formal and informal situations is shown in Chart 1 below:

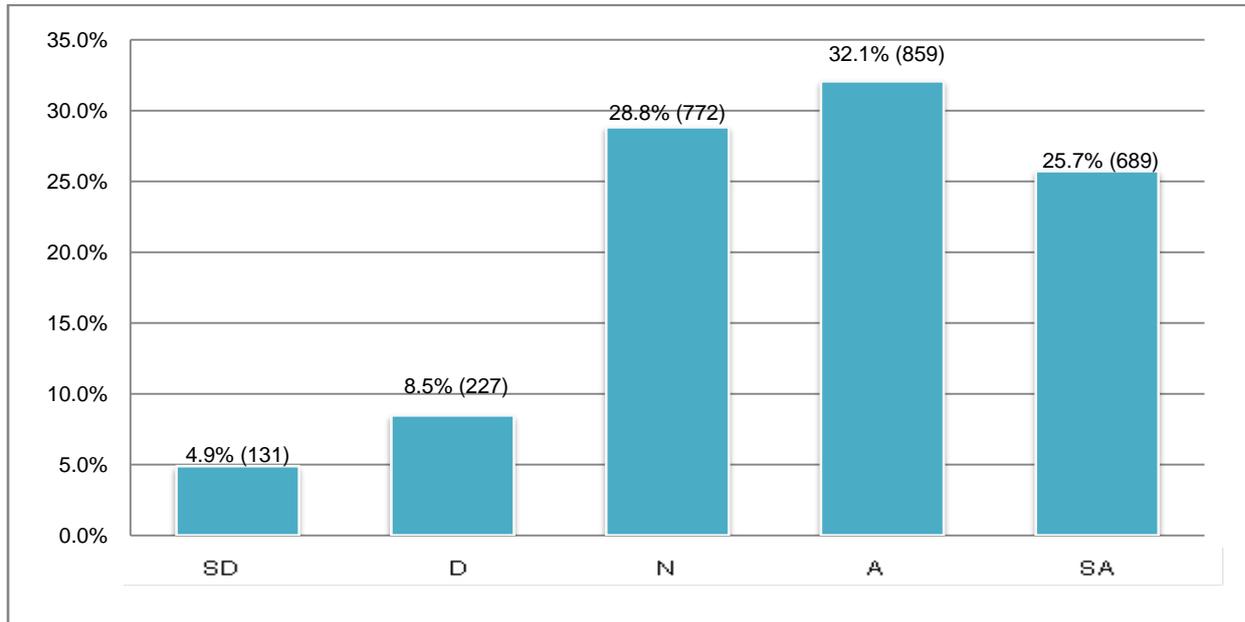


Note: N- Never, S-Seldom, ST-Sometimes, O –Often, A-Always

Chart 1: Malay Language Learning Strategy According to Situation (%).

Scale 4 (often) and 5 (always) in the questionnaire represents the predisposition of the Malay LLS practice. In contrast, the strategies in scale 1 (never) and 2 (seldom) are the predisposition toward not applying the Malay LLS. Based on the chart above, it was found that as many as 38.5% of the international students used Malay LLS in formal learning, that is while attending classes and during exams. On the other hand, in informal situations, the percentage of the international students' frequency in Malay LLS practice was passive with a score of 29.9%. By comparison, a total of 41.6% of the students never or seldom use Malay LLS in informal situations. As expected, Malay LLS outside the classroom was less practiced if compared with more formal situations. This may be due to the fact that Malay is learnt formally in class merely as preparation for examination. In addition, the geographical factor of the private institution of higher learning which is located in the MSC (Multimedia Super Corridor) area has also witnessed a more significant exposure of the international students to the English language compared with the Malay language in their daily social activities.

Chart 2 shows the overall total for frequency of extralinguistic factors according to the five scales in the form of percentages. It reports the number of frequencies (cases) of all the 24 extralinguistic items examined in the questionnaire.



Note: SD – Strongly Disagree, D- Disagree, N – Neutral, A – Agree, SA – Strongly Agree

Chart 2: Overall Percentage of Extralinguistic Frequency (%).

It is clear that most of the students chose agree and strongly agree, and the frequency is 1548 cases or 57.8% when compared with the number of cases of students who disagree and strongly disagree (13.4%). Students agree that the three most important extralinguistic factors in learning the Malay language are it can assist or facilitate them when communicating in Malaysia, a better understanding of the local community and also appreciating the Malaysian culture. This shows that the international students in general, agree that these extralinguistic factors of the cultural environment certainly bear importance in their daily lives to the extent that it influences them to learn the Malay language.

Thus far, a total of 38 items of formal Malay LLS and 21 items of informal Malay LLS as well as 24 items of extralinguistic factors have been analyzed, according to the sequence of the frequency percentage value. Subsequently, an examination of the correlational relationship was conducted between Malay LLS (formal and informal) and the extralinguistic factors, namely the first factor to the fifth factor mentioned in Table 1.

Table 1: Correlational Statistics between Extralinguistic Factors – Malay Language Learning Strategy.

Learning Strategies	Extralinguistic Factors					
	E1-E3	E4-E6	E7-E9	E10,E23- E24	E11-E22	E1-E24
class & Examination (Formal)	0.4987** (0.0000)	0.3927** (0.0000)	0.5535** (0.0000)	0.4864** (0.0000)	0.5153** (0.0000)	0.6064** (0.0000)
Outside the Classroom (Informal)	0.4959** (0.0000)	0.3762** (0.0000)	0.3528** (0.0001)	0.4747** (0.0000)	0.3375** (0.0002)	0.4701** (0.0000)

Note: *, ** indicates significance at 95% and 99% of confidence level respectively. The probability value of the correlation test is reported in parentheses ().

1. E1- E3 Malay Language Learning Attitude (S)
2. E4 - E6 Malay Language Uniqueness (K)
3. E7- E9 Motivator – Teacher (M)
4. E10, E23-E24 Instrumental (I)
5. E11-E22 Cultural Environment (B)

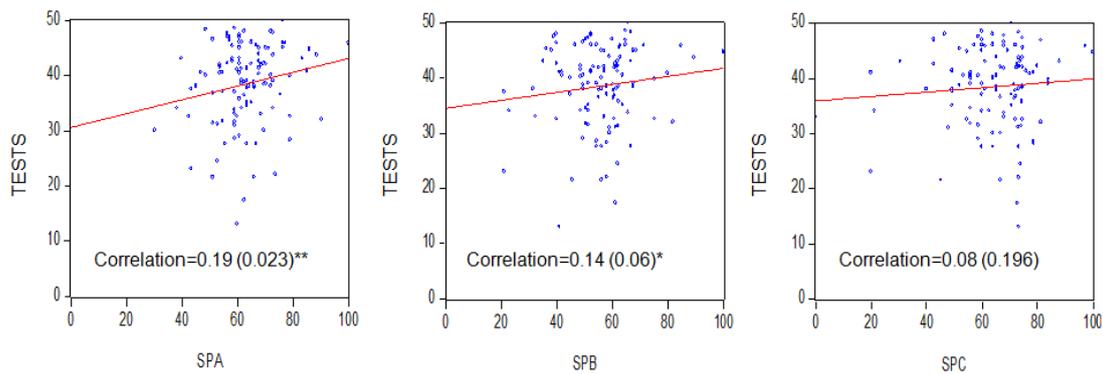
In general, it was discovered that formal and informal learning strategies showed a significant positive correlation. The factor of motivator’s role, namely the language teacher in the classroom, is the extralinguistic factor with the highest correlation coefficient when the students applied formal learning strategies. Evidently, the teaching staff plays an important role in the effort to nurture the interest of the international students when learning the Malay language. Contrastingly, the highest correlation coefficient between informal learning strategies is the students’ learning attitude. Those who are interested, and have individual motivation and confidence in learning the Malay language will use all the strategies to learn the target language outside the

classroom. This phenomenon indicates that the informal strategies applied are highly dependent on a foreign student’s Malay language learning attitude. Nevertheless, the correlational relationship between Malay LLS and the cultural environment factor (learning Malay can help me communicate with the community in Malaysia) is less motivating in the application of strategies outside the classroom. The table above shows that the 5 extralinguistic factors are significant; however comparatively, this extralinguistic factor (B) plays an important role but not so influential that it facilitates students when communicating in the environment.

In the overall findings from Chart 2, it was found that the uniqueness factor of the Malay language has the lowest correlation coefficient in formal and informal Malay LLS (in the classroom, outside the classroom or during exams). Clearly, the ease in learning the pronunciation system and the Malay language itself as well as the commercial value of the language in the Southeast Asian region did not become the motivator or the main reason for them to learn the Malay language. Based on the analysis conducted, the findings showed that a lot of the learning process occurred in the classroom formally and they depended on the lecturer to be their main strategy. This is mainly due to the fact that they only have the opportunity to learn and understand the Malay language in the classroom. These opportunities are really difficult to obtain outside of the classroom, particularly when the location or place of study is in the urban area. The environment informally motivates them to use the English language that functions as a tool for international relations. The younger generation in Malaysia that has already mastered this second language will automatically continue to communicate in the English language. Hence, the Malay language cannot be practised in the environment or the real world.

Objective 2: To describe the effectiveness of the strategies applied in learning the Malay language.

The effectiveness of the learning strategies (LS) can be tested through the semester’s test scores obtained by the students. Three tests were conducted to test the speaking skills, listening skills and writing skills among the international students. The total of the students’ overall test scores was collected in the form of percentages and 50% is the total score of the tests. In this study, the effectiveness of the Malay LLS was analysed through three situations, namely the application of the strategies in the classroom (SPA), outside of class (SPB) and during the exam (SPC) as shown in Chart 3 below:



Note: *, ** indicates significance at 90% and 95% level of confidence respectively. The probability value of the correlation test is reported in parentheses ().

Chart 3: Correlational Relationship and Scatter Gram between Tests – Learning Strategies (Effectiveness).

Referring to the chart above, the scatter gram in SPA and SPB shows a significant positive correlation which is 0.19 and 0:14 respectively, when compared with SPC which is not significant (0.08). The effectiveness of the Malay LLS application that is significant is in the classroom, followed by outside the classroom. The findings of this study illustrate that the more inclined the student is to apply the strategies in the classroom, the higher the marks obtained in the test. Accordingly, the scatter gram will also be steeper. This finding also showed that the effectiveness of the application of the strategies in the classroom presumably helped in learning the target language.

The international students are predisposed toward using LS in the classroom. Through the detailed results of the study (see Appendix 1), it was found that the international students preferred or liked to learn Malay through the teacher’s teaching in the classroom. The main Malay LLS that was most frequently applied by the students is giving full attention when the teacher is teaching (A05 -71.9%). There were two formal strategies that clearly have the second highest average value in the formal learning strategies which is 3.78. These strategies showed that the international students listened carefully to the way the teacher speaks in Malay (A17) which is 65.4%, and participated in activities planned by the teacher (A19) which is 60.5%.

Contrastingly, the correlation between the application of strategies during exams and marks obtained is not significant. It was found that the scatter gram is relatively flat. Through the study’s data, only 6 people from the sample reported that their native language is English. However, the most preferred strategy applied during the

preparation for the examination is Malay-English translation. The international students will translate the text (3.50) or memorize the vocabulary (3.44) in Malay based on the English language. Clearly, the majority of students from this sample preferred to use the second language, namely English in learning the target language rather than their mother tongue. However, the tendency of the application of this strategy will not help them earn higher marks in the tests.

Conclusion:

Overall, the findings indicate that the students agree that the influence of the cultural environment is important for them in learning the Malay language. However, extralinguistic factors, namely the lecturers also play an important role. Teachers' encouragements have been the motivator among the students to use LLS while learning the Malay language. So, the practice of using language learning strategies by the students is due to the role of the teacher. They argued that the Malay language learning process was not only fun but that they also received support, motivation or reward which resulted in them preferring to attend the lectures. In addition, the findings of this study also reflect that the application of the strategies in the classroom helped the students more in learning. However, the application of the Malay LLS during the examinations was not able to be reflected in the test results. Therefore, suitable reference materials and teachers' encouragement are needed to help them master their target language.

REFERENCES

- Abu Talib Abdullah, 1998. *Gaya dan Strategi Pembelajaran Bahasa Melayu di Kalangan Pelajar Tingkatan 4, Daerah Johor Bahru*. Bangi: UKM.
- Bedell, D., 1993. *Cross-Cultural Variation in Choice of Language Learning Strategies: A Mainland Chinese Investigation with Comparison to Previous Studies*. Master Thesis. University of Alabama, Tuscaloosa, AL.
- Chang, S.J., 1991. *A Study of Language Learning Behaviors of Chinese Students at the University of Georgia and the Relation of Those Behaviors to Oral Proficiency and Other Factors*. Ph. D. Thesis. University of Georgia, Athens, GA.
- Ehrman, M., R.L. dan Oxford, 1989. Effect of Sex Differences, Career Choice, and Logical Type On Adults' Language Learning Strategies. *The Modern Language Journal*, 73: 1-13.
- Gardner, E., 1985. *Social, Psychology in Second Language Learning*. London: Edward Arnor.
- Green, J.M., 1992. *Additional Analyses of Puerto Rican Strategy Data*. Manuscript, University of Puerto Rico at Mayaguez.
- Green, J.M., R.L. dan Oxford, 1995. A Closer Look at Learning Strategies, L2 Proficiency and Gender. *TESOL Quarterly*, 29(2): 261-296.
- Griffiths, C., 2003. Patterns of Language Learning Strategy Use. *System*, 31(3): 367-383.
- Maimunah Haji Omar dan Norizah Ardi, 2003. *Pengajaran Bahasa Melayu untuk Penutur Asing: Pengalaman Perancis dan Finland dalam Pengajar Bahasa Melayu untuk Penutur Asing*. Selangor: DBP.
- Mathias Diederich, 2003. *Situasi Pengajaran Bahasa Melayu di Jerman dan di Switzerland dalam Pengajar Bahasa Melayu untuk Penutur Asing*. (Eds.) Atiah, Hj. Mohd. Sallah, Ramlah Muhamad. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Mohamed Amin Embi, 1996. *Language Learning Strategies Employed by Secondary School Students Learning English as A Foreign Language in Malaysia*. Ph.D. Thesis. School of Education: University of Leeds.
- Mohamed Amin Embi, 2000. *Language Learning Strategies: A Malaysian Context*. Bangi: UKM.
- Mohd Nazali Abu Bakar, Mohamed Amin Embi dan Zamri Mahamod, 1999. Hubungan antara Penggunaan Strategi Pembelajaran Bahasa Melayu dengan Pemboleh Ubah Jantina, Etnik, Pencapaian Bahasa dan Status Sosioekonomi Pelajar. *Jurnal Teknologi*, 31(E): 43-62.
- O'Malley, J.M., A.U. dan Chamot, 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, R.L., M. dan Nyikos, 1989. Variables Affecting Choice of Language Learning Strategies by University Students. *The Modern Language Journal*, 73(3): 291-300.
- Park, G., 1994. *Language Learning Strategies: Why Do Adults Need Them?* Manuscript, University of Texas at Austin.
- Peacock, M., B. dan Ho, 2003. Student Language Learning Strategies across Eight Disciplines. *International Journal of Applied Linguistics*, 13(2): 179-198.
- Perangkaan Pengajian Tinggi Malaysia, 2010. http://www.mohe.gov.my/web_statistik/index.htm.
- Phillips, V., 1991. A Look at Learner Strategy Use and ESL Proficiency. *CATESOL Journal*, 4: 57-67.
- Politzer, R., 1983. An Explanatory Study of Self-Reported Language Learning Behaviours and Their Relation to Achievement. *Studies in Second Language Acquisition*, 6(1): 54-65.
- Supian Mohd Noor, 2003. *Strategi Pemerolehan Ayat Satu Dasar*. Ph.D. Thesis. Serdang: UPM.

Tran, T.V., 1988. Sex Differences in English Language Acculturation and Learning Strategies among Vietnamese Adults Age 40 and Over in the United States. *Sex Roles*, 19: 747-758.

Watanabe, Y., 1990. *Language Learning Strategies Used by Japanese College Learner of English: A Synthesis of Four Empirical Studies. External Variables Affecting Language Learning Strategies of Japanese EFL Learner: Effects of Entrance Examination, Years Spent at College/ University, and Staying Overseas.* Master Thesis. Lancaster University.

Zamri Mahamod, Mohamed Amin Embi, Noriah Mohd Ishak dan Jurian Long, 2002. *Strategi Pembelajaran Bahasa dari Segi Jantina Pelajar Cemerlang: Satu Kajian Perbandingan.* Proceedings of the International Conferences on Education for All 2002. Bangi:UKM.

Zawawi Ismail, Mohd Sukki Othman, Alif Redzuan Abdullah dan Sanimah Hussin, 2005. Masalah Penggunaan Kemahiran Mendengar dan Bertutur dalam Bahasa Arab dan Jepun: Satu Kajian Perbandingan dalam *Pendidikan Bahasa di Malaysia: Isu, Amalan dan Cabaran.* (ed.) Kamisah Ariffin, Mohd Razaidi Ismail, Roslina Abdul Aziz, Mohd Zaki Abdul Latif, Ngo Kea Leng. Shah Alam: Pusat Penerbitan Universiti (UPENA), Universiti Teknologi MARA, pp: 131-150.

Appendix 1: Malay Language Learning Strategies According to Situation (Highest Hierarchy).

Question	Sample No.	Questionnaire Scale (Frequency%)					Descriptive Statistics	
		N	S	ST	O	A	Mean	Standard Deviation
A5	114	3.5	3.5	21.1	42.1	29.8	3.91	0.983
A17	113	3.5	7.1	23.9	38.9	26.5	3.78	1.033
A19	114	2.6	7.9	28.9	29.8	30.7	3.78	1.054
B8	111	4.5	11.7	36.0	28.8	18.9	3.46	1.068
B7	112	6.3	11.6	39.3	22.3	20.5	3.39	1.126
B3	112	5.4	11.6	39.3	33	10.7	3.32	0.997
C09	111	7.2	10.8	30.6	27.0	24.3	3.50	1.182
C07	112	5.4	9.8	38.4	28.6	17.9	3.44	1.064
C02	113	6.2	12.4	36.3	23.0	22.1	3.42	1.148

Note: N-Never, S-Seldom, ST-Sometimes, O-Often, A- Always