

Analysis of Factors Influencing the Learning of Malay as a Second Language in Essay Writing for Non-native Students

by Edmund Austrus

Submission date: 18-Jul-2024 11:08AM (UTC-0400)

Submission ID: 2418710215

File name:

Analysis_of_Factors_Influencing_the_Learning_of_Malay_as_a_Second_Language_in_Essay_Writing_for_Non-native_Students.docx (5.52M)

Word count: 4426

Character count: 26912

Artikel

4
Analysis of Factors Influencing the Learning of Malay as a Second Language in Essay Writing for Non-native Students

Edmund Austrus¹, Zamri Mahamod^{2*}, Norhafizah Adnan³

¹ Faculty of Education, The National University of Malaysia, Bangi, Selangor, Malaysia

² Centre of the Learner Diversity & Education, Faculty of Education, The National University of Malaysia, Bangi, Selangor, Malaysia

³ Centre of STEM Enculturation, Faculty of Education, The National University of Malaysia, Bangi, Selangor, Malaysia

*Corresponding author: d-zam@ukm.edu.my

Abstract: Second language learning is a complex process, particularly for individuals who do not use the second language as their primary means of daily communication. According to Krashen's Second Language Acquisition Theory (1981), there is a significant difference in proficiency levels between the first and second languages among non-native speakers. This study aims to identify the factors influencing the learning of Malay as a second language in essay writing among Iban ethnic students. The study employed a qualitative research approach, involving semi-structured interviews with eight primary school Malay language teachers in the Kapit district of Sarawak. The data were analyzed thematically using Nvivo 12 software. The findings indicate three main factors affecting second language learning among Iban students: (i) mother tongue factors influence, (ii) linguistic environment factors influence, and (iii) psychological factors influence. Therefore, second language learning in schools needs to be carefully examined and developed into a holistic plan by teachers, as opposed to the natural acquisition of the mother tongue. This study is expected to provide valuable insights for researchers and teachers to design more effective teaching strategies to enhance the proficiency of Iban students in learning Malay as a second language.

Keywords: second language learning, essay writing, non-native speakers, Iban ethnic students, primary school

Introduction

In Malaysia, the diversity of ethnic groups poses a complex challenge and learning process, particularly for individuals who have limited use of a second language in their daily communication (Rozita Radhiah, Nora'azian, & Norazlina, 2019). Sarawak, specifically, is home to over 40 sub-ethnic groups, each speaking their respective indigenous languages. Within Malaysia's educational framework, Malay language is a compulsory subject under the national curriculum known as the Kurikulum Standard Sekolah Rendah (KSSR) and Kurikulum Standard Sekolah Menengah (KSSM) (Ministry of Education Malaysia, 2018). Consequently, the Malay language curriculum emphasizes four fundamental skills: listening, speaking, reading, and writing. Writing skills are particularly crucial as a component of the Malay language teaching and learning process in schools. Moreover, students need to master writing skills not only in Malay language education but also in other subjects, as writing serves as a medium for conveying ideas and perspectives. Proficiency in writing skills enhances students' academic performance and subsequently improves their quality of life. However, mastering essay writing poses challenges for non-native speakers learning Malay as a second language. This

underscores the complexity of second language learning, especially for individuals who rarely use the second language in their daily lives (Angela Pamela & Zamri Mahamod, 2019; Nora'azian Nahar, 2019). This situation makes it difficult for non-native students to attain proficiency in Malay language, particularly in essay writing education.

Research Objectives

i. To identify the factors influencing the learning of Malay essay writing as a second language among Iban ethnic students.

Research Questions

i. What are the factors influencing the learning of Malay essay writing as a second language among Iban ethnic students?

Literature Review

Learning Malay as a second language poses a significant challenge for non-native students, as the acquisition and learning processes differ from those of native Malay speakers. According to Krashen (1981) and Ellis (1994), second language acquisition is a learning process that occurs after an individual has mastered their first language. In the context of Malaysia's education system, learning Malay among native speakers refers to learning their first language, whereas for non-native students, it involves learning Malay as a second language. This distinction highlights that native language learning focuses more on language enrichment, while second language learning emphasizes habit formation in developing new language skills (Aman Shah, Zamri Mahamod, & Azlan Mis, 2022). Therefore, teachers need to emphasize second language learning aspects to minimize challenges faced by non-native students in learning their second language.

The issue of learning Malay as a second language is not new in research, especially among non-native students. Numerous studies have been conducted on the teaching and learning of Malay as a second language among non-native students. Logambigai, Muhammad Saiful, & Wong (2022) and Deewary & Nurfaradilla (2021), as well as Puvaneswari & Wan Muna Ruzanna (2021), have researched the learning of Malay as a second language among Indian students in primary schools. These studies discuss psycholinguistic aspects such as attitudes, interests, motivation, perceptual levels, and challenges faced by the Indian community in learning Malay. Similarly, Guo, Bai, & Song (2021) identified psycholinguistic aspects like motivation, interest, and self-regulation influencing second language learning among primary school students in Hong Kong. Their findings indicate that high-achieving students exhibit high motivation and self-regulation, while low-achieving students show low motivation and self-regulation in English as a second language writing.

Studies on learning Malay as a second language have also been conducted among Chinese students. Hasanah & Rozita (2021) and Khoo & Shaid (2021) studied Chinese students in primary schools, revealing that mastery of morphology among Chinese students remains unsatisfactory. Additionally, Muhammadin et al. (2023) and Ismail & Zakaria (2019) examined extralinguistic aspects affecting the learning of Malay as a second language, indicating that extralinguistic factors impact the level of Malay language proficiency among Chinese students. Therefore, extralinguistic aspects should be considered in Malay language teaching to enhance proficiency among non-native students in schools.

Recently, many researchers have studied the learning of Malay as a second language among non-native students in Sabah and Sarawak. These studies are motivated by the unique ethnic and cultural diversity of Sabah and Sarawak compared to Peninsular of Malaysia. Azlan Mis's (2012) study found that besides Malay, Sarawak has 30 to 40 other languages spoken daily. This indicates that Malay is a second language learned alongside native languages, prompting extensive research in this area. Studies by Maria & Nurfaradilla (2021), Robin et al. (2020), and Noor Zila & Amir (2020) on the learning of Malay as a second language among Iban students in Sarawak, as well as Christine & Zamri's (2018) study on Bidayuh students, further emphasize the significance of these studies.

In conclusion, research on learning Malay as a second language among non-native students warrants attention, despite varying perspectives in each study. This attention ensures that non-native students are not left behind in mainstream education and can effectively master a second language alongside their native language, especially in Malay language subjects. Furthermore, findings from past studies can assist future researchers in designing more effective interventions to address challenges faced by non-native students in learning Malay.

Methodology

Study Design

This study adopts a qualitative approach utilizing a semi-structured interview instrument to gather information. The qualitative approach facilitates understanding issues based on respondents' perspectives and thoughts on the studied issue (Yahaya et al., 2020).

Research Instrument

The research instrument employed in this qualitative study is a semi-structured interview protocol. This protocol is designed to conduct interviews with eight Malay language teachers. To ensure validity and reliability, the interview questions were validated by three experts proficient in qualitative research.

Study Participants

Purposive sampling was employed in this study. Selecting participants through purposive sampling is considered optimal as it allows participants to provide comprehensive information until saturation is achieved (Cresswell, 2009; Bodgan & Klein, 2007). In this study, eight Malay language teachers from Kapit district were selected as participants. Participant selection criteria included a minimum of five years of teaching experience in Malay language and currently teaching second-grade classes. Participants are referred to as Peserta Kajian Guru (PKG) to maintain confidentiality and protect the identities of the teachers involved in this needs analysis.

Data Analysis

Data findings were thematically analyzed (Braun & Clarke, 2006) using Nvivo 12 software. The data analysis process involved text coding, assigning text labels, and subsequently coding texts into identified themes. To ensure reliability, peer review and Cohen's Kappa analysis were conducted to achieve consensus on interview findings and resulting themes.

Study Findings

These findings are based on the analysis of interview transcripts conducted with eight PKG. Analyzing the interview transcript data with PKG has yielded several key findings that encapsulate the true essence of this study's findings. The analysis of interview transcript data has identified three main factors influencing the learning of Malay essay writing among Iban ethnic students. These factors encompass the influence of the mother tongue, linguistic environment, and psychological factors.

1. Influence of the Mother Tongue

The mother tongue is the first language informally learned by an individual compared to the second language learned informally through interactions in a community using the second language or formally in the classroom. Based on the interview findings, the influence of the mother tongue is the most dominant factor affecting the learning of Malay essay writing among Iban ethnic students. The influence of the mother tongue is observed when there is a mixing of vocabulary from the mother tongue, leading students to struggle generating ideas effectively in their essays. Additionally, students are often seen using their mother tongue more frequently than Malay when interacting in the classroom. This situation negatively impacts the learning

of Malay essay writing among Iban ethnic students. These findings are elucidated through the interview transcript of study participants as follows:

"Sometimes, their language usage is mixed when they communicate in BM class, which also affects their writing. For example, the word "jalan" becomes "jalai", and "gelap" becomes "petang" (PKG1).

Due to their frequent use of Iban language in conversation, there are instances where Iban words appear in their writing, causing vocabulary mixing (PKG2).

They often incorporate Iban language into their writing, which complicates matters, especially for weaker students (PKG3).

Their vocabulary and spelling skills are notably weak. They tend to spell using Iban whenever there's a word they struggle with in Malay (PKG4).

In class, when teachers speak Malay, some students respond in Iban, leading to poor writing skills due to their lack of mastery in spoken Malay. This significantly impacts their writing (PKG5).

Some students face challenges with vocabulary because they prefer using Iban in their Malay writing (PKG6).

Yes, there are occasional language mixing issues that disturb their writing process (PKG7).

Most of them are of Iban descent, and the majority in the class are Iban students. Since Iban is their primary language, and with subjects like Iban language in school, it affects their proficiency in Malay (PKG8).

2.Linguistic Environment Factors

The linguistic environment plays a crucial role in the acquisition of a second language, especially among non-native speakers. However, among Iban ethnic students, these linguistic environment factors also influence the learning of Malay essay writing. This situation arises from the students' language background and their residential environment, which limits their exposure to the use of Malay language and affects their learning in school. Additionally, students are exposed to influences from external languages such as Indonesian, encountered through platforms like *YouTube* and *TikTok*. This finding is supported by interview transcripts such as the following:

"They communicate in the classroom using the Iban language... so their environment, which frequently uses the Iban language, significantly contributes to issues in learning the Malay language." (PKG1)

"I believe it affects them because their living environment is mostly in longhouse areas... so there is little interaction with the Malay community." (PKG2)

"Now they are heavily influenced by external languages... I see them using Indonesian language a lot... especially since they are exposed to current trends on TikTok and YouTube." (PKG4)

"For rural students, especially among the Iban ethnic group... almost all skills are not fully mastered due to the home environment which does not encourage the use of Malay language." (PKG5)

"Sometimes they use Iban language in their writing... there is also some use of Indonesian language." (PKG6)

"Sometimes they also use Bahasa Indonesia and many students from longhouses listen to Indonesian songs." (PKG7)

"I see that their environment indeed affects their mastery of the Malay language because when there is native language learning in school... even Kenyah students speak Iban, and the Sihan and Beketan students do the same." (PKG8)

3. Psychological Factors ⁴

Psychological factors such as interest and motivation also play a role in influencing the mastery of essay writing among Iban ethnic students. The influence of interest is a significant factor in determining a student's proficiency in mastering skills in the Malay language. From the interview findings, several aspects have been identified that impact students' interest, thereby contributing to the limited mastery of essay writing among Iban students. These include the perceived complexity of Malay language writing rules, students' limited critical thinking skills, and incomplete mastery of reading skills. This finding is supported by interview transcripts as follows:

i. Student Interest in Learning Malay Language

The influence of interest is a significant factor affecting a student's mastery of a particular skill in the Malay language. Through interview findings, several aspects have been identified that impact student interest, contributing to the challenge faced by Iban ethnic students in mastering Malay essay writing. These include the complexity of Malay language rules in writing, students' limited proficiency in critical thinking, and incomplete mastery of reading skills. This conclusion is supported by interview transcripts as follows:

"Writing essays poses a significant challenge for them... so even constructing sentences remains somewhat difficult. This makes them less interested in writing." (PKG1)

"If students fall into the category of weak readers... they tend to be less interested in Malay Language Education, especially in writing, because they find it difficult and this reduces their interest." (PKG2)

"When it comes to essay writing, I observe that they seem less interested because they avoid writing and are reluctant to think." (PKG5)

"Some are also disinterested because they have a weak mastery level... especially those who cannot read." (PKG6)

"It can be said they lack interest because they do not fully grasp the language, like in speaking and reading, they have not mastered... so when it comes to writing, they face difficulties." (PKG8)

ii. Student Motivation in Learning

The mastery of essay writing among Iban ethnic students is also influenced by their motivation in learning Malay language. Findings from interviews indicate several aspects affecting students' motivation in learning Malay essay writing. Among the identified aspects are the lack of emphasis on learning convenience by parents and students' perception that they can succeed in life without mastering Malay language. This finding is supported by interview transcripts such as the following:

"In terms of preparing their school needs such as stationery, books, and learning materials used... some cannot afford to buy them, and this situation leads to a lack of motivation for learning." (PKG3)

"One of my students once told me 'Teacher, we don't need to study Malay language diligently because even Chinese people can find jobs among Ibans and succeed in business' (in Iban language) ... their perception is that they can succeed without learning Malay language. That's what they believe." (PKG4)

"When it comes to their school facilities, I see that many necessities like stationery and books are not provided. It seems like parents do not prioritize their children's education, and this is one reason their children are left behind, affecting their motivation in learning." (PKG5)

"They go to school just to stay in the hostel, and if you ask them, they don't want to come to school, but they are forced to. This situation affects their motivation in learning, not only in BM but also in other subjects." (PKG6)

"The provision of learning materials is quite lacking due to economic factors, and this somewhat affects their motivation in learning as well." (PKG8)

In summary, the findings of this study indicate that there are three primary factors influencing the learning of Malay essay writing among Iban ethnic students: the influence of their native language, linguistic environment, and psychological factors. The influence of the native language emerged as the most dominant factor, with students often mixing Iban vocabulary in their writing. The linguistic environment factor highlighted a lack of exposure to Malay outside the classroom. Additionally, psychological factors such as interest and motivation also play a crucial role, as students with low interest and motivation tend to struggle with learning essay writing. Therefore, intervention measures and strategies focusing on enhancing students' interest and motivation, as well as increasing exposure to Malay language, are necessary to address these challenges.

Discussion

Based on the analysis of findings presented earlier, it is evident that factors such as the influence of the mother tongue, linguistic environment, and psychological factors impact the learning of Malay language essay writing as a second language, particularly among Iban ethnic students. The proficiency challenges in essay writing among Iban students stem from influences of their mother tongue, which limit their vocabulary mastery. This limitation impedes their ability to generate and develop ideas effectively for producing quality essays. Therefore, teachers need to consider effective teaching and learning approaches to aid students in improving their Malay vocabulary mastery and enhancing their ability to generate better ideas during essay writing. This assertion is supported by Aman et al. (2022), emphasizing the necessity of engaging and effective teaching and learning planning tailored to the needs of non-native students to enhance their essay writing skills. Teachers can adopt engaging teaching and learning approaches such as project-based learning (PBP) as implemented by Tholibon et al. (2022) and Monica and Zamri (2020), graphic approaches used by Rubiaton and Jamaludin (2018), and Azizee and Wan Muna Ruzanna (2018).

In this study, it is demonstrated that the linguistic environment also influences the learning of Malay as a second language among Iban ethnic students, particularly in essay writing. Linguistic environment factors such as language background, residential environment, and external language influences impact Malay language learning. Examination of students' language backgrounds and residential environments reveals limited exposure to Malay language usage, especially among Iban communities predominantly using Iban language as their primary means of communication, particularly in longhouse areas. Additionally, Iban students residing in longhouse areas demonstrate less proficiency in Malay compared to their peers living closer to Malay-speaking communities. External language influences, such as Indonesian language exposure through social media platforms like YouTube and TikTok, also negatively affect Malay language learning. Hence, teachers should strategize PdP strategies that encourage Malay language learning within social contexts. Research by Anusia & Munnisvaran (2023), Md Fadzil and Zamri (2021), and Andrew, Rozita Radhiah, and Roselan (2019) advocate for the use of flipped classroom approaches to promote language learning activities at home complementing school-based learning.

Furthermore, psychological factors such as interest and motivation also influence Malay language learning as a second language among Iban ethnic students. In this study, Iban students perceive Malay as challenging due to its grammar rules and cognitive demands, believing they can succeed in life without mastering Malay. Moreover, low learning motivation stems from inadequate learning facilities, further dampening their motivation to learn the language. Thus, teachers are encouraged to create a conducive learning environment by employing appropriate teaching methods, techniques, and activities to spark interest among Iban students in learning Malay as a second language. Recommendations by Marzni and Jamil (2020) and Chew Fong Peng & Maisarah (2019) stress the importance of designing teaching methods aligned with students' needs to cultivate their interest in Malay language learning and consequently improve essay writing proficiency.

This comprehensive discussion highlights the multifaceted challenges and influencing factors affecting the learning of Malay language essay writing as a second language among Iban ethnic students. It underscores the importance of tailored pedagogical strategies and supportive learning environments in enhancing their language proficiency and academic achievements.

Conclusion

In conclusion, the findings of this study are expected to assist teachers in planning more effective teaching and learning strategies to guide Iban ethnic students in learning Malay as a second language. Teachers should transition from traditional methods to more engaging approaches that can motivate Iban students in their learning process. This includes using interactive and student-centered learning techniques such as language games, group activities, and incorporating technology in teaching. Additionally, creating a linguistically conducive environment both inside and outside the classroom is crucial. Strategic planning is essential to minimize challenges faced by Iban students, such as difficulties in understanding grammar rules and limited exposure to the Malay language.

Furthermore, this study aims to inform lecturers and the general community about the challenges faced by Iban students in learning Malay. With this knowledge, they can play a more active role in supporting efforts to enhance Malay proficiency among Iban students. The roles of the community and higher education institutions are pivotal in creating a comprehensive and effective learning ecosystem. Through a holistic and integrated approach, the proficiency levels of Iban students in Malay as a second language can be significantly improved. Moreover, the study recommends that researchers develop tailored teaching materials, guides, modules, and teaching models that are culturally and linguistically appropriate for Iban students. These resources should enhance interest and motivation, utilizing interactive modules and structured exercises as teacher references for more effective Malay language teaching. With consideration of these factors could lead to an improved quality of Malay language teaching and learning in schools, yielding positive impacts for both teachers and non-native students alike.

Acknowledgments: The financial support from the Ministry of Education [KPM.BT.700-30/21/25(3)] is gratefully acknowledged. Furthermore, this study could represent a continuation of research conducted the previous year. Therefore, the researcher extends sincere appreciation to the institutions and affiliated parties whose support facilitated the successful execution of this study.

Conflict of interest: There were no conflicts of interest throughout the course of this study.

References

- Alhaadi, I., & Norimah, Z. (2019). Faktor yang mempengaruhi motivasi pembelajaran Bahasa Melayu dalam kalangan murid di SJKC Chung Hwa Teluk Kemang. *Jurnal Antarabangsa Alam dan Tamadun Melayu*, 7(3): 23-30
- Aman Shah Syed Ali, Zamri Mahamod & Mohammed Azlan Mis. (2022). *Issues and Difficulties in Essay Writing When Learning Malay as a Second Language*. *Open Journal of Social Sciences*, 10(03), 197–206. <https://doi.org/10.4236/jss.2022.103014>
- Andrew, E., Rozita Radhiah, S., & Roselan, B. (2019). Meneroka penggunaan teknik flipped classroom dalam pengajaran kemahiran menulis. *International Journal of Education and Training*, 5(1), 1-8.
- Angela Pamela Singi & Zamri Mahamod. (2019). Penggunaan cerita kartun untuk meningkatkan pencapaian kemahiran menulis jenis cerita murid Kenyah. *Proceeding: International Conference on Education, Language and Psychology (ICELP 2019)*: 167–178. Kelantan: Global Academic Excellence Sdn Bhd.
- Anusia, K., & Muniisvaran, K. (2023). Flipped Classroom Approaches in Language Teaching and Learning in Malaysia – A Meta-analytic Review. *International Journal of Academic Research in Progressive Education and Development*, 12(3), 367–386.
- Azizee Amin & Muna Ruzanna Wan Mohammad. (2018). Teknik Grafik dalam penulisan karangan naratif murid tahun 4. *Seminar Pendidikan Transdisiplin (STEd 2018)*: 623–634. Bangi: Fakulti Pendidikan, Universiti Kebangsaan Malaysia.
- Logambigai Bakthasvelvan, Muhammad Saiful Haq Hussin & Wong Seng Yue. (2022). Pembangunan modul karangan E-BMKU untuk kegunaan murid Sekolah Jenis Kebangsaan Tamil (SJKT). *Jurnal Pengajian Melayu*, 33(1), 55–68. <https://doi.org/10.22452/jomas.vol33no1.4>

- Bogdan, R. C., & Biklen, S. K., (2007). *Qualitative Research for Education: An Introduction to Theory and Methods (5th ed.)*. Boston, MA Pearson.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Creswell, J. W., (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed.)*. Thousand Oaks, CA: Sage Publications.
- Christine Linsah, and Zamri Mahamod, (2018) Tahap pengetahuan, penerimaan dan penguasaan pelajar etnik Bidayuh Bukar Sadung dalam pembelajaran bahasa Melayu melalui peta pemikiran I-Think. *International Journal of the Malay World and Civilisation*, 6 (3). pp. 3-15.
- Deeneswary. S & Nurfaradilla. M.N. (2021). Sikap Dan Motivasi Murid India Sekolah Rendah Pedalaman Tamil Dalam Mempelajari Bahasa Melayu Sebagai Bahasa Kedua. *Jurnal Dunia Pendidikan*, 3(3), 331-341.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University.
- Guo, W., Bai, B., & Song, H. (2021). Influences of process-based instruction on students' use of self-regulated learning strategies in EFL writing. *System*, 101, 102578. <https://doi.org/10.1016/j.system.2021.102578>
- Khoo, P. L., & Shaid, N. A. N. (2021). Pelaksanaan projek video bagi meningkatkan penguasaan kata kerja bahasa Melayu dalam kalangan murid SJKC. *Global Journal of Educational Research and Management*, 1(3), 145-159.
- Maria, A. A., & Nurfaradilla, M. N. (2021). Pengaruh Budaya Iban Terhadap Gaya Pembelajaran Murid Iban. *Jurnal Personalita Pelajar*, 24(1). <https://doi.org/10.17576/personalia.2401.2021.0513-15>.
- Md Fadzil, M., & Zamri, M. (2020). Keberkesanan Kaedah Flipped Classroom dalam meningkatkan kemahiran mengolah isi karangan murid-murid sekolah rendah. *Journal of Borneo Social Transformation Studies (JOBSTS)*, 6(1), 2462-2095. <https://doi.org/10.51200/jobsts.v6i1.2803>
- Mis, M. A. (2012). Medium perantara pelbagai suku kaum di Sarawak: Kajian lingua franca. *GEMA: Online Journal of Language Studies*, 12(3), 903-922.
- Marzni, M. M., & Jamil, M. (2020). Sorotan terhadap Aplikasi Dimensi Pembelajaran Marzano dalam Pembelajaran dan Pemudahcaraan (PdPc) Penulisan Karangan Argumentatif. *Jurnal Sains Sosial dan Pendidikan Teknikal Journal of Social Sciences and Technical Education (JoSSTEd)*, 1(1), 24-35.
- Monica Laina, T., & Zamri, M. (2020). Kesan pembelajaran berasaskan projek terhadap kemahiran menulis karangan murid sekolah rendah. *Jurnal Pendidikan Bahasa Melayu*, 45(1), 12-20. <http://dx.doi.org/10.17576/JPEN-2020-45.01-02>
- Muhammadin, M., Kamaruddin, R., Hamid, T. N. A. T. A., Malik, B. H. A., Marimothu, G. A., & Paramasivam, K. (2023). The Influence of Extralinguistic Factor on Bahasa Melayu Achievement among Chinese Learners in Sekolah Jenis Kebangsaan Cina (SJKC) Chung Hwa, Besut, Terengganu. *International Journal of Academic Research in Business and Social Sciences*, 13(6), 788–806.
- Noor Zila, M. Y., & Amir, J. (2020). Tahap bahasa antara dalam pembelajaran bahasa Melayu sebagai bahasa kedua. *Jurnal IPDA*, 26(1), 187-202.
- Puvaneswari, G., & Wan Muna Ruzanna, W. M. (2021). Motivasi Murid India Terhadap Pembelajaran Bahasa Melayu Sebagai Bahasa Kedua. *Jurnal Dunia Pendidikan*, 3(1), 203-212.
- Robin, P. A., Hamzah, M., & Pandang, M. (2020). Penguasaan kosa kata Bahasa Melayu kanak-kanak Iban melalui lagu Didi & Friends *Jurnal Pendidikan Awal Kanak-kanak Kebangsaan*, 9, 41-51.
- Rozita Radhiah, S, Nora'azian, N., & Norazlian, M. K. (2019). Relationship between Malay Language Writing Skills and Learning Motivation among Non-Native Speakers. *International Journal of Academic Research in Progressive Education and Development*, 8(4). <https://doi.org/10.6007/ijarped/v8-i4/6542167-178>.
- Rubiaton Ibrahim, & Jamaludin Badusah. (2018). Kemahiran menjana idea karangan menggunakan teknik BoGraf di Sekolah Rendah. *Fakulti Pendidikan: Universiti Kebangsaan Malaysia*.

- Chew Fong Peng & Maisarah, S. (2019). Kesan Strategi Gallery Walk terhadap Pencapaian Murid-murid dalam Pembelajaran Penulisan Bahasa Melayu. *Jurnal Penyelidikan Sains Sosial (JOSSR)*, 2(5), 43-62.
- Tholibon, D. A., Nujid, M. M., Mokhtar, H., Abd Rahim, J., Rashid, S. S., Saadon, A., & Salam, R. (2022). *The factors of students' involvement on student-centered learning method. International Journal of Evaluation and Research in Education (IJERE)*, 11(4), 1637-1646. <http://doi.org/10.11591/ijere.v11i4.22314>
- Kementerian Pendidikan Malaysia. (2018). Dokumen Standard Kurikulum dan Pentaksiran Bahasa Melayu Tahun 4. Putrajaya. Bahagian Pembangunan Kurikulum.
- Krashen, S. (1981). *Second language acquisition. Second Language Learning*, 3(7), 19-39.

Analysis of Factors Influencing the Learning of Malay as a Second Language in Essay Writing for Non-native Students

ORIGINALITY REPORT

10%

SIMILARITY INDEX

9%

INTERNET SOURCES

2%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	www.scirp.org Internet Source	4%
2	Submitted to Universiti Kebangsaan Malaysia Student Paper	2%
3	kuey.net Internet Source	1%
4	pdfs.semanticscholar.org Internet Source	1%
5	jurnal.peneliti.net Internet Source	1%
6	www.tandfonline.com Internet Source	1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

Analysis of Factors Influencing the Learning of Malay as a Second Language in Essay Writing for Non-native Students

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9
