

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 bertujuan untuk menentukan maksud hakiki kata-kata penentu dan kata-kata bilangan dalam Bahasa Inggeris (BI) dan Bahasa Malaysia (BM) dan menggabungkan kaedah pengajaran kontrastif berbentuk semantik secara eksplisit di antara BI dan BM dengan kaedah *Communicative Language Teaching (CLT)* untuk meningkatkan kemahiran menulis di kalangan pelajar-pelajar Melayu khususnya dalam penghasilan frasa-frasa nama dalam Bahasa Inggeris. Kajian ini menggabungkan kaedah kualitatif dan kuantitatif dalam proses penganalisan data. Data linguistik untuk kaedah kualitatif diperolehi dari korpus dan juga akhbar-akhbar BI dan BM iaitu *'The Independent'* dan Utusan Malaysia. Maksud hakiki kata-kata penentu (enam item) dan kata-kata bilangan (lapan puluh empat item) yang telah ditentukan menerusi kaedah Sistem Nombor Entiti (*Entity Number System*) yang telah dibangunkan oleh Tobin (1990) dan Reid (1991) menunjukkan bahawa kebanyakan kata penentu dan kata bilangan di dalam BI dan BM mempunyai perbezaan sifat semantik yang ketara. Selain itu, sistem analisis nombor yang dijalankan ke atas kata-kata nama dalam BI dan BM menunjukkan bahawa penggunaan sistem analisis nombor entiti dalam kedua-dua bahasa ini berbeza. Maksud-maksud hakiki yang telah didapati menerusi kaedah kualitatif seterusnya dijadikan instrumen rawatan yang dilaksanakan ke atas tiga puluh sembilan orang pelajar kumpulan eksperimen menerusi kaedah kuasi-eksperimen manakala kumpulan kawalan yang terdiri daripada tiga puluh tujuh orang pelajar tidak diberikan sebarang rawatan tetapi telah mengikuti kuliah seperti biasa. Sampel kajian merupakan pelajar-pelajar Melayu semester satu yang mengikuti program *'Diploma in Programming'* di Politeknik Sultan Idris Shah, Sabak Bernam, Selangor. Skor yang diperolehi telah diuji dengan *'paired samples t-test'* dan *'independent samples t-test'*. Keputusan ujian menunjukkan bahawa kumpulan eksperimen yang telah mengikuti kaedah pengajaran kontrastif berbentuk semantik secara eksplisit telah menunjukkan pencapaian yang signifikan berbanding kumpulan kawalan yang tidak menerima sebarang rawatan. Kesimpulannya, bukan sahaja struktur tetapi gabungan maksud secara eksplisit dalam kaedah pengajaran nahu secara kontrastif memberi manfaat dalam mendedahkan penggunaan kata penentu dan kata bilangan kepada pelajar. Penemuan ini selari dengan pandangan Saussure (1983) iaitu bahasa merupakan sesuatu yang boleh dilentur dan tidak konsisten yang mana ia bukan sahaja bergantung kepada prinsip *'langue'* tetapi juga bagaimana mesej disampaikan mengikut konteks. Dalam

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.

ACKNOWLEDGEMENTS

The eventful journey of accomplishing a Master's Degree in Linguistics has finally come to an end. Incalculable obstacles and agony but endless effort has eventually resulted in this long-awaited piece of work. "The instruments of action are the senses, and by senses the soul acts in various ways, and for each and every action there is a different endeavour but all one's activities depend on the will of the Supersoul, who is seated within the heart as a friend" (Bhagavad Gita, 18.14:807). This is the faith that I have never repelled. All the praise is to be given to the Almighty God for blessing me with good health and constructive thoughts throughout the process of accomplishing this daunting task.

This momentous journey would not have been completed successfully without the never-ending support and inspiring thoughts offered by my guru cum dedicated supervisor, Dr. Mahmud Hasan Khan. His way of perceiving things through a very critical point of view that contributed to the discussion of thought-provoking issues has aroused my interest to explore further the field of linguistics and evoked the ability of critical thinking in me. Moreover, the faith that my guru has on me has led me to think wisely to develop my thoughts without any restrictions. It is him who ultimately made me realise that learning is a treasure that will follow its owner everywhere. A word of thanks is inadequate to express my gratitude.

My heartfelt appreciation is also due to my family members especially my beloved '*amma*' (tr. mother) who always encourages, motivates and showers me with lots of love and care that have made me keep going. She is the best person whom I have never failed to share my good and hard times. My sister, brothers, brother and sisters-in-

law, nephew and nieces are also the unforgettable ones who always have the confidence in all my endeavours.

I am also indebted to my English Language Unit colleagues at Politeknik Sultan Idris Shah, Sabak Bernam, Selangor who have spent their valuable time to listen, comment and further share ideas to develop my work. I am thankful to Encik Hidir Bin Ali, one of the Malay language teachers at SMK Seri Perkasa, Hutan Melintang, Perak who served as my source of reference for analysing the BM essays. At the same time, I also truly appreciate the commitment given by my students (Diploma in Programming 1C and Diploma in Programming 1B – July 2009) who have participated in this research as the samples.

Last but not least, I would also like to thank everyone who has involved either directly or indirectly for their valuable contribution in helping me to produce this piece of work as a fulfilment of the Master's Degree. Thank you.