

# The Influence of Mother Tongue and English Language on Second Language Oral Expression

Mohd Helmi Pangat

*The National University of Malaysia*

*helmipangat@gmail.com*

## **Article Info**

**Volume 82**

**Page Number: 9679 - 9694**

**Publication Issue:**

**January-February 2020**

## **Abstract**

This paper presents the phenomenon of code-switching strategy in verbalization spoken the Malay language by non-native speakers (Chinese students) in the Chinese national-type primary schools or SRJKC. The use of the strategy involves not only the vocabulary of the mother tongue (Mandarin) but also the vocabulary of English. Oral expression was done individually (storytelling), and in pairing (dialogue), then it was recorded using a video recorder. A total of 986 verses were delivered through storytelling (443 verses) and dialogues (543 verses). The findings present that the subjects (130 people) used code-switching in 31 cases during the oral test. Of these, 48% were code-switching based on Mandarin, and 52% had English vocabulary. In addition, the results suggest that linguistics extra factor, which is a negative attitude (prefer to read material in the native language, like watching television programs in Mandarin, speaking in their mother tongue more frequently, does not enjoy learning the Malay language in the classroom, feeling there is no need for extra time to learn the Malay language and considering the process of learning the Malay language is difficult) and low motivation (sense of their own mother tongue gives more knowledge and skills for the purpose of the examinations) has encouraged them to use the code-switching strategy in oral verbalization.

## **Article History**

**Article Received:** 18 May 2019

**Revised:** 14 July 2019

**Accepted:** 22 December 2019

**Publication:** 13 February 2020

**Keywords;** *Code-switching, non-native speakers, oral expression, attitude, motivation*

## **1. INTRODUCTION**

In the context of the multilingual and multicultural society, the phenomenon of code-switching is a particular practice in Malaysia. Non-native speaker speaking in the national language (Malay) will introduce native language vocabulary as well as English or other languages. For example, speakers of Chinese will assimilate Mandarin and English when communicating in the national language (Malay). According to [1], code-switching occurs when speakers mix two or more language codes in a given language use situation. Bilingual speakers often use code-switching because they do not know the word for a concept in B2 (Malay). Code-switching is often done in informal communication situations such

as conversations between friends, acting, quarrelling, and so on. Nowadays, these symptoms are beginning to become normalized in formal situations (discussions, forums, speeches, dialogues and forums) that are involving highly educated people. The phenomenon of code-switching involves not only some vocabulary but also short sentences of speech that are defined as the interplay of two different systems or subsystems of speech in a single speech exchange [2].

Besides, in [3] state that code-switching in verbal communication can be categorized into three, namely, the assimilation of code-switching communication involving elements that are exercised either at the beginning or end of a

person's conversation. Next, code-switching communication takes place in one sentence and code-switching that involves the switches occur between sentences. It is undeniable that imbalance will occur in the mastery of B2 between the first and second speakers. The problem is due to the way B2 is controlled. The first speaker acquires the first language, which is the Malay language, informally since birth. However, for Chinese students, they learn the Malay language formally after they mastered the first language (Mandarin) and then learn a second language (Malay) formally during the preschool year to Standard 6. Therefore, the constraints of Malay language proficiency occur while verbally expressing the words. Thus, it has prompted the non-native speakers to introduce the elements of the native language (Mandarin) as a substitute without having to go through the proper modification process.

## 2. STATEMENT OF PROBLEM

Chinese students in SRJKC use Malay as the language learning process formally. The application of language is very limited in daily communication causes the Malay language vocabulary acquisition of Chinese students to be restricted. The incompetence mastery of target language vocabulary acquisition is due to the lack of exposure of Chinese students to the elements B2, namely the Malay language. The introductory language in SRJKC is Mandarin. However, the Malay language is taught as a compulsory subject in the classroom. Besides, a short period in learning the Malay language in the classroom is a hindrance to Chinese students to acquire more Malay vocabulary. Furthermore, the number of native speakers of Malay language is rather low. It reduces their chances of speaking the Malay language fluently. Lack of vocabulary may affect the proficiency to communicate in Malay effectively. Therefore, the most frequently used method for Chinese students is code-switching

strategies so that the interlocutor can understand the messages conveyed.

Chinese students do not speak the language when interacting formally or informally with friends, teachers, administrators, parents, and the environment. They prefer to use their native language, which is Mandarin because it is easier for them to communicate with native speakers. In [4] states that non-Malay students do not speak the Malay language at home. As a result, they learn pronunciation, grammar, vocabulary, spelling and precise intonation only in school. Hence, it does not help Chinese students to correct errors of the Malay language, especially from the aspects of grammar. Therefore, as a race within a multicultural society, Chinese students need to practice the concept of social integration. Engagement through social integration is critical that they communicate in the Malay language with more confidence. If a B2 student communicates with many other ethnic groups, then that student has access to more B2 vocabulary.

The non-native speaker does not have a positive attitude and high motivation to learn the Malay language during a formal learning process. They only learn the language so earnestly to achieve excellent results in tests and exams. However, at the same time, they also need to be aware of the Malay language learning is more than that; it acts as a tool to communicate [5]. These problems are part of the main problem of mastering a second language. Therefore, rational and apt approaches need to be done that is following their life situation at present and implemented in order to achieve the goal of learning the Malay language with distinction as contained in the Student Aspirations [6]. One of these aspirations is to encourage every student to master two and even three language competencies.

The strength or success of a study depends on the extent to which it can fulfil the objectives set at the beginning of the study. Similarly, for this study, the objectives refer to two main things:

- i. To identify the use of code-switching among non-native speakers.
- ii. To identify the extent to which extra-linguistic factors (attitudes and motivations) of non-native speakers influence the use of code-switching in oral expression.

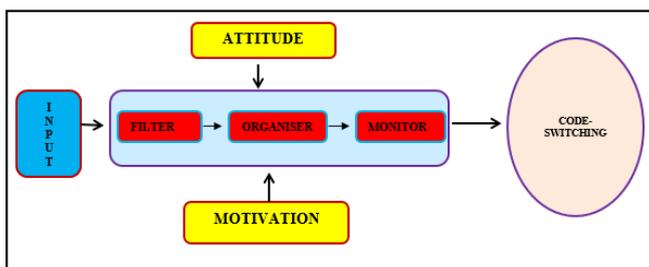
### 3. METHODOLOGY

#### 3.1. Research Design

This study administers the combined nature of a study (quantitative and qualitative). The purpose of using the method is to enhance its content and to narrow the gap of an approach, whether quantitative or qualitative [7]. The data collected for this study can be divided into two, namely, literature review and field studies. Researchers gain much information on code-switching through reading a more extensive range of reference materials (theses, papers, books, newspapers, papers, notes) and find out how much previous language scholars have done this research. As for the field studies method, the researchers can determine the appropriateness or relevance of the instruments (questionnaires, single images and dialogue) with the thinking of students in expressing the Malay language verbally. Besides, the instrument used is necessary to stimulate and motivate the subject in all aspects of oral expression.

#### 3.2. Study Theory

The theoretical model of this study is a modified version of [8] Monitor Theory Model. Monitor Theory is widely used in educational and student realms.



**Figure 1:** Research theory model (modified from Monitor Theory Model of [8])

Based on Figure 1, during tests conducted, the inputs of Malay language, which is related to the single picnic image was shown to the Chinese students. They looked at it carefully, paused, and thought of the Malay language vocabulary appropriate to construct sentences in that language. Chinese student monitors will operate as soon as verbal sentences are spoken. All spoken verbal expressions were transcribed into written form. Next, the researchers analyzed the data to see how much code-switching was used based on their native language or English. The same process was performed on data from a paired dialogue instrument.

Not all inputs Malay that were heard and seen were accepted in full by the filter of the Chinese students. The filter movement can be up or down. This condition is influenced by two main factors, namely attitude and motivation. Chinese students who have low attitudes, motivation and anxiety will manifest low level on their filters. Thus, the input received will be output will be more acceptable to them, while students who have a positive attitude, high motivation and levels of anxiety will allow the mind or mental barriers to prevent the entry the Malay language input. Chinese students filter system serves to determine the parts of the Malay language that should be given attention. Efforts to learn the Malay cease when the student has mastered the language. Therefore, Chinese students should think about the affective filter capabilities of each other so that it always remains positive with their Malay language development.

Malay language inputs that have been processed by the filter will become the output. The organizer then processes the input. The language acquisition or LAD tool that is found in the organizer works gradually to form a new language system without being memorized. Organizers operate consciously. Chinese students

using the organizer will publish new phrases or sentences. The function of the organizer can be described in three aspects of verbal behavior, namely through a series of transitional arrangements, and secondly, concerning the words in the sentence or sentence used before the B2 structure is obtained. The third aspect is illustrated by the frequent mistakes made and the habit of B2 students gaining new language structure.

A monitor is a language-processing tool that operates consciously. Chinese students who answered orally or in writing meant that they were using their monitors. There are three main requirements to ensure monitor functions properly, which is sufficient time, the speakers should focus on the system of Malay language, and speakers need to know the rules of the system B2. The levels of Chinese student monitors are different from one another, namely low, medium or high-level monitors. The students' monitor has not yet studied Malay language structure steadily. They prefer to avoid their conscious knowledge of the language. Usually, these students do not like to correct their language error. They use the Malay language based on what is considered proper, and correction of the language depending on the language system obtained. Chinese students with excessive or moderate monitors will use their monitors all the time.

Average students will check the output for the Malay language continually based on their conscious knowledge of B2. In the end, the student would speak in stutter manner because s/he was always concerned about the accuracy of the language, so his/her speech was not smooth. Students of this level use less Malay language. The Chinese students with the optimum monitor are excellent. Students in this category are less likely to make mistakes when speaking. They usually make reasonable adjustments. In other words, this type of student rarely uses code-switching to build sentences or phrases in the Malay language. The use of a student's monitor

decreases as the student has mastered the second language.

Based on the research monitor theory, several main factors influence the use of Chinese students' code-switching. These factors are attitude and motivation. Students who get much exposure to languages other than the Malay language will have a positive attitude towards the language. They have mastered many of the Malay vocabularies. Therefore, the teaching and learning of Malay as B2 must be disclosed in advance among the Chinese students. The initiative made by the Ministry of Education to introduce students to Chinese students with the Malay language learning in primary schools as regarded as a positive step. Standard 5 students have to learn Malay formally for five years in the classroom and has mastered the vocabulary of the Malay language and can speak, read, and write in Malay well.

### **3.3. Population and Sample Study**

Population determines how much and until what extent the data and information need to be collected and analyzed. Therefore, in order to conduct research effectively, a researcher needs to identify the population accurately and clearly [9]. Selangor has 108 Chinese national-type primary schools. A total of 55 schools were categorized as urban schools, and another 53 were rural schools. Of these, 55 were government schools, and another 53 were government aid schools. The number of pupils is 122,023. There were 63,049 male students and 58,974 female students. The researcher selected the study area in Hulu Langat district, which is also one of the districts in the state of Selangor. The selection of the district is due to financial factors, the geographical location distance of the researcher's residence and sound communication system to facilitate data collection work. The Hulu Langat district has 16 SRJKCs. The total number of students is 24,102. Of these, male students were 12,402, and female students were 11,700. The number of Standard 5 students

for urban schools is 3385 and 703 for rural schools. All information regarding the number and gender of students in each school was obtained from the Hulu Langat District Education Office (PPDHL).

The total number of Standard 5 students in the Hulu Langat district is 4,088, of which 3,385 are in urban schools and 703 are in rural schools. According to Table 1, the number of male students is 2,057 and 2,031 are female students. Given the large population size, sampling

methods are used to obtain information about a population from some individuals in the population [9]. The strata sampling method was used to select a study of 130 study subjects consisting of Standard 5 Chinese students in 16 SRJKCs located in Hulu Langat district, Selangor. Their selection in line with the Malay language lexical mastery gained from learning in the classroom or school together with teachers of Malay language.

**Table 1.** Sample Counting Method

No.	School Names	No. of Students	No. of Samples	C	S	R
1.	SRJK(C) Balakong (B)	272	14	6	4	4
2.	SRJK(C) Bt. 9 (B)	406	20	8	6	6
3.	SRJK(C) Bt. 11 (B)	653	34	12	12	10
4.	SRJK(C) Yu Hua (B)	488	24	8	8	8
5.	SRJK(C) Semenyih (LB)	97	6	2	2	2
6.	SRJK(C) Sin Min (LB)	238	12	4	4	4
7.	SRJK(C) Sg. Chua (LB)	289	16	8	4	4
8.	SRJK(C) Bt. 14 (LB)	56	4	-	2	2
	Total	4088	130	48	42	40
	Number of Standard 5 students X 1/20					

This study used strata sampling method to select the number of subjects as a sample. The number of Standard 5 students in each school is multiplied by 1/20. The formula can determine the number of subjects for the school. The eight schools involved four urban schools and four rural category schools. As [9] has stated, the aim of using samples is to represent the population of a place. Therefore, the sample size of this study of 130 people can represent the population of all Standard 5 students at SRJKC in the Hulu Langat district. Aspects of gender were ignored in this study. Some research tools or instruments have been used to obtain actual research data. These include storytelling activities related to picnics, dialogues in the restaurant and written interviews.

### 3.4. Validity and Reliability of Instruments

Alpha Cronbach's reliability range is between 0.00 and 1.00. The low value indicates that the item's capabilities in the study instrument are low for the concept of a study [10]. Alpha Cronbach's reliability coefficient was found to measure Chinese students' B2 attitude at the right reliability level of  $\alpha = 0.737$ . This index means that items that measure student attitudes toward language Malay B2 are suitable for the actual study. By using the product moment correlation method, it was found that the reliability test for the B2 student motivation as a whole showed a substantial index. Alpha Cronbach's reliability coefficient is at the right reliability level of  $\alpha = 0.825$ . This index implies that the questionnaire items are measuring B2 Chinese student's

motivation towards the Malay language. In order to obtain high reliability of the instrument (questionnaire) of this study, a pilot study was conducted in a school excluded from the actual study. Therefore, SRJKC Onn Pong (2), located in Ampang, Selangor was selected for the pilot study. A total of 30 Chinese Standard 5 students from various levels were tested to answer the questions in the questionnaire as well as to take the oral test. The results of the pilot study achieved its objectives and can then be used for actual research.

## 4. RESULTS AND DISCUSSION

### 4.1 Analysis of Study Data

#### 4.1.1. Mother tongue- based code-switching

Expression 1 Instance:

- Um ... I am a glass of milk and a glass of *new yo*.

Based on this expression, the subject was unable to complete the sentence correctly. It should be "I want a glass of milk and a glass of ...". It is evident that the speaker did not recognize the type of beverage he/she wanted. Instead, he/she continued to perform code-switching using the Mandarin vocabulary that was being assimilated into the Malay language that is *new yo*.

Expression 2 Instance:

- Many people are *yo yo* ((smiling)).

The sentence was constructed short, but the speaker still made a mistake by doing code-switching. The word *yo yo* refers to a type of game played during a picnic by the beach.

Expression 3 Instance:

- ((looking at pictures)) someone / people / people are reading *syyy* ..... *pau chee*.

The speaker seemed to experience a bit of difficulty in proceeding with his/ her expression because of lack of knowledge on reading materials in the Malay language such as books, magazines, comics, and others. Therefore, s/he

had no alternative thus did code-switching by inserting the Mandarin vocabulary directly in the sentence. *Pau chee* means newspaper. The actions of the speaker staring at photos before building verbal sentences allow more time for him/her to think of the words in the Malay language that can be used based on the image. Based on the sentence, the speaker did not know how to use personal pronouns and nouns for people based on their gender and age. If one looks at that picture, the proper name is 'girl'. The grammar aspect of this speaker is rather weak.

Expression 4 Instance:

- ((both hands move)) Many people play *paicho* ((smile)) ((shakes their heads)).

The oral expression was imperfect. The speaker did not know the exact type of beach game. The word is 'volleyball'. The *paicho* is the Mandarin vocabulary that was assimilated into the utterance of the Malay language. When the speaker shook his/her head indicated that s/he did not know the name of the game in the Malay language and did switch-code with the word *paicho* directly.

Expression 5 Instance:

- Five people are enjoying the *seu* ((smile)).

Based on this expression, the speaker did not know the vocabulary word 'food' in the Malay language. Despite the happy faces s/he expressed because of the ability to construct sentences fluently but did not use the vocabulary of the Malay language thus did code-switching.

Expression 6 Instance:

- ((looking at the researcher)) the girl is reading *pau chee* ((moving right finger)) ((smiling)).

Code-switching was used in the expression when the speaker did not know about the Malay vocabulary that is relevant to reading materials. His/her act looking at the people around, especially the researcher was done for help to provide the appropriate vocabulary.

Expression 7 Instance:

- ((moving fingers of both hands)) the boys are *yo yo*.

In addition to the lack of vocabulary related to the type of game that drives the speaker to do code-switching, s/he were also found to use no verbs correctly. It should be “The boys are playing ..... It should be the verb (play) being uttered first before the word for the game.

Expression 8 Instance:

- The three people are *chen sau bau* ((smiling)) ((moving fingers of both hands)) ((shaking their heads)) ((smiling face)).

The speaker did not know the name of the game of volleyball in the Malay language vocabulary. Therefore, s/he had to use Mandarin vocabulary to complete the sentence. When he/she shook the head, it indicated the inability to construct a second language sentence correctly. A cheerful, smiling face is a sign that words can be completed even if s/he makes a code-switch. Besides, the speaker was having a lack of knowledge in the pronouns. The word ‘children’ was supposed to be used.

Expression 9 Instance:

- ((left hand moves)) My brother ..... plays *paicho* ((left hand moves)).

Speaker did not know the name of the game in the Malay language, thus called it *paicho* to complete the spoken sentence. The speaker tried to find the volleyball game vocabulary by extending ‘My’ pronunciation. It is done to give the speaker time to think of the appropriate vocabulary but failed. Eventually, the speaker did code-switching.

Expression 10 Instance:

- I go to ..... swim in *haipien*.

Based on this sentence, it is apparent that the speaker did not know the word ‘beach’. Thus, the

speaker did code-switching by inserting *haipien* into the sentence. The speaker was also quite cautious when it comes to expressing the verbs by beachgoers, swimming or bathing. A little time was needed to find the correct lexical Malay language. However, the efforts of the speaker succeeded in expressing the correct vocabulary.

Expression 11 Instance:

- A family is having / meal / *fan*.

The following expression shows that the speaker had no related Malay vocabulary on food, namely ‘rice’ and mentioned the word *fan*. It was a single sentence. Although there was a slight vocabulary used, it was not suitable because the speaker did code-switching.

Expression 12 Instance:

- ((staring at a picture)) they are in the *abehh*..... ((Frowned face)) <silence> ((lifted left hand)) sorry ....., sorry..... ((both hands moving)).

The competency of the speaker in the Malay language was very poor. The verses that were expressed were found to be incomplete and not smooth. The speaker used code-switching not only in Mandarin but also in English. As seen in the oral expression, the speaker did not know the word ‘beach’. Although the speaker did use non-verbal language, s/he was still unable to complete the sentence. The speaker used English vocabulary to apologize to researchers. Nonetheless, the speaker seemed to be trying to come up with a complete sentence. The reaction of the frowned face and the lifting of the left hand and both hands depicted that the speaker tried to get help from people around him.

Expression 13 Instance:

- Three people / *san*, building a sandcastle with joy ((moving fingers of both hands)).

This utterance shows that speakers did not know the personal pronoun of human. Then, the usage of the word *san* represented the number of people. Although the speaker was able to

construct multiple sentences, there was still, a Mandarin vocabulary. The use of code-switching indicated that the speaker felt unsure of the suitability of the Malay language vocabulary that is related to number.

Expression 14 Instance:

- Aaaa ..... ((staring at a picture)) five people ((nodding his head)) ... at .... **yichen**.

Before expressing the appropriate words to build sentences, the speaker was seen as trying to think about how to build a section of the Malay language correctly. The speaker was trying to figure out how many visitors are playing by the beach. However, speaker was unable to find vocabulary such as swimming, playing volleyball, running, chasing, reading newspapers, eating and travelling. Also, the speaker did not know the nouns of people such as visitors, boys, girls, women, men and place names, namely beach, seashore, and did code-switching without considering its suitability.

Expression 15 Instance:

- One person is at **hai cong nan** ((cheerful face)).

The face of the speaker looked cheerful in his/her ability to utter a complete sentence but was inaccurate. The word 'one' was not grammatical but rather the word 'a' that was more accurate.

Code-switching needs to be viewed from two perspectives, weaknesses and advantages. Although its use is to facilitate non-native speakers of verbalization in the Malay language, the disadvantage is producing sentences that are being not grammatically correct.

#### 4.1.2. English-based code-switching

Expression 1 Instance:

- A person is *menggang* / aaa ..... **sking** / riding <silence> riding ((left finger moving)) **sking boat** / ((looking at the camera)) on the sea.

The vocabulary arrangement in verse was not complete. The speaker did not use the appropriate

vocabulary for the name of transportation which is commonly used on the water or on the beach. The correct word is 'jet ski'. The speaker used the English-based code-switching. Additionally, the speaker was found to be less confident with the verb 'riding' to describe a person's action using Jet Ski on the water. Nevertheless, the speaker tried to speak the Malay language by slowing the expression to think about appropriate vocabulary.

Expression 2 Instance:

- Zita is reading a **magazine** under the tree.

The verse was complete with its subject and predicate. Nevertheless, it contained an English vocabulary, 'magazine'. Code-switching indicates that the speaker did not know the word '*majalah*' (magazine) before.

Expression 3 Instance:

- For my younger sibling, I /, please give me **cocktail** rice and ((raises eyebrows)) a glass of lemonade ((both hands move)) ((smile)).

The sentence structure was incorrect. The speaker was regarded as incompetent in the Malay language vocabulary that is related to the types of rice. The use of the word 'cocktail' was not appropriate for rice, but it refers to drinks mixed with fruits or jelly. Supposed, the speaker mentioned '*nasi dagang*', '*nasi arab*', '*nasi beriani*', '*nasi lemak*' and so forth. The use of verbs like "please" was also inappropriate." It should be, "I would like a plate of rice ..."

Expression 4 Instance:

- Mrs. Lee who wears earrings ((left stares at the left side)) is reading ..... ((laughs)) sorry ..... ((bowing her head)).

Based on this instance, the speaker was unable to present a complete sentence because s/he did not know the vocabulary of the magazine or book. The verse built was incomplete, and the speaker apologized to the researcher for the mistake. Poor competency can be seen when bowing. Also, the use of the word 'sorry' refers to English

vocabulary. In the Malay language, it should be 'Maaf' (apologize).

Expression 5 Instance:

• Mom ((both hands' fingers moving)) ((laughs)) ((leaning body forward)) Paul Sam's mom is reading .... reading the newspaper below ((looking at the camera)) with the 'sepoi', under 'see' the shady tree.

The oral expression above showed that the speaker used code-switching, which is 'see'. The meaning of the word is 'melihat' (to see). The speaker should use the correct direction word, which is 'below'. The words 'sepoi' was considered inappropriate because it refers to a slow breeze movement.

Expression 6 Instance:

• ((staring at a picture)) Abu sits while <silence> looking at his friends ((left finger moves)) ((stares at the researcher)) playing volleyball.

The expression of the sentence was not as smooth as the speaker used English vocabulary. The speaker did not know the name of the game of 'bola tampar' (volleyball) in the Malay language. The speaker was more familiar with the name of the beachside game in English.

Expression 7 Instance:

• Siti is reading the newspaper ((leaning forward)) while drinking orange juice.

The speaker continued to use English vocabulary in his/her words without considering its appropriateness. Even though the vocabulary was understood by the client and the waiter, but was unsuitable in the Malay language. The appropriate phrase is 'orange drink'.

Expression 8 Instance:

• Mei.... Mei Mei ((hit both hands on the table)) with her father and / *it*.... er ((stare at a picture)) her sister is *ber*.... hit both hands on the table)) building a sandcastle happily ((hit both hands on the table)).

The sentence was less grammatical and less fluent because the speaker used English words, that is 'it'. The speaker fixed the error by looking at the picnic picture to make sure the noun for 'person' is used correctly. Another misuse of the prefix is "ber". However, speaker error can be corrected immediately.

Expression 9 Instance:

• Waiter: May I know what would you like to have for your drink?

• Customer: I want *milo ice*.

Code-switching also occurred not only in storytelling but also in conversation. The speaker who was being represented by the restaurant's waiter was able to question customer well. However, the restaurant customer used English vocabulary when ordering drinks. The right phrase is 'iced milo'.

Expression 10 Instance:

• Waiter: *Okay*, ((moving body)) what do you want ((staring at the left side)) for your friend?

• Customer: For my friend, ((looking up)) / give a glass / of water ((moving both hands' fingers)).

Based on the following conversation, the waiter used English vocabulary, which is, 'okay', proving he/she used it all the time. Therefore, he/she did not feel confused about it. However, the suitable word is '*baiklah*' (well). Also, the speaker portrayed a lack of vocabulary regarding the types of food sold at the restaurant.

Expression 11 Instance:

• Waiter: Okay, is there anything else?

• Customer: No, ((shakes the head)) thank you.

Similar to previous expression, the speaker who served as a restaurant waiter used English vocabulary by saying 'okay' when taking orders from customers who come for a meal at the restaurant.

Expression 12 Instance:

- Waiter ((grunting)) ((nodding his head)) What / drink would you like ((looking to your right)) to have? ((moving both hands)).
- Customer: I / want to have a cup of coffee and a glass of *neslo ice* ((moving right hand to left)) ((moving body)).

The speaker cannot build a proper sentence but did not realize that s/he has introduced the English vocabulary that is *neslo ice*. Although the vocabulary has become a popular community today, it has not been formally recognized by linguists.

Expression 13 Instance:

- Waiter: ((moves both hands)) **Couple** ((smile)) ((moves body)) **couple** food ((turns body left and right)). How are you? Okay, coming .....
- Customer: ((looking at a friend)) Good morning, I am fine ((nodding head)).

Based on the instance, the waiter could not utter a complete oral sentence. The meaning of the sentence was not fully understood. The word 'couple' refers to 'both' (of the clients). The failure of the speaker to articulate the spoken sentence can be observed when the speaker looked to the left and to the right to seek the help of his/her nearby friends. Perhaps the sentence that the waiter wanted to convey was a welcome greeting to the visitor who visits the restaurant.

Expression 14 Instance:

- Waiter: What would **you** like to have?
- Customer: I would like to have fried noodles.
- Waiter: What would **you** like to drink? ((moving both hands))
- Customer: Iced tea.

In the engagement of this dialogue, the waiter used English vocabulary to call the customer who comes to the restaurant, which is 'you'. Ideally, the speaker uses appropriate phrases such as 'dear brother', 'dear sister', 'mister', 'miss', according to their age, gender, or ethnic background.

Expression 15 Instance:

- Customer: I would like to have a/ fried chicken and a **hamburger**.

Western nations inspire much of today's food. Therefore, when the food is offered in the local market, its name is retained under its original name. According to this expression, the word 'hamburger' comes from the west. Nevertheless, local people still use the word in their daily conversation.

Expression 16 Instance:

- Customer: I would like to have a glass of **cola-cola** and a glass of **100 plus**.

The name of the drink that comes from the west is also used by our society today. It happened without proper modification process before being accepted as the Malay language vocabulary. However, its use is not confusing as today's society understands foreign vocabulary.

The findings of this study proved that non-native speakers use native and third language (English) code-switching. Such use is due to the lack of mastery of the vocabulary of the Malay language. The findings also succeeded in identifying vocabulary types in terms of verbs, personal pronouns (first, second and third), general pronouns, and others.

#### 4.2. Non-Native Speakers Factors Attitudes toward Learning Malay Language

A student who wants to improve his or her skills in listening, speaking, reading, and writing in a second language needs to be positive about the elements of the language. In this study, a number of items related to the attitudes toward learning the Malay language in the questionnaire were tested. Among the elements are Malay language reading materials, television programs, expression, learning time, after school learning, extra time learning, and comparing the level of difficulty in learning the Malay language compared to other languages. The findings of the

attitudes of non-native speakers towards learning the Malay language is shown in Table 2.

**Table 2.** Survey of Student Attitudes toward Learning Malay Language

No.	Items	STS		TS		TP		S		SS	
		N	%	N	%	N	%	N	%	N	%
S 1	Actually, I do not like to learn the Malay language.			17	13.1			113	86.9		
S 2	I do not like to read Malay literature.			17	13.1	1	0.7	112	86.2		
S 3	I prefer to watch television programs in Mandarin than in the Malay language.			10	7.7	1	0.8			119	91.5
S 4	I prefer to speak Mandarin than in the Malay language.			6	4.6	1	0.8			123	94.6
S 5	I am delighted to learn the Malay language.			44	33.8	27	20.8	27	20.8	32	24.6
S 6	I feel happy when the time to learn the Malay language.			59	45.4			27	20.8	44	33.8
S 7	I will continue to learn the Malay language even after I graduate from school.							85	65.4	45	34.6
S 8	In my opinion, the time learning period of the Malay language should be extended.			85	65.4					45	34.6
S 9	I feel it is easier to learn the Malay language than in other languages.	38	29.2	91	70	1	0.8				

Based on item S1, 86.9 per cent of Chinese speakers chose the Agree (S) score. The selection of these scores showed that most of them are less interested to learn Malay. Therefore, they are less proficient in Malay language vocabulary. The second item found 86.2 per cent of the students who do not like to read materials written in the Malay language. This attitude shows the lack of Chinese speakers to learn vocabulary and sentence structure. It may affect the understanding

of a language. Also, they are less likely to practice verbal vocabulary with proper intonation. To succeed in mastering a foreign language, they must read comprehensive reading material in that language. The results from item S2 does not show any positive support. Furthermore, children enjoy learning through electronic media such as television, radio, internet, video, especially in the form of animations. The learning pattern is more exciting and caters their likings. Student support

for the item was 91.5 per cent indicating that students preferred watching television programs in Mandarin. They understand the meaning of the story easily and quickly.

For the fourth item, 94.6 per cent of the total study subjects chose the Strongly Agree (SS) score. The interpretation shows that Chinese speakers love the mother tongue (Mandarin) by using it daily rather than the national language. The use of the mother tongue occurs to be friendlier, and there is an urgent need for speakers to use the language. On the fifth item, 33.8 per cent was given the Disagreeable (TS) score. It signifies that the non-native speakers feel that it is boring to learn the Malay language. The absence of fun component during the formal teaching session explains the lack of enthusiasm among non-native speakers which contributes to the sixth item of 45.4 per cent. However, the seventh item found that Chinese students support learning time continued after official learning time with 65.4 per cent support. These findings indicate they will continue to learn the Malay language in tuition centers, workshops or evening classes with a fee. The eighth item received 65.4 per cent support. A native speaker of Chinese support for Malay language learning time is increased compared to the actual amount of time that felt inadequate. Seventh and eighth items have supported the fact that positive culture is necessary if they want to excel in tests or examinations even if they have negative attitudes towards the language. The honesty that the Chinese speakers offer on their attitudes towards the Malay language can be translated through a ninth item when 70 per cent chose Disagree score (TS). The support of these

scores proves that they find it challenging to learn a second language well. This finding is consistent with the opinion of [11] that at the end of the second language learning, there is only five per cent of them who will master the language.

Generally, the Chinese students who are not native speakers of Malay language have a low attitude towards the Malay language through item S1, S2, S3, S4, S5, S6 and S9. Therefore, they cannot master the Malay language vocabulary well. This situation makes it difficult for them to communicate verbally and in turn, encouraging them to practice code-switching when having the conversation in the Malay language.

#### 4.3. Non-Native Speakers Motivation Factors on Learning Malay language

The motivation for learning the Malay language is one of the aspects that are important and should exist in every non-native speaker. According to [12] based on the findings of his/her study, motivation indirectly encourages students to engage in learning activities of the Malay language and to help improve the performance of these subjects. Besides, they will be more interested in learning new techniques and skills and will be happy to complete the language task. Teachers, parents and friends also play a role to encourage and motivate students to learn the Malay language. Also, there is a need for equipment that boost their interest in learning it.

The researchers stressed eight items to test the level of students' motivation to Malay whether low, medium or high. The results of the motivation are presented in table 3.

**Table 3.** Survey of Student Motivations toward Learning Malay Language

Item No.	Items	STS		TS		TP		S		SS	
		N	%	N	%	N	%	N	%	N	%
M 1	I find it easy to get along with Malay students when I communicate fluently in			25	19.2	34	26.2	28	21.5	43	33.1

	the Malay language										
M 2	I am embarrassed to speak in the Malay language to my friends in school.	26	20	23	17.7	42	32.3	29	22.3	10	7.7
M 3	I was happier to be able to master Mandarin than the Malay language.	9	6.9			40	30.7	49	37.6	32	24.6
M 4	I gained more knowledge when using Mandarin than the Malay language.	6	4.6	20	15.4	33	25.3	47	36.2	24	18.5
M 5	I am more respected by peers at school when speaking in the Malay language.	32	24.6	31	23.9	15	11.5	45	34.6	7	5.4
M 6	I learned the Malay language to pass the tests and examinations	27	20.7	24	18.5	16	12.3	24	18.5	39	30
M 7	By mastering the Malay language, I can answer questions quickly.	3	2.3	7	5.4	19	14.6	48	36.9	53	40.8
M 8	I got more rewards if I can master the Malay language well.	4	3.1	14	10.8	31	23.8	45	34.6	36	27.7

Based on item M1, the Strongly Agree (SS) score received the highest support, which is 33.1 per cent. Chinese students admit that in order them to mingle with their Malay friends, they should have the ability to communicate in the Malay language so that transmission and reception of messages happen smoothly and spontaneously. Student social atmosphere in national-type schools with public schools is different due to the number of Chinese students are more than Malay students. Therefore, these factors encourage them to communicate in their native language more quickly and fluently. Scores of items of M3 by 37.6 per cent showed Chinese students agree that they are happier to master the Mandarin language. If viewed rationally, there is no urgent need for those Chinese students to use the Malay language to socialize with their friends. The score for the fourth item was 36.2 per cent.

The support shows that they can improve their knowledge or skills if they master Mandarin instead of a second language.

Besides, all the lessons at SRJKC are conducted in Mandarin as it is the language of the school. Subsequently, item M6 received a Strongly Agree score of 30 per cent. The results show that Chinese students prioritize excellent results in tests and exams. The decision was also in line with the opinion of [13] that Chinese students can master the Malay language well because it has a significant will power to do so which is essential and compulsory to be passing subject to further studies at a higher level. They learn the Malay language intending to get good results in examinations or tests and instead of wanting to make the language to communicate in everyday life. The score for the M7 item is 40.8 per cent. The sixth and seventh items are related

to each other. It signifies that they learn the Malay language only to help them answer the questions of the examination or test. Aspects of control and a good understanding of the Malay language among non-Malay students helped them in their examinations [14]. Their learning objectives are more than just to serve temporary benefits.

Moreover, other than the examination, the Chinese students study the Malay language for rewards and credit when participating in the competition. These competitions are storytelling, acting, debating, co-curricular activities, and so on. The findings based on the 34.8 per cent M8 item score showed that students supported the item. Chinese students' motivation in studying the Malay language is low due to the compatibility of the native language, the ability to gain more knowledge when using their language, and learn the Malay language solely for examination and not to improve the proficiency level of the speech. Initiative and motivation that are negative do not help them master the Malay language vocabulary well. Therefore, when communicating verbally, they are inhibited or halted. As a solution, they will use the code-switching method for the expression to complete.

#### 4.4. Discussion

The results showed that the use of the code-switching based on Mandarin and English when interacting orally in the Malay language is closely related to attitude and motivation being low and negative among non-native speakers (Chinese students). Low attitude level towards the Malay language happens due to the feeling of difficulty to speak Malay language, preferring to read material in the native language, watching television programs in Mandarin, preferring to speak in their mother tongue, feeling bored while learning the Malay language in the classroom, feeling that there is no need for extra time to learn the Malay language and considering the process of learning the Malay language is a difficult language than others. The negative attitude of the

Chinese students made a significant impact when they failed to speak fluently, and their words expressions often restricted because of the need for vocabulary to be used. Therefore, as a solution, they do code-switching. Also, they prefer to use English vocabulary because they prefer that language.

The study also found that their motivation was also lower against the Malay language. Non-native speakers prefer to use their native language in any school setting. They feel that by using their language, it gives them more knowledge and skills, except for exams or tests. Speakers also felt ashamed of using the Malay language when communicating with friends and neighbors because not fluent in the Malay language, especially in terms of vocabulary in sentence structure, pronunciation or intonation. The effect of the low motivation that has led to their lack of vocabulary of the Malay language to be used in oral verbalization to deliver the message.

Therefore, to address the problem, they use of code-switching as one of the communication strategies that need to be developed during the conversation so that the message can be conveyed or fully received by the interlocutor. They need more exposure such as reading Malay books, watching television programs, talk with friends who speak the Malay language, and others that work as contributing factors to their interests and attitudes towards Malay language [5]. The findings of this study are very similar to those of [15]. However, contrary to the findings [16], it is evident that Iban students demonstrate positive attitudes and motivation and in learning the Malay language as a second language. Similarly, in [17] study found that Dusun students have a positive attitude and high motivation for learning the Malay language as a second language. The same finding is found in [18] study that Indian students also exhibit great attitudes and motivation in the language. The findings of other studies indicate not native speakers of other than Chinese students have positive values of the Malay language.

## 5. CONCLUSION

Individual language knowledge will change from day to day [19]. Therefore, the practice of code-switching by assimilating one or more languages in oral communication should be reduced from time to time, especially when then non-native speakers have mastered the language. In addition to the negative impact of not being able to build grammatically correct sentences, the use of foreign vocabulary will lead to the damage the Malay language vocabulary since it does not go through the adjustment process. The findings of this study are synonymous with [20] opinion that stated the code-switching used by the speakers in the first language allow the speaker to use the first language without the attempt to translate it into the target language. Educators should take specific initiatives to encourage a change of attitude and motivation among non-native speakers of Malay language. Although this study does not include all Chinese students in SRJKC in the country, at least, it gives a nearly complete picture of the usage of code-switching when communicating orally. In order to produce the nonnative proficiency in communicating in the Malay language, the concerted efforts of all parties (parents, teachers, schools, Moe and communities) are needed. The mastery of Malay language should be nurtured since in primary schools to establish the identity and individuality a true Malaysian citizen. Ergo, the Chinese students should be encouraged to socialize using the Malay language with other students. According to [21] on the direction of integration, positive attitudes towards the second language community and high motivation will lead to successful second language acquisition among non-native speakers.

## REFERENCES

- [1] Noor Aina, D., 1999. Percampuran kod dan konsepnya. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [2] Gumperz, J., 1982. Discourse strategies. England: Cambridge University Press.
- [3] Appel, R. and Muysken, P., 2005. Language contact and bilingualism. Amsterdam University Press.
- [4] Kalthum, I., 2001. Bahasa Melayu dalam pendidikan negara bangsa. Prosiding Konvensyen Bahasa Kebangsaan. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [5] Zamri, M., Yahya, O., Jamaludin, B., and Nik Mohd Rahimi, N. Y., 2013. Sikap dan minat pelajar bukan Melayu ketika belajar bahasa Melayu. Himpunan Penyelidikan Pendidikan Serantau. Selangor: Universiti Kebangsaan Malaysia.
- [6] Malaysian Education Blueprint 2013-2025. 2013. Preschool to post-secondary education. Putrajaya: Malaysia Education Ministry.
- [7] Mak, S. S., 2009. Literatur dan kaedah penyelidikan. Kuala Lumpur: Penerbitan Multimedia Sdn. Bhd.
- [8] Dulay, H., Burt, M. and Krashen, S., 1982. Language two. New York: Oxford University Press.
- [9] Mohd Majid, K., 1990. Kaedah penyelidikan pendidikan. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [10] Kamarul Shukri, M. T., 2009. Penggunaan strategi pembelajaran bahasa dalam kalangan pelajar sekolah menengah agama. PhD thesis, Selangor: Universiti Kebangsaan Malaysia.
- [11] Selinker, L., 1972. Interlanguage. International Review of Applied Linguistics, 10, pp. 209-241.
- [12] Iberahim, A. R., Mahamod, Z. and Mohammad, W. M. R. W., 2017. Pembelajaran abad ke-21 dan pengaruhnya terhadap sikap, motivasi dan pencapaian Bahasa Melayu pelajar sekolah menengah (21th century learning and the influence of attitude, motivation and achievements Malay language secondary school student). Jurnal Pendidikan Bahasa Melayu, 7(2), pp. 77-88.
- [13] Lim, H. Y., 2001. Dimensi budaya dalam pengajaran dan pembelajaran bahasa Melayu. Kuala Lumpur: Dewan Bahasa dan Pustaka.

- [14] Mahamod, Z., 2007. Psikolinguistik: Dalam pengajaran dan pemerolehan bahasa pertama dan kedua. Selangor: Karisma Publications.
- [15] Nora'Azian, N. and Fadzilah, A. R., 2018. Tahap penguasaan kemahiran bertutur Bahasa Melayu dalam kalangan murid bukan penutur natif. *Jurnal Pendidikan Bahasa Melayu*. Mei: 74-83.
- [16] Mahamod, Z., 2016. Sikap dan motivasi murid Iban dalam mempelajari Bahasa Melayu sebagai bahasa kedua. *Jurnal Pendidikan Bahasa Melayu*, 1(1), pp. 13-25.
- [17] Abdullah, M., 2004. Sikap dan motivasi pelajar Dusun terhadap pembelajaran bahasa Melayu dan bahasa Inggeris sebagai bahasa kedua. Master project, Selangor: Universiti Kebangsaan Malaysia.
- [18] Chithra, R., 2003. Sikap dan motivasi pelajar India dalam pembelajaran bahasa Melayu sebagai bahasa kedua. Master project, Selangor: Universiti Kebangsaan Malaysia.
- [19] De Bot, K., Lowie, W., Verspoor, M. and Verspoor, M. H., 2005. *Second language acquisition: An advanced resource book*. East Sussex: Psychology Press.
- [20] Tarone, E., 1983. Some thoughts on the notion of 'communication strategy'. In *Strategies in Interlanguage Communication*. Fearch, C. & Kasper, G. (Eds.), New York: Longman Group Limited, pp. 61-77.
- [21] Gardner, R. C., 1985. *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.