ABSTRACT

This study aims to determine the core values of the demonstratives and quantifiers in English and Bahasa Malaysia (BM) and integrate the semantic-based explicit contrastive grammar instruction of the use of these grammatical features between English and BM within the Communicative Language Teaching (CLT) approach to develop the Malay learners’ English writing skills in producing noun phrases. This is a mixed method research which involved both qualitative and quantitative approach for data analysis. The linguistic data for the qualitative approach was extracted from the corpus and also English and BM newspapers (i.e. The Independent and Utusan Malaysia). The core values of the demonstratives (six items) and quantifiers (eighty-four items) which were determined through the framework of Entity Number System developed by Tobin (1990) and Reid (1991) indicate that most of the demonstratives and quantifiers in English and BM possess marked semantic properties which distinguish them from one another. Besides, the grammatical number analysis employed to the noun referents in English and BM suggests that the deployment of the grammatical number in these languages is dissimilar. These invariant meanings were then applied as treatment in the classroom through a quasi-experimental design with a sample of thirty-nine students in the experimental group whereas another group of thirty-seven students which was assigned as the control group was not provided with any treatment but followed the regular English course. The samples who participated in this experiment were first semester Malay students pursuing the Diploma in Programming at Politeknik Sultan Idris Shah, Sabak Bernam, Selangor. The scores which were tested with the paired samples t-test and independent samples t-test indicate that the experimental group which received the semantic-based explicit contrastive grammar instruction performed significantly better than the control group which received no treatment. Hence, it is concluded that it is not merely form, but the integration of meaning, explicitly in the contrastive grammar instruction is beneficial to expose students to the appropriate use of grammatical category (i.e. determiners). These findings support Saussure’s (1983) claim that language is flexible and often inconsistent where rather than depending solely on the principles or langue of a language, it also depends on how the message is being communicated in context. In this study, the element of linguistic meaning analysis was integrated into the teaching and learning
method to see its effectiveness in developing the use of the grammatical category of
determiners in English and BM. This serves as a platform for the language teachers to
consider the inclusion of elements of linguistic analysis to reinforce the pedagogic
explanation hence makes the teachers to some extent, perform the role of a linguist
before teaching the language.
ABSTRAK

kajian ini, elemen analisis maksud linguistik telah digabungkan dalam proses pengajaran dan pembelajaran untuk melihat keberkesanannya dalam meningkatkan penggunaan kata penentu dan kata bilangan dalam BI dan BM. Kajian ini menjadi platform kepada guru-guru bahasa untuk mempertimbangkan penggunaan elemen analisis linguistik untuk memperkukuhkan proses pedagogi yang membolehkan guru memainkan peranan sebagai ahli linguistik sebelum mengajar sesuatu bahasa.
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