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A Forensic Study of Vocabulary Load and Distribution in Five Malaysian Secondary School English Textbooks (Forms 1 - 5)

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Keywords: Forensic evaluation, vocabulary load, vocabulary distribution, textbooks

ABSTRACT

Many Malaysian learners have limited English language vocabulary. It is difficult for them to communicate in English because they lack the vocabulary to embody their thoughts. It is assumed that part of the problem lies in our textbooks. The apparent failure to achieve elementary proficiency maybe linked to lack of vocabulary. Therefore, the objective of this study is to identify the probable pedagogical considerations in relation to the teaching of vocabulary in five Malaysian English language textbooks. The researchers conducted a systematic evaluation of these textbooks in order to find out to what extent and why they debilitate instead of facilitate the learning of English in classrooms. This study aims to identify the features of the textbooks' vocabulary loading in one entire Malaysian secondary school programme. This study looks at five secondary school English language textbooks that were used at schools for 12 years starting from 1990 to 2002. These textbooks were photocopied, scanned and converted into computer text files before they were analyzed using three WordSmith Tools namely the KeyWord, WordList and Concord tools. The findings showed that although there was a gradual increase in the vocabulary load from Form 1 to Form 5, there were serious irregularities in the loading and recycling of vocabulary throughout the textbooks. Some vocabulary items suggested in the respective syllabi were either non-existent or appeared in textbooks of other levels. The study also revealed weaknesses in the textbooks published for the school system.

INTRODUCTION

The textbook features in most formal teaching and learning situations. It is an almost universal element of English language teaching and classrooms seem incomplete without a relevant textbook (Hutchinson and Torres, 1994). Learners usually work with a textbook that serves as the main source of their language input (Sanderson, 1995). Although teachers can use other materials, the expectation is that teaching will be based on a single textbook in many situations (McGrath, 2002). However, the relationship between the textbook and the teacher is riddled with mistrust and this is recorded almost everywhere the textbook is used (Mukundan

2003a, 2002; Ansary and Babaii, 2002; Ellis, 1999; Sheldon 1988). Much as one can laud the government's commitment to education, it has spent RM1.5 billion to purchase books (*The Sunday Star*, 2 July 2000, p. 2-3) since 1975, one needs to take stock of the losses that come from careless material designs by textbook writers. In Malaysia, the textbook is loaned to all eligible learners under the Textbook Loan Scheme (TBLS) and the weaknesses in the TBLS was exposed in a local daily which reported that a considerable number of teachers do not have high regard for the textbook as 11.9% 'rarely' used it while three percent 'never' used it (*The Sunday Star*, 2 July, 2000, p. 2-3). Many teachers believe

that the weaknesses in textbooks can lead to ineffective learning and teaching.

OBJECTIVES OF THE STUDY

The main aim of the study is to identify the probable pedagogical considerations in relation to the teaching of vocabulary in five Malaysian English language textbooks. The researchers conducted a systematic evaluation of these textbooks in order to find out to what extent and why they debilitate instead of facilitate the learning of English in classrooms. This study also seeks to identify the features of vocabulary loading of textbooks used in a Malaysian Secondary School programme from Form One to Five.

RESEARCH QUESTIONS

The questions this study seeks to answer are as follows:

1. What are the characteristics of vocabulary loading in the secondary school English textbooks from Form One to Five?
2. To what extent are there irregularities in the loading of vocabulary in the secondary school English textbooks from Form One to Five?
3. How often are new words being recycled in the secondary school English textbooks from Form One to Five?

LIMITATION OF THE STUDY

A forensic study of this nature needs confinement and intense focus. As such, five English language textbooks in the TBLS will be analysed for their vocabulary content. The findings of this study may or may not lead to firm generalisations.

SIGNIFICANCE OF THE STUDY

Predictive evaluation is the most common form of evaluation done on textbooks in Malaysia. Retrospective evaluation and "forensic study" are almost non-existent. This phenomenon, however, is not common only in Malaysia. Educators around the world lament the lack of retrospective evaluation of textbooks. Ellis (1997:1) stresses that work of notable researchers 'reveal that it is almost entirely concerned with predictive evaluation' although logic tells us that retrospective evaluation

goes beyond selection and is in fact an integral part of teaching. Predictive evaluation has only one use that is in the selection of a textbook. On the other hand, retrospective evaluation is diagnostic and formative in nature. The awareness of the strengths and weaknesses of teaching materials, which come from retrospective evaluation, will provide materials writers and teachers alike with the awareness that the concordance software is versatile and that a significant part of textbook evaluation can be more accurately and efficiently done by computers rather than humans.

METHODOLOGY

This study looks at five secondary school English language textbooks that were used in schools for 12 years starting from 1990 to 2002. These textbooks were photocopied, scanned and converted into computer text files before they were analyzed using three WordSmith Tools namely the KeyWord, WordList and Concord tools. All text files for Form 1, Form 2, Form 3, Form 4 and Form 5 were analyzed by WordSmith 3.0. The Wordlist and Concordance programmes analyzed each textbook separately as well as collectively.

The Wordlist programme will provide the statistics for every textbook. This includes total number of tokens, types, density and consistency ratios of each unit in the textbook as well as of the whole textbook. Tokens cover all the running words in the textbook while types refer to the different words used in the textbook. Text density ratio, which measures the text difficulty level, shows how condensed the textbook is for that particular level. In other words, it reveals whether the textbook consists of too many words for that level, making it more difficult than other textbooks. Text consistency ratio refers to how consistently new words are being introduced in the textbook. For example, if the text consistency ratio is 10.2, it means new words are being introduced after every tenth running word. This information was used to answer the first question.

The Wordlist programme will also be used to provide information on the irregularity in loading of vocabulary for every level and as a whole. The word list provided in the syllabus

will be compared to the words in the textbook to identify words that are not exposed, and if they appear, when they are exposed and how often they are reintroduced.

A combination of WordList and the Concordance programmes were used to answer the third research question. The programmes will check the occurrence of new words within and across textbooks.

RESULTS AND DISCUSSION

The presentation and discussion in this section will be based on the research questions stated earlier. The first part deals with the general characteristics of vocabulary loading across the levels from Form One to Five within the secondary English programme. The second part deals with the extent of irregularities in the loading of vocabulary, while the last part deals with the frequency of new words recycled within the textbook as well as across textbooks.

Part 1: General Characteristics of Vocabulary Loading Across the levels Form One to Five within the Secondary English Programme

This first part of the discussion refers to the general information about each textbook, such as the number of units, pages, tokens, types, the density and consistency ratios of the textbooks.

Table 1 shows that the Form 2 textbook has the least number of units and pages. However, the average page per unit for all textbooks is about the same, which is around 12 to 13 pages per unit. The Form 5 textbook has the highest number of units and therefore it has the highest total number of running words and the highest total number of new words as opposed to other textbooks. *Fig. 1* shows that although the Form 1 textbook consists of more tokens than the Form 2 textbook, there is a gradual increase in terms of the types found in all textbooks as shown in *Fig. 2*. This shows that despite the differences in the total number of words found in each textbook,

TABLE 1
Summary of the general information of the textbooks

Text File	Form 1	Form 2	Form 3	Form 4	Form 5
Units	20	17	21	20	22
Pages	250	216	248	250	252
Average Page / Unit	12.5	12.7	11.8	12.5	11.5
Tokens	52,262	40,685	59,523	61,887	66,450
Types	3,719	4,853	6,492	7,279	7,904
Density Ratio (type/token)	7.1	11.9	10.9	11.8	11.9
Consistency Ratio (token/type)	14.05	8.38	9.17	8.50	8.41

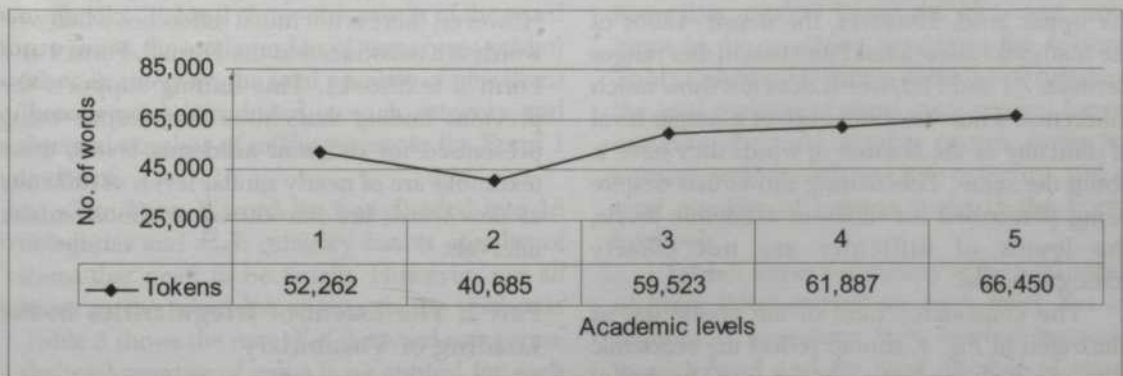


Fig. 1: Total number of tokens in the textbooks

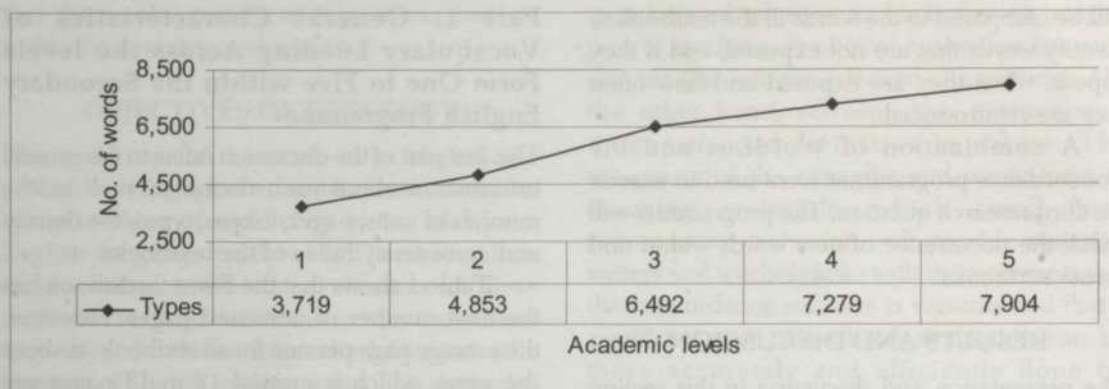


Fig. 2: Total number of types in the textbooks

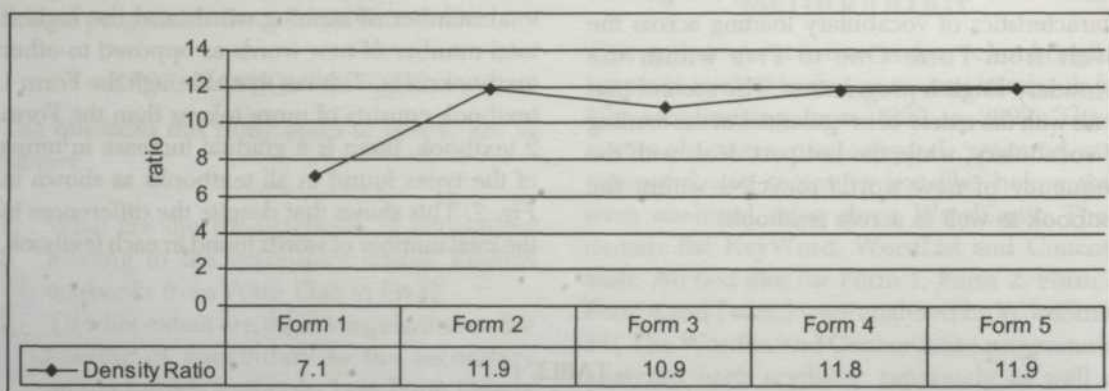


Fig. 3: Text density ratios of all textbooks

generally, Malaysian English language textbooks do not have any problems in terms of the amount of different words introduced at the respective academic levels.

Fig. 3 shows the density ratio of all the textbooks. As the textbooks are for different academic levels, the density ratio of the textbooks should increase gradually from the lower level to the upper level. However, the density ratios of the textbooks show a mild fluctuation that ranges between 7.1 and 11.9, which does not show much difference. These textbooks are of a similar level of difficulty as the amount of words they have is about the same. This finding shows that despite being prescribed for different academic levels, the levels of difficulty are not clearly distinguishable.

The consistency ratio of the textbooks, as illustrated in Fig. 4, should reflect the academic level of which the textbooks are for. The rate of introduction of new words should gradually be

smaller as students are getting more familiar with the language. The text consistency ratio of the textbooks ranges between 8.38 and 14.05. The Form 1 textbook introduces a new word after every 14th running word. There is a gradual change in the rate of introduction of new words in the Form 2 textbook as a new word is introduced after every eighth running words. However, there is not much difference when new words are introduced in the Form 3, Form 4 and Form 5 textbooks. This finding supports the previous finding that shows that despite being prescribed for different academic levels, these textbooks are of nearly similar levels of difficulty as new words are introduced at almost similar intervals.

Part 2: The Extent of Irregularities in the Loading of Vocabulary

The second part of the study focused on the irregularities of the loading of vocabulary in the

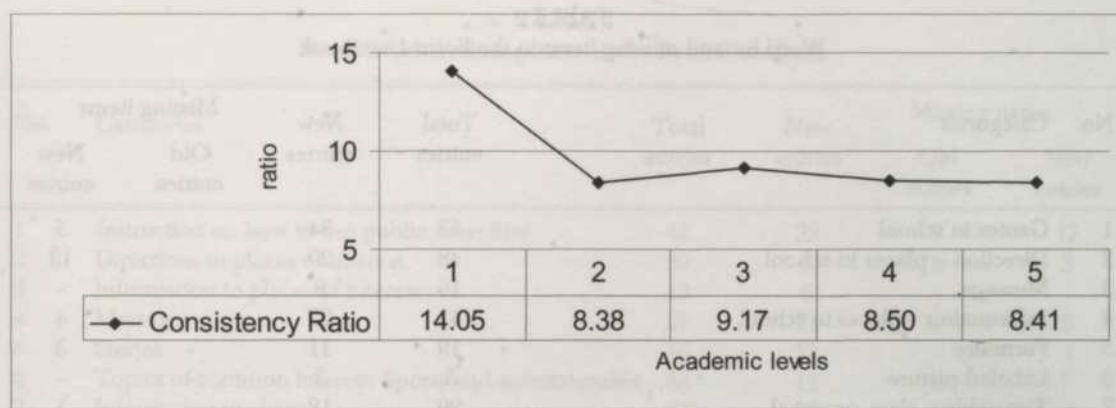


Fig. 4: Text consistency ratios of all textbooks

Form 1, 2, 3, 4 and 5 textbooks. Word lists are provided in each of the secondary school syllabi. The syllabus word list consists of items that need to be taught in the context under which they are listed. These items can also be taught in other relevant contexts. All items, including words that have the same form but different meaning and words that have different forms are counted as separate entries. Items that are formed by more than one word, for example, 'emergency exit' and 'I think it would be better' are considered as a single entry. Each category has its own list of words to be taught which comprises of old and new entries. Old entries refer to words which have been introduced earlier while new entries are words which are introduced in that particular category.

The Form 1 word list was divided into 17 categories and each category has its own list of items that need to be taught. However, not all items in the word list appear in the textbook. A detailed listing of missing words was done for all textbooks. Table 2 shows the names of the word categories, the total number of items (new entries) for each category, the total number of new items (new entries) introduced in each category and the total number of missing items in the Form 1 textbook.

The Form 2 word list was divided into 15 categories and each category has its own list of items that need to be taught. However, not all items in the word list appear in the textbook. Table 3 shows the names of the word categories, the total number of items (new entries) for each category, the total number of new items (new

entries) introduced in each category and the total number of missing items in the Form 2 textbook.

The Form 3 word list was divided into 18 categories and each category has its own list of items that need to be taught. However, not all items in the word list appear in the textbook. Table 4 shows the names of the word categories, the total number of items (new entries) for each category, the total number of new items (new entries) introduced in each category and the total number of missing items in the Form 3 textbook.

The Form 4 word list was divided into 14 categories and each category has its own list of items that need to be taught. However, not all items in the word list appear in the textbook. Table 5 shows the names of the word categories, the total number of items (new entries) for each category, the total number of new items (new entries) introduced in each category and the total number of missing items in the Form 4 textbook.

The Form 5 word list was divided into 14 categories and each category has its own list of items that need to be taught. However, not all items in the word list appear in the textbook. Table 6 shows the names of the word categories, the total number of items (new entries) for each category, the total number of new items (new entries) introduced in each category and the total number of missing items in the Form 5 textbook.

Table 7 shows a summary of the total number of items (total entries) for each level, the total number of new items (new entries) introduced in each level and the total number of missing items in the textbooks (Forms 1-5).

TABLE 2
Word list and missing items in the Form 1 textbook

No.	Categories	Total entries	New entries	Missing items	
				Old entries	New entries
1	Games in school	53	34	-	5
2	Direction - places in school	48	29	-	13
3	Message	16	8	-	-
4	Information - places in school	41	27	-	4
5	Furniture	19	11	-	3
6	Labeled picture	5	3	-	-
7	Timetable - class, personal	29	18	-	1
8	Labels - packages, tins	15	12	1	2
9	Description of people	37	12	2	4
10	Occupation - shopkeeper, policewoman	23	13	-	3
11	Vehicle - bicycle, boat	32	27	-	6
12	Description - places in school	10	8	-	3
13	Description - flowering plants, animals as pets	43	16	1	1
14	Description - Sports Day, Teachers' Day	44	27	1	5
15	Language function - greeting, introducing, thanking	15	9	1	-
16	Letters - informal	2	1	-	-
17	Entry forms	10	7	-	1
Total		442	262	6	51

TABLE 3
Word list and missing items in the Form 2 textbook

No.	Categories	Total entries	New entries	Missing items	
				Old entries	New entries
1	Instruction - how to do something	52	25	1	14
2	Directions - places in the town or village	31	4	3	2
3	Messages - apology, condolence, congratulations, help and advice	44	26	2	16
4	Stories - moral values	24	16	-	10
5	Information - interest	5	-	-	-
6	Information - places in town or village	43	20	2	6
7	Information - electrical appliances	20	14	-	5
8	Timetable - bus, train	29	12	1	2
9	Diagrams - parts of body, animals, plant	62	16	15	5
10	Occupation - teacher, fireman	34	21	-	5
11	Vehicles - bus, train	24	14	2	6
12	Description - crops, animals	27	7	3	3
13	Events - weddings and festivals	23	12	1	2
14	Letters - informal	29	9	-	2
15	Forms - banking, order	23	18	-	1
Total		470	214	30	79

TABLE 4
Word list and missing items in the Form 3 textbook

No.	Categories	Total entries	New entries	Missing items	
				Old entries	New entries
1	Instruction on how to use public amenities	47	32	1	17
2	Directions to places of interest	20	5	3	3
3	Information to places of interest	13	6	-	-
4	Messages	27	21	1	9
5	Stories	16	13	-	3
6	Topics of common interest: Sports and entertainment	33	12	9	7
7	Information in charts	22	19	1	9
8	Description of occupation	28	13	3	2
9	Description of transport	52	31	1	15
10	Description of scenes	24	4	3	2
11	Description of events	30	16	2	7
12	Description of processes and procedures	45	41	2	20
13	Description of important Malaysian leaders	16	14	-	6
14	Informal letters	14	2	-	-
15	Formal letters	38	31	3	6
16	Information in application forms	12	10	1	3
17	Current issues: drug abuse and pollution	26	25	-	8
18	Expressions of appreciation, encouragement and concern	8	8	-	4
Total		471	303	30	121

TABLE 5
Word list and missing items in the Form 4 textbook

No.	Categories	Total entries	New entries	Missing items	
				Old entries	New entries
1	Instructions on how to fix things	31	25	1	10
2	Messages from the mass media	26	24	-	8
3	Stories – self-reliance, diligence, public spiritedness	12	10	-	3
4	Talks – consumerism and health care	17	15	1	4
5	Information in newspaper reports and book reports	17	14	-	3
6	Information in graphs and manuals	27	21	1	8
7	Information in informal letters in the newspapers	26	25	-	7
8	Information in formal letters – enquiry, complaint	34	34	-	14
9	Description of scenes – tourist spots in ASEAN region	11	9	-	2
10	Description of events – SEA games	39	34	-	16
11	Opinions on current issues - unemployment	13	11	-	5
12	Description of processes and procedures recycling materials	19	16	2	9
13	Expression of regret	5	4	-	2
14	Social skills – interrupting, joining in and participating in a conversation	3	2	-	-
Total		280	244	5	91

TABLE 6
Word list and missing items in the Form 5 textbook

No.	Categories	Total entries	New entries	Missing items	
				Old entries	New entries
1	Messages in speeches	15	12	-	5
2	Stories – dealing with moderation, justice and rationality	24	18	-	6
3	Talks – protection of wild life	28	21	-	8
4	Information in guides – education prospectus	16	13	-	3
5	Information in reports – minutes of school society meetings	26	24	-	4
6	Information in charts – classification charts	8	6	-	1
7	Description of scenes – famous places of the world	17	12	-	5
8	Information in articles – environmental issues (waste disposal)	26	20	2	7
9	Information in manual – Do-it-yourself kits	21	13	1	5
10	Description of personalities and their contribution to society	13	10	-	5
11	Opinions on social issues – child abuse	18	14	-	8
12	Description of process and procedures – undertaking a research project	24	22	-	14
13	Poems	13	12	-	2
14	Language forms – to refute, express and respond to criticism and express support	15	11	4	6
15	Social skills	10	6	2	2
Total		274	214	9	81

TABLE 7
The total number of entries, new entries and missing items in the textbooks (Forms 1-5)

Levels	Total Entries	New Entries	Missing Items (Total=503)	
			Old entries	New entries
Form 1	442	262	6	51
Form 2	470	214	30	79
Form 3	471	303	30	121
Form 4	280	244	5	91
Form 5	274	214	9	81
Total	1937	1237	80	423

There are a total of 1937 entries throughout the English Language Secondary School Programme. Some of these entries are introduced at the earlier levels including the primary levels and some are new for a particular level. New entries which had been introduced at the respective levels comprised 63.9% out of 1937 entries recorded. These entries need to be taught either in the context under which they are listed

or in other relevant contexts. However, not all these entries appear in the textbooks prescribed for each level. There is a total of 423 new entries and a total of 80 old entries are found missing in the textbooks.

Table 8 shows the total number of missing items introduced at other levels. The Form 1 textbook has 28 items introduced at higher levels. The Form 2 textbook has 20 and 44 items

TABLE 8
The total number of missing items introduced at other levels

Levels	Items introduced at lower level	Items introduced at lower level					Items introduced at higher level	Items not found anywhere
		F1	F2	F3	F4	F5		
Form 1	-		10	9	6	3	28	29
Form 2	20	20		24	12	8	44	45
Form 3	34	24	10		26	15	41	76
Form 4	22	8	4	10		5	5	69
Form 5	29	3	2	12	12		-	61
Total	105	55	26	55	56	31	118	280

introduced at lower and higher levels respectively. The Form 3 textbook has 34 and 41 items introduced at lower levels and higher levels respectively. The Form 4 textbook has 22 items introduced at lower levels and 5 items at a higher level. The Form 5 textbook has a total of 29 items introduced at lower levels. The remaining 280 items are nowhere to be found.

There are some discrepancies in the total number of missing old entries in Table 7 and the total number of missing items introduced at lower levels in Table 8. This is due to the missing items in the textbooks of higher levels being introduced at lower levels. This shows that words that are supposed to be introduced in textbooks of higher academic levels are used in textbooks of lower academic levels. Students may face some problems in using these words as these words are supposed to be learnt later.

Part 3: Recycling of New Words

The third part of the study focused on the recycling of new words in the Form 1, 2, 3, 4 and 5 textbooks. Word recycling refers to the frequency of words being repeated in a particular text. Repetition of words is very important to ensure acquisition of new vocabulary. However, there is no consensus regarding the minimum number of word repetitions that may allow acquisition of new vocabulary to take place. Paribakht and Weshe (2000) claim that learners need to be exposed ten to twelve times to a word before they can actually learn the word, while Kachru (1962, cited in Nation, 1990) says it takes seven or more times. Crothers and Suppes (1967) claims that six to seven repetitions would serve the purpose. O'Dell (2002) stresses that textbooks should also recycle words throughout the textbook to ensure vocabulary acquisition. In fact,

TABLE 9
Root words for each academic level

Levels	Categories	Root Word	Varieties	Unit in the Textbook
Form 1	Timetables – class and personal	study	studies, studied, studying	Unit 4: Class timetables and personal timetables
Form 2	Timetables – bus, train	book	books, booked, booking	Unit 13: Using timetables
Form 3	Description of transport	board	boards, boarded, boarding	Unit 9: Flying High
Form 4	Information in informal letters in the newspapers	discuss	discusses, discussed, discussing	Unit 6: Letters in the newspapers
Form 5	Information in manual – Do-It-Yourself Kits	follow	follows, followed, following	Unit 10: Fund Fair

Nation (1990) emphasizes that it is the job of the teachers to supplement enough repetition for the learners. It is also important to increase the space between repeated words gradually.

One root word taken from each word list of the respective academic level was used to illustrate the recycling of new words introduced in the textbook. Root words such as study, book, board, discuss and follow were chosen from the Form 1, 2, 3, 4 and 5 syllabi respectively. The study looked at the recurrence of the word and its varieties within the textbook prescribed for that level and across the five textbooks. Table 9 shows the words selected for the study.

In the Form 1 textbook, the verb 'study' and its varieties were introduced in Unit 4: Class timetables and personal timetables. Fig. 5 shows a dispersion plot for words that begin with 'stud*'. Words like 'students' and 'student' have been

programmed to be excluded in the plotting of the graph. There are 75 entries for study, studies, studied and studying in the Form 1 textbook. The words appear not only in Unit 4 but also in other units. In Unit 4, the word "study" appears 5 times. Other words like studies, studied and studying do not appear at all in Unit 4.

Table 10 shows a summary of the occurrence of the four words in the textbook. It shows that the word 'study' has been used 68 times in 18 units of the textbook. This indicates that this word has been recycled well throughout the textbook. However, this is not the case for the other three varieties. The word "studies" appears once in Unit 1, 'studied' appears three times, once in Unit 8, Unit 18 and Unit 20 respectively and 'studying' appears twice throughout the textbook that is in

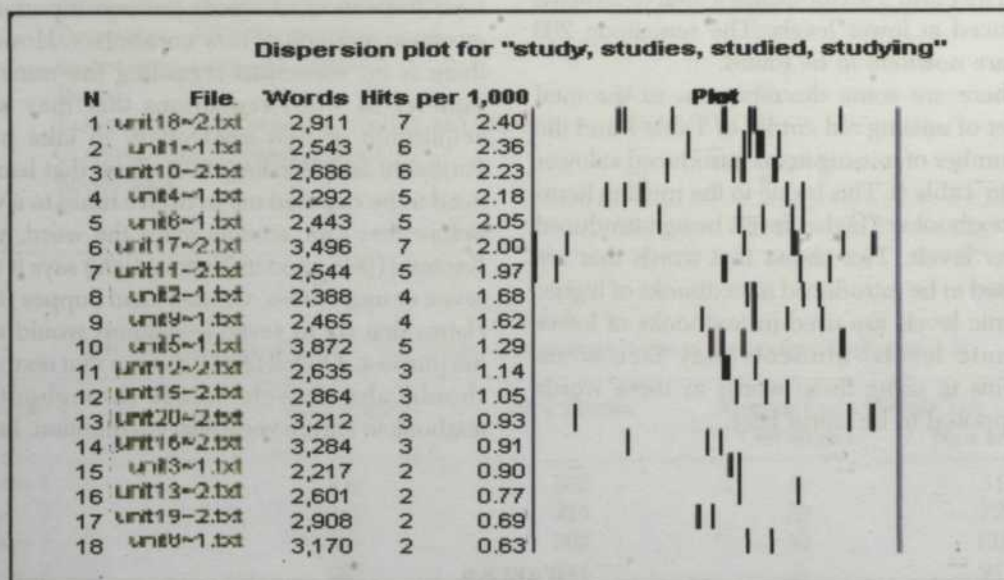


Fig. 5: Dispersion plot for "study, studies, studied and studying" in the Form 1 textbook

TABLE 10
The occurrence of "study, studies, studied, studying" in the Form 1 textbook

	Units in the Form 1 textbook																		Total		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19	20
study	5	4	2	5	5	5		1	4	6	5	3	2		2	3	7	5	2	2	68
studies	1																				1
studied							1											1		1	3
studying															1		8				2

Unit 15 and Unit 18. These indicate a poor recycling of these words in the textbook.

In the Form 2 textbook, the verb 'book' and its varieties were introduced in Unit 13: Using timetables. Fig. 6 shows a dispersion plot for book, books, booked, booking. There are two entries for 'booked' in the Form 2 textbook. The words appear in Unit 7 and Unit 13. There are no entries for the other three varieties.

Table 11 shows a summary of the occurrence of the four words in the textbook. It shows that only the word 'booked' appears in the textbook and it appears twice, one in Unit 7 and the other one in Unit 13. This indicates a very poor recycling of words.

In the Form 3 textbook, the verb 'board' and its varieties were introduced in Unit 9: Flying High. Fig. 7 shows a dispersion plot for board, boards, boarded, and boarding. There is only one

entry for 'board' in the Form 3 textbook. The word appears in Unit 5 and not in Unit 9. There are no entries for the other three varieties.

Table 12 shows a summary of the occurrence of the four words in the textbook. It shows that only the word 'board' appears in the textbook and it appears once in Unit 5. This indicates a very poor recycling of words. There is no entry for the other three varieties.

In the Form 4 textbook, the verb 'discuss' and its varieties were introduced in Unit 6: Letters in the newspapers. Fig. 8 shows a dispersion plot for discuss, discusses, discussed and discussing. There are 98 entries for 'discuss*' which includes all the four words in the Form 4 textbook. The word 'discusses' does not appear anywhere.

Table 13 shows a summary of the occurrence of discuss, discusses, discussed and discussing in the textbook. There are 96 entries for "discuss" and

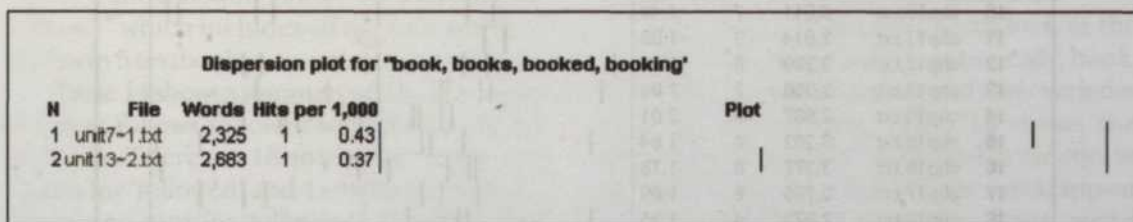


Fig. 6: Dispersion plot for "book, books, booked and booking" in the Form 2 textbook

TABLE 11
The occurrence of "book, books, booked and booking" in the Form 2 textbook

	Units in the Form 2 textbook																	Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
book																			0
books																			0
booked							1						1						2
booking																			0

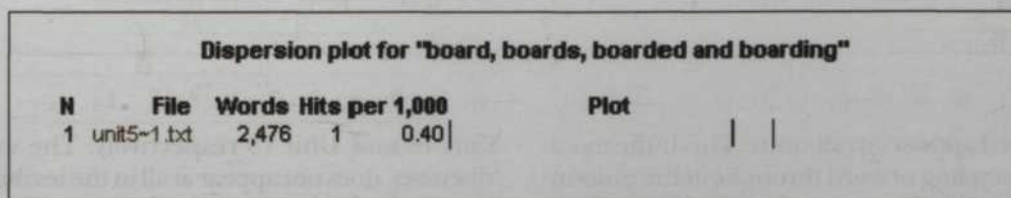


Fig. 7: Dispersion plot for "board, boards, boarded and boarding" in the Form 3 textbook

TABLE 12
The occurrence of "board, boards, boarded and boarding" in the Form 3 textbook

	Units in the Form 3 Textbook																					Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
board					1																	1
boards																						0
boarded																						0
boarding																						0

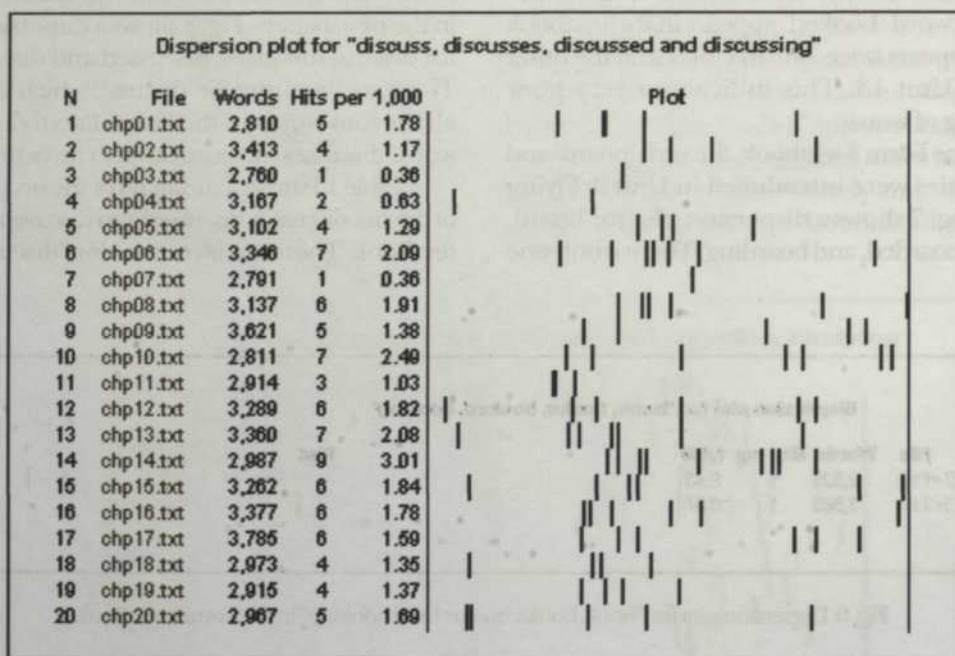


Fig. 8: Dispersion plot for "discuss, discusses, discussed and discussing" in the Form 4 textbook

TABLE 13
The occurrence of "discuss, discusses, discussed and discussing" in the Form 4 textbook

	Units in the Form 4 Textbook																				Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
discuss	5	4	1	2	4	7	1	6	5	7	3	6	7	8	5	6	6	4	4	5	96	
discusses																						0
discussed														1								1
discussing															1							1

this word appears in all units. This indicates a good recycling of word throughout the units in the textbook. However, the other two words, 'discussed' and 'discussing' only appear once in

Unit 14 and Unit 15 respectively. The word 'discusses' does not appear at all in the textbook. This shows that these three word varieties have not been recycled well throughout the textbook.

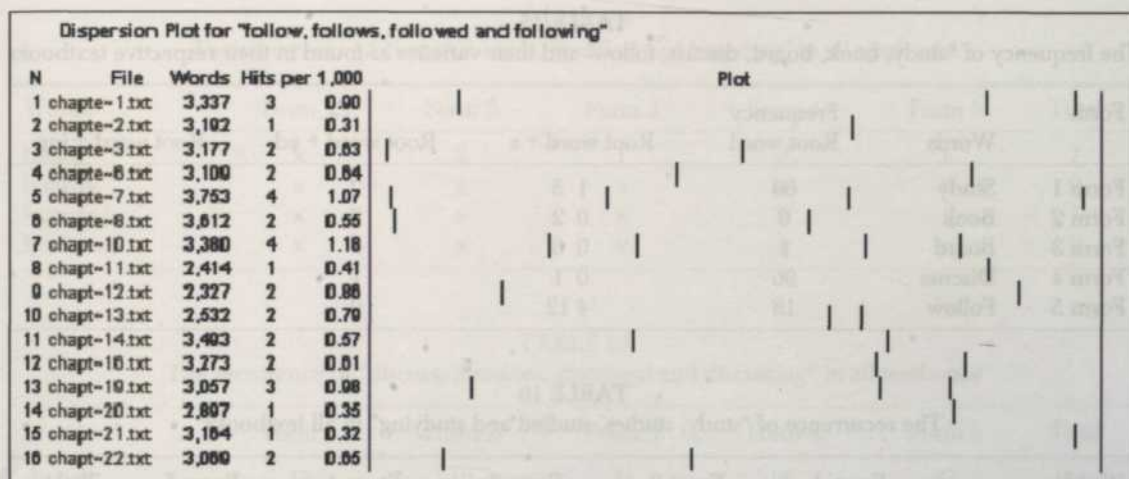


Fig. 9: Dispersion plot for "follow, follows, followed and following" in the Form 5 textbook

In the Form 5 textbook, the verb 'follow' and its varieties were introduced in Unit 10: Fund Fair. Fig. 9 shows a dispersion plot for follow, follows, followed and following. There are 34 entries for "follow*" which includes all the four words in the Form 5 textbook.

Table 14 shows a summary of the occurrence of follow, follows, followed and following in the textbook. There are 18 entries for 'follow', 12 entries for 'followed' and 4 entries for 'follows'. There is no entry for 'following'. This shows that the words 'follow' and 'followed' are recycled considerably well in the textbook but not for the other two word varieties.

Findings displayed in Tables 12-14 show that these root words study, book, board, discuss, follow and their varieties are not well recycled throughout the respective textbooks. These words should be introduced in certain units, as learners need to learn these words and their varieties in order to understand lessons in the specified categories. (Refer to Table 9 for the names of the

categories). Learners may face difficulties when the words and their varieties are not taught to them. Table 15 shows the frequency of these words and their varieties in all textbooks.

The following discussion will look at the recurrence of the following verbs: study, book, board, discuss and following and their varieties in all five textbooks. Table 16 shows the recurrence of the word 'study' and its varieties in all textbooks. It shows that all these words appear in all textbooks and the root word 'study' shows the highest occurrence in all textbooks. This word is introduced in the Form 1 textbook and is being repeated well in forms 2, 3, 4 and 5 textbooks. As for its varieties, though limited, the table shows some evidence of recycling.

Table 17 shows the recurrence of the word 'book' and its varieties in all textbooks. It shows that these words are poorly recycled in all textbooks, even in the Form 2 textbook, where they are supposed to be introduced.

TABLE 14
The occurrence of "follow, follows, followed and following" in the Form 5 textbook

	Units in the Form 5 Textbook																						Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
follow	3		1			1	3	1		3	1			1	1			1	1	1			18
follows												1	1					1			1		4
followed		1	1			1	1	1		1		1	2		1			1			1		12
following																							0

TABLE 15

The frequency of "study, book, board, discuss, follow" and their varieties as found in their respective textbooks

Form	Words	Frequency Root word	Root word + s	Root word + ed	Root word + ing
Form 1	Study	68	1 3	2	
Form 2	Book	0	0 2	0	
Form 3	Board	1	0 0	0	
Form 4	Discuss	96	0 1	1	
Form 5	Follow	18	4 12	0	

TABLE 16

The recurrence of "study, studies, studied and studying" in all textbooks

Words	Form 1	Form 2	Form 3	Form 4	Form 5	Total
study	68	28	64	55	74	289
studies	1	5	13	10	18	47
studied	3	x	1	7	3	14
studying	2	4	9	7	1	23

TABLE 17

The recurrence of "book, books, booked and booking" in all textbooks

Words	Form 1	Form 2	Form 3	Form 4	Form 5	Total
book	x	X	x	1	x	1
books	x	X	x	x	x	0
booked	x	2	x	1	x	2
booking	x	X	x	x	1	1

Table 18 shows the recurrence of the word 'board' and its varieties in all textbooks. It shows that these words are poorly recycled in all textbooks and even in the Form 3 textbook, where they are supposed to be introduced.

Table 19 shows the recurrence of the word 'discuss' and its varieties in all textbooks. The word 'discuss' shows the highest recurrence in the Form 4 textbook as the word is introduced in that level. It shows that this word 'discuss' has been recycled well in that level as well as in other levels. However, this is not true for its varieties as they are poorly recycled in all textbooks and even in the Form 4 textbook, where they are supposed to be introduced.

Table 20 shows the recurrence of the word 'follow' and its varieties in all textbooks. It shows that these words, except for 'following', are recycled in all textbooks. The Form 5 textbook

shows the highest recurrence of these words, as it is where these words are introduced. The word 'following' appears in all textbooks as adjectives and not as verbs. Therefore, the verb 'following' is considered as non-existent as it is not taught as a verb.

It can be summarized that not all the root words introduced in the respective units of the textbooks are well recycled. Many of the varieties of these root words are either poorly recycled or non-existent in the respective unit and even in the entire textbook. There are also instances where the root words and their varieties appear not in the form of verbs but in the form of other parts of speech such as adjectives. Students may face difficulties in learning these words and their varieties, as words need to be recycled regularly for learning to take place.

TABLE 18
The recurrence of "board, boards, boarded and boarding" in all textbooks

Words	Form 1	Form 2	Form 3	Form 4	Form 5	Total
board	x	2	1	3	1	7
boards	x	x	x	x	x	0
boarded	x	x	x	x	1	1
boarding	x	x	x	x	x	0

TABLE 19
The recurrence of "discuss, discusses, discussed and discussing" in all textbooks

Words	Form 1	Form 2	Form 3	Form 4	Form 5	Total
discuss	17	19	34	96	43	209
discusses	x	x	x	x	x	0
discussed	x	2	1	1	2	6
discussing	x	1	3	1	x	5

TABLE 20
The recurrence of "follow, follows, followed and following" in all textbooks

Words	Form 1	Form 2	Form 3	Form 4	Form 5	Total
follow	9	5	9	16	18	57
follows	1	1	6	2	4	14
followed	4	2	3	8	12	29
following	x	x	x	x	x	0

CONCLUSION

This study revealed for the first time the weaknesses in vocabulary load and distribution in textbooks that are used in the Malaysian secondary schools. The concordance software used revealed the characteristics and irregularity in vocabulary load and distribution patterns of words used in the textbook.

The first objective of the study looked at the general characteristics of vocabulary loading in the Form 1, 2, 3, 4 and 5 English textbooks. The study showed that despite the differences in the total number of words found in each textbook, generally, Malaysian English language textbooks do not have any problems in terms of the amount of different words introduced at the respective academic levels. The textbooks however are of similar levels of difficulty despite being prescribed for different academic levels, as there is not much

difference in the density ratio and the rate of introduction of new words.

The second objective of the study looked at the extent of irregularity in the loading of vocabulary in the Form 1, 2, 3, 4 and 5 English textbooks. The study also revealed that not all vocabulary items in the English language syllabus appear in the textbooks prescribed for the respective academic levels. There are 423 new entries and a total of 80 old entries were found missing or had appeared elsewhere in books of a different level. There are also words that are supposed to be introduced in textbooks of higher academic levels but which appear in textbooks of lower academic levels. This may pose problems to students as these words are supposed to be learnt later.

The final objective of the study focused on the recycling aspects of the words in the Form 1,

2, 3, 4 and 5 English textbooks. Words need to be recycled regularly for learning to take place. The study provides evidence on the poor recurrence of words introduced in the syllabus. Not all the root words introduced in the respective units of the textbooks are well recycled. The varieties of these root words are either poorly recycled or non-existent in the respective unit and even in the entire textbook. If they exist, they appear not in the form of verbs but in the form of other parts of speech such as adjectives.

The implications of this study will provide important pointers to textbook developers who will be aware that ad hoc writing of textbooks without proper control of vocabulary loading and distribution will have a negative impact on the teaching and learning process.

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Kajian Eksperimental bagi Membina Model Reka Bentuk Multimedia yang Mengasyikkan (An Engaging Multimedia Design Model) NEMD MODEL - Norma Engagement Multimedia Design Model

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Kata kunci: NEMD model, perisian permainan komputer, kanak-kanak, remaja

ABSTRAK

Terdapat banyak kajian yang memperkatakan tentang ketagihan kanak-kanak dan remaja bermain komputer. Keluhan ibu bapa turut dirasai oleh pengeluar perisian pendidikan. Pereka perisian pendidikan menggunakan banyak ciri interaktif yang baik dalam reka bentuk mereka seperti CD Ensiklopedia, Informasi, Pengajaran dan Pembelajaran, Bahasa dan Pengetahuan, tetapi masih gagal menarik minat kanak-kanak dan remaja seperti tarikan pada CD permainan komputer. Perisian pendidikan selalu menjadi pilihan kedua atau ketiga ke bawah dalam senarai pilihan perisian yang disukai oleh kanak-kanak dan remaja berbanding perisian permainan komputer. Mengapa perkara ini boleh terjadi? Apakah kelebihan dalam perisian permainan yang gagal ditonjolkan dalam perisian pendidikan yang kita bina untuk mereka? Sudah sampai masanya kita mengkaji dengan mendalam tentang reka bentuk antara muka yang kita hasilkan dalam perisian pendidikan kerana pepatah Inggeris ada mengatakan, "If you cannot beat them join them!" Kajian ini bertujuan mengkaji apakah reka bentuk antara muka yang dihasilkan boleh dengan sendirinya menarik perhatian kanak-kanak dan remaja kepada perisian tersebut secara intrinsik. Adakah reka bentuk itu berjaya membuat kanak-kanak dan remaja berinteraksi dengannya tanpa disuruh mungkin hingga ke tahap ketagih atau sebaliknya? Jika ia boleh mengapa? bila? dan bagaimana? dan jika tidak apa pula sebabnya. Dapatan kajian telah menghasilkan beberapa faktor yang mempengaruhi ketagihan. Beberapa kajian eksperimen telah dijalankan bagi menguji faktor-faktor ini yang akhirnya telah menghasilkan satu model reka bentuk multimedia yang mengasyikkan yang di panggil "NEMD Model - Norma Engagement Multimedia Design Model". Model ini dapat menerangkan ciri-ciri reka bentuk yang boleh mengasyikkan dan tahap-tahap keasyikan apabila kanak-kanak dan remaja berinteraksi dengan perisian multimedia.

ABSTRACT

A lot of research has been done about issues on children's addiction to playing computer games. Parents' restlessness is also felt by developers of educational multimedia. Designers of educational CDs used lots of good interactive design features in their design but still fail to attract children and teenagers as that of game CDs. Educational CDs are always a second choice if not a third from below of lists of choices of application that children and teenagers liked as compared to computer games. Why is this so? What is so special about game CDs that is lacking in our educational CDs and coursewares designed for them? It is about time we revisit the design features we used in educational CDs, as the saying goes, "If you cannot beat them join them!" This research is aimed at investigating whether the design features that have been created could by itself attract children and teenagers to the application intrinsically. Whether the design feature has successfully made children and teenagers interact with it without being asked to do so up to a point in time they are addicted or not addicted to it? If it does why, when and how?, and if it does not, why not? Findings from this research have resulted in factors that influence addiction. A number of experimental studies were conducted to test these factors which later resulted

in the development of an engaging multimedia design model named "NEMD Model - Norma Engagement Multimedia Design Model". This model explains characteristics of design that could causes engagement and levels of engagement as the children and teenagers interact with the multimedia application.

PENGENALAN

Terdapat banyak kajian yang memperkatakan ketagihan kanak-kanak dan remaja bermain komputer. Kebanyakan kajian mengkaji impak ketagihan dalam sosiobudaya, pemasaran atau kesan dan akibat ketagihan kepada pengguna iaitu kanak-kanak dan remaja. Mereka dikatakan lebih menggemari bermain perisian permainan komputer daripada berinteraksi dengan multimedia yang bersifat pendidikan.

Keluhan ibu bapa terhadap ketagihan ini turut dirasai oleh pengeluar perisian pendidikan. Pereka perisian pendidikan menggunakan banyak ciri interaktif yang baik dalam reka bentuk mereka seperti CD Ensiklopedia, Informasi, Pengajaran dan Pembelajaran, Bahasa dan Pengetahuan, tetapi masih gagal menarik minat kanak-kanak dan remaja seperti tarikan pada CD permainan komputer.

SOROTAN LITERATUR

Sorotan literatur telah mengemukakan beberapa kemungkinan sebab-sebab syarikat-syarikat besar seperti *Microsoft* dan *Dorling Kindersley*, dan lain-lain, gagal mendapat sambutan secara komersial dan estetik seperti yang dijangkakan apabila perisian pendidikan yang direka oleh mereka masuk ke pasaran (Hughes, 2000). Seseengah pengkaji menyalahkan pereka cipta itu sendiri apabila mereka terlalu ghairah dengan fenomena "when ideas become big" mereka sehingga menghasilkan kadang-kadang sesuatu reka bentuk yang kompleks dan sofistikated bagi penggunaanya. Pakar ekonomi lazimnya akan menyalahkan strategi pemasaran yang diguna pakai oleh pengeluaranya. Pengkaji Psikologi Budaya (Kerawalla, 2002) dalam kajian etnografinya selama enam bulan ke atas 20 keluarga telah mendapati bahawa CD permainan menjadi pilihan di rumah berbanding CD pendidikan. Kalau inilah yang berlaku sudah sampai masanya kita mengkaji semula cara kita mereka bentuk perisian pendidikan.

Setakat ini belum ada kajian Interaksi Manusia dengan Komputer (Human Computer

Interaction - HCI) dalam bidang Kognitif Ergonomik yang khusus mengkaji tentang bagaimana reka bentuk antara muka yang terpapar di skrin itu dapat menggamit Psikologi Keasyikan. Kebanyakan kajian mengkaji kesan-kesan navigasi terhadap penggunaanya. Dalam mereka cipta sesuatu untuk kanak-kanak dan remaja, si pereka antara muka sering berpandukan intuisinya sendiri dalam rekaan mereka (Norman, 1988). Lazimnya mereka akan mereka sesuatu yang dianggap akan disukai oleh kanak-kanak dan remaja. Si pereka sering terlupa yang kanak-kanak dan remaja mempunyai cita rasa mereka sendiri yang selalunya amat berbeza daripada kehendak orang dewasa. Kealpaan ini akan menyebabkan kanak-kanak cepat merasa bosan dan akan meninggalkannya.

PERSOALAN KAJIAN

Terdapat beberapa persoalan kajian yang memerlukan jawapan.

- Apakah reka bentuk perisian yang dihasilkan untuk kanak-kanak dan remaja yang terdapat di pasaran boleh dengan sendirinya menarik perhatian kanak-kanak dan remaja kepada perisian tersebut secara intrinsik?
- Adakah reka bentuk itu berjaya membuat kanak-kanak dan remaja berinteraksi dengannya tanpa disuruh mungkin hingga ke tahap ketagih atau sebaliknya. Jika ia boleh mengapa, bila dan bagaimana, dan jika tidak, apa pula sebabnya.

Kajian ini bertujuan mengkaji tentang reka bentuk antara muka yang berjaya dan tidak berjaya menambat hati kanak-kanak dan remaja menggunakannya agar kita boleh mereka sesuatu yang terbaik buat mereka di samping mendapat manfaat daripadanya.

Mengkaji Kehendak Kanak-kanak dan Remaja
Bagaimanakah kita boleh mendapat maklumat daripada kanak-kanak dan remaja? Secara

konteksnya; ia nampak mudah "Senang sahaja, tanya mereka". Tanya kanak-kanak dan remaja itu sendiri. Buat pemerhatian atas mereka. Buat eksperimen atas mereka. Minta pendapat mereka. Reka dengan mereka. Libatkan mereka dalam proses rekaan sama ada di permulaan, pertengahan atau di akhiran sebagai penilai, sebagai informan atau tanya pengguna sebenar yang disasarkan, iaitu mereka juga, selepas ia sudah ada di pasaran. Apa yang penting kita mesti tahu jenis reka bentuk mana yang menyebabkan mereka tertarik sehingga ketagih dan faktor mana yang mereka tidak suka supaya kita boleh mereka bentuk sesuatu perisian pendidikan yang berkesan.

Walaupun cara ini nampak senang ia tidaklah semudah yang disangkakan. Banyak perkara yang harus kita fikirkan dan rangka dalam reka bentuk penyelidikan kita dengan kanak-kanak agar data yang kita peroleh benar-benar dijamin kesahan dan kebolehpercayaannya.

Kajian Eksperimen dalam Membentuk Model Reka Bentuk Multimedia yang Mengasyikkan

Model Reka Bentuk Multimedia yang Mengasyikkan (An Engaging Multimedia Design Model for Children) (Normahdiah, 2004) dicipta berdasarkan sorotan literatur dan beberapa eksperimen yang dijalankan ke atas kanak-kanak dan remaja antara umur 9 hingga 14 tahun. Kajian ini bertujuan untuk mengenal pasti reka bentuk antara muka yang berjaya menambat hati pengguna sehingga mereka ketagih dengannya. Kajian eksperimen ini bukan sahaja

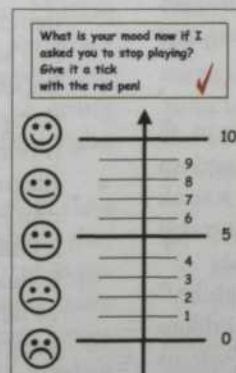
dapat mengenal pasti jenis reka bentuk interaktif mana yang mengasyikkan mereka dan yang mana tidak, tetapi dapat memberi kita satu gambaran apakah faktor-faktor yang mempengaruhi keasyikan apabila kanak-kanak itu berinteraksi dengan rekaan antara muka itu.

METODOLOGI DAN INSTRUMEN KAJIAN

Model ini telah dibina oleh pengkaji melalui pemerhatian dan analisis yang rapi atas beberapa siri eksperimen dengan menggunakan kaedah "teori dataran" (grounded theory) yang meliputi kaedah "penemuan berpandukan kanak-kanak" (discovery led by children method). Antara instrumen yang digunakan ialah kaedah eksperimen terkawal, separa terkawal dan bebas; kaedah temu bual berstruktur; penggunaan alat pengukuran yang dicipta khas untuk mengukur keasyikan untuk kanak-kanak "An Engagement Scale Score" dan rakaman video.

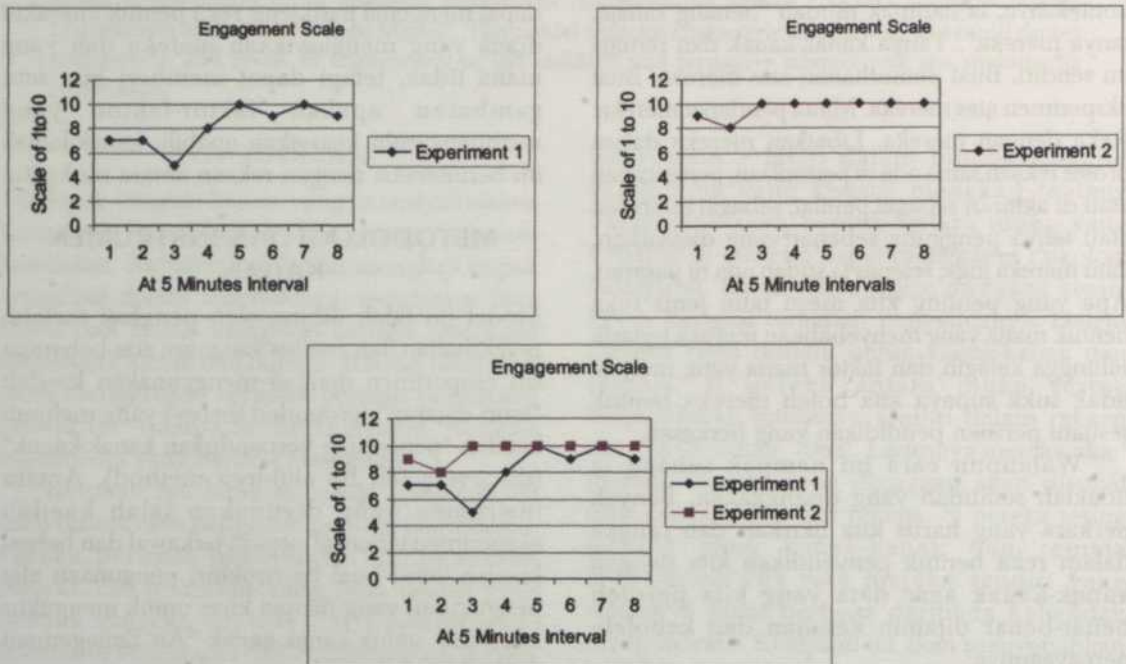
Alat Pengukuran Keasyikan (An Engagement Scale Score)

Alat ini telah direka khas oleh pengkaji sendiri, setelah diuji kesahan dan kebolehpercayaan, bagi mengukur keasyikan kanak-kanak dan remaja ketika berinteraksi di antara muka dalam eksperimen-eksperimen yang dijalankan. Setiap kanak-kanak dan remaja diberikan lapan alat pengukur ini dan mereka dikehendaki menandakan tahap kesukaan atau tahap kebosanan mereka pada ketika itu setiap lima minit, selama



Rajah 1: An Engagement Scale Score

(Alat pengukuran ini direka khas oleh pengkaji setelah diuji keesahan dan kebolehpercayaannya bagi mengukur keasyikan ketika kanak-kanak dan remaja berinteraksi dengan reka bentuk antara muka (interface design))



Rajah 2: Sampel corak-corak keasyikan dalam eksperimen yang berbeza

Sampel di atas adalah contoh petaan Corak Keasyikan daripada data-data yang dikumpulkan melalui beberapa eksperimen terkawal, separa terkawal dan bebas bagi membina Model Multimedia yang Mengasyikkan

40 minit, ketika berinteraksi dengan perisian itu. Corak Keasyikan ini kemudiannya dipetakan bagi mengkaji bahagian-bahagian yang mengasyikkan dan bahagian-bahagian yang kurang atau tidak digemari atau membosankan.

EKSPERIMEN-EKSPERIMEN YANG DIJALANKAN

Lima eksperimen telah dijalankan dalam membina Model Reka Bentuk Multimedia yang Mengasyikkan ini:

- Eksperimen 1 – lokasi di perpustakaan di sebuah sekolah rendah di United Kingdom dengan meneliti 12 orang kanak-kanak berumur 9 hingga 10 tahun berinteraksi dengan perisian secara tidak terkawal.
- Eksperimen 2 – lokasi di Makmal “Usability” di Pusat Kajian Kepenggunaan Penyelidikan Saintifik Lanjutan (Human Factors in Systems Design) HUSAT, sekarang ini ESRI di Loughborough University, United Kingdom. 16 orang kanak-kanak lain berumur 9 hingga

14 tahun terlibat dalam eksperimen separa terkawal dan bebas. Kanak-kanak dan remaja ini diberi beberapa kondisi untuk mengenal pasti faktor-faktor yang menyebabkan keasyikan bagi menjawab persoalan: Bila? Mengapa? dan Bagaimana? Dapatkan daripada eksperimen ini telah menghasilkan satu analogi dan beberapa hipotesis yang kemudiannya dikaitkan dengan sorotan literatur tentang apa orang lain kata berhubung fenomena keasyikan ini. Beberapa andaian model telah dibina hasil daripada dapatan ini. Model Awalan (Preliminari) dibina selepas eksperimen ini.

- Eksperimen 3 – dijalankan bagi menguji model preliminari ini. Lokasi eksperimen ini adalah di serata tempat di mana 24 orang kanak-kanak dan remaja berumur 9 hingga 14 tahun ini boleh merasa selesa. Ada kajian yang dilakukan di rumah, kelas, makmal komputer, bilik penyelidikan pengkaji, pejabat ibu atau bapa dan rumah rakan sambil berpesta, makan-makan atau bergurau senda. Dapatkan daripada eksperimen ini

telah dapat menguji faktor-faktor keasyikan dan memberi gambaran tentang psikologi kognitif yang terlibat dalam saat keasyikan dan ketidakasyikan. Dapatan ini juga telah memberikan gambaran yang bukan semua faktor boleh dipisah-pisahkan kerana saling berkaitan dan akan perlunya beberapa faktor lagi dimasukkan bagi mengukuhkan model yang dibina.

- Eksperimen 4 – mengkaji faktor pengalaman yang mempunyai pengaruh besar dalam Model yang Mengasyikkan setelah ujian Model Preliminari dijalankan. Eksperimen ini dilakukan ke atas 8 kanak-kanak dan remaja sekitar umur 10 – 14 tahun. Lokasi kajian di bilik penyelidikan pengkaji. Kajian bersifat terkawal dan separa terkawal. Dapatan kajian telah menambahkan faktor-faktor keasyikan.
- Eksperimen 5 – bertujuan mengetahui keasyikan lebih daripada 40 minit seperti dalam eksperimen-eksperimen sebelumnya. Kajian ini dibuat bagi mengkaji sejauh mana keasyikan itu boleh bertahan. Kajian ini dibuat secara rawak dan bukan bersifat eksperimen berbentuk berstruktur. Kajian ini dibuat melalui pelbagai kemungkinan yang datanya dikumpul melalui pemerhatian kajian kes, soal selidik dan data ulasan pengguna (ada di antaranya orang dewasa). Kajian ini melibatkan tiga kelompok dapatan:
 - (i) Kelompok Pertama adalah kajian kes ke atas seorang kanak-kanak berumur 10 tahun dan seorang remaja 14 tahun. Kajian ini dibuat melalui pemerhatian selama tiga bulan mereka bermain dengan perisian yang mengasyikkan ini.
 - (ii) Kelompok Kedua ke atas 12 orang responden yang telah bermain dengan perisian ini selama 2 tahun.
 - (iii) Kelompok Ketiga adalah data-data yang dikumpul di laman web pengguna dari tahun ia mula dilancarkan sehingga ke tahun ketiga selepas versi baru dilancarkan. Dapatan kelompok ketiga ini adalah penelitian atas ulasan pengguna sekitar 10 hingga 15 orang, yang kurang jelas peringkat umurnya dan berkemungkinan daripada orang dewasa juga.

DAPATAN KAJIAN

Dapatan Eksperimen 1

Dapatan kajian daripada Eksperimen 1 ini telah menunjukkan bahawa ada dua isu utama yang perlu diambil kira apabila kita mereka bentuk sesuatu untuk kanak-kanak dan remaja: satu adalah isu keinteraktifan dan satu lagi isu keasyikan. Kanak-kanak dan remaja suka apabila dapat berinteraksi dengan multimedia yang diberikan kepada mereka tetapi jangka masa panjang-pendek atau lama mana mereka bertahan untuk berinteraksi banyak bergantung pada jenis atau ciri-ciri reka bentuk yang terdapat dalam perisian itu.

Dapatan kajian ini telah membawa kita kepada pengkajian ke atas beberapa sudut sorotan literatur yang merangkumi beberapa bidang disiplin terutama dari sudut Psikologi, Interaksi Manusia dengan Komputer (Human Computer Interaction (HCI)) dan Pendidikan yang boleh dikaitkan dengan dapatan kajian.

(i) Dari Sudut Psikologi

Dapatan kajian ini telah menunjukkan faktor terpenting bagi menarik kanak-kanak dan remaja kepada CD multimedia adalah keupayaan sistem itu membenarkan mereka berinteraksi dengan sistem itu. Keasyikan bermula daripada saat mereka boleh berinteraksi dengan sistem itu. Apa yang pasti rekaan interaktif itu mestilah sesuatu bentuk yang mempunyai "kuasa" menarik perhatian kanak-kanak dan remaja sehinggakan mereka tidak mahu berhenti apabila ditanya sama ada mahu berhenti bermain atau tidak. Dengan kata lain, multimedia yang mengasyikkan ini mesti mempunyai reka bentuk yang berjaya membuat pengguna tenggelam di dalamnya sehingga terlupa keadaan di sekelilingnya.

(ii) Dari Sudut Interaksi Manusia dengan Komputer (Human Computer Interaction (HCI))

Dapatan kajian ini juga telah memberi kita pandangan bagaimana pentingnya pereka sistem tahu bagaimana mereka sistem interaktif yang efektif. Pereka sistem harus mengambil kira Prinsip-Prinsip Reka bentuk Berpusat Pengguna

yang sesuai untuk kanak-kanak dan remaja. Pada asasnya, pakar HCI menganggap tindak balas pengguna dan komputer sebagai interaksi dan cara bagaimana mereka melakukannya sebagai gaya interaksi. Sejarah HCI telah menunjukkan bagaimana gaya interaksi ini telah berkembang dan melalui satu evolusi daripada "masukan arahan" (command entry) kepada sistem navigasi bermenu (menu navigation systems) kepada dialog kepada isi-borang (form-filling) kepada dialog bahasa tabii (natural language dialogue) dan yang sangat bersesuaian dengan kajian ini gaya manipulasi secara terus (the direct manipulation interaction style). Bentuk interaksi yang terakhir ini merupakan reka bentuk yang paling diminati oleh kanak-kanak.

(iii) Dari Sudut Pendidikan

Ada banyak perbahasan media (media debate) yang telah diutarakan tentang sama ada pelbagai bentuk media, termasuk multimedia, mempunyai pengaruh dalam pembelajaran. Walaupun kajian ini bukan khususnya tentang pembelajaran, adalah penting juga kita meneliti topik perbahasan ini.

Clark (2004) dalam hujahnya mengatakan tidak ada kajian perbandingan pernah dibuat tentang bagaimana multimedia boleh mempengaruhi pembelajaran. Kebanyakan kajian terkini tentang perbandingan media mengatakan tidak ada perbezaan nyata antara media-media tersebut. Croft (2004) menyokong pendapat Clark dengan mengatakan kita sekarang ini tidak mengambil kira kehendak dan pilihan pengguna apabila kita mereka sesuatu untuk mereka. Pilihan media tidak sepatutnya bergantung pada cara bagaimana dia dibungkus tetapi bagaimana media itu dapat menyampaikan informasi secara efektif kepada pengguna yang disasarkan.

Bagi sesetengah penulis, media itu sendiri tidak mempengaruhi pembelajaran tetapi reka bentuk yang efektif, dan yang mempunyai arahan yang efisien tentang bagaimana menggunakannya, memainkan peranan yang besar dalam menghasilkan sesuatu perisian yang berjaya menarik hati penggunaannya. Morrison dalam Clark (2004) melihat media sebagai alat perwakilan penyampaian maklumat. Chakrabati dalam Clark (2004) pula mengatakan

penggunaan media tidak menjamin apa-apa tetapi cara media itu digunakan merupakan faktor utama.

Dapatan kajian dalam eksperimen ini telah memberitahu kita betapa pentingnya kita tahu cara yang terbaik mengguna multimedia itu bagi memberi kanak-kanak dan remaja peluang mendapat pengalaman pembelajaran daripada perisian itu. Walaupun media merupakan alat menyampaikan maklumat atau satu bentuk informasi, media yang berlainan akan mengalirkan satu pengalaman yang berbeza pada pengguna berlainan di dalam situasi atau persekitaran yang berlainan. Ia banyak bergantung pada tujuan ia digunakan.

Mendengar muzik daripada sebuah "walkman" membawa pengalaman yang berbeza dengan mendengarnya dalam studio akustik tetapi bagi pengguna 'walkman' yang mudah alih (pilihan media yang digunakan) sifat mudah alih itu adalah sifat utama kriteria pemilihannya.

Ada dua kumpulan yang terlibat dalam konteks ini; seorang si pereka sistem dan yang seorang lagi si pengguna sistem. Adalah tanggungjawab si pereka sistem mudah alih ini mereka bentuk medianya itu menghampiri sifat-sifat studio akustik itu. (Itu adalah antara sebab kita ada butang "jazz" di sesetengah sistem pemain audio). Contoh ini menegaskan betapa pentingnya si pereka sistem sedar akan kehendak pengguna di pelbagai situasi supaya pengguna itu mendapat kepuasan maksimum apabila menggunakannya.

Dapatan kajian eksperimen ini cuma mengukuhkan lagi hujah di atas iaitu apabila kita mereka bentuk perisian multimedia pendidikan kita perlu mengambil kira bukan sahaja sama ada pengguna itu boleh berinteraksi dengan perisian itu tetapi juga bagaimana mereka bentuk sesuatu yang boleh mengasyikkan pengguna menggunakannya di samping mendapat pembelajaran yang berfaedah daripadanya.

DAPATAN KAJIAN EKSPERIMEN 2, 3, 4 DAN 5

Faktor faktor yang kanak-kanak dan remaja suka yang dikumpul daripada Eksperimen 1 telah dijadikan Model Preliminari sehingga terbentuknya Model Reka Bentuk Multimedia

yang Mengasyikkan. Apabila pemilihan perisian multimedia yang mengasyikkan dipilih dari sumber kriteria pengguna "Customers Review" di laman web yang tidak berkepentingan syarikat tertentu, perisian "didikria" (edutainment) merupakan kelompok di mana perisian mengasyikkan ini berada. Setelah diteliti ciri-ciri reka bentuk perisian yang paling digemari oleh kanak-kanak dan remaja di dalam perisian yang diiktiraf paling popular di laman web berkenaan, pengkaji telah mendapati faktor-faktor yang mereka suka terdapat di dalamnya.

Perisian ini kemudiannya digunakan sebagai alat pengukuran asyik dan mengasyikkan. Faktor-faktor ini telah dikeluarkan di sesetengah eksperimen agar ia menjadi pincang dengan sengaja dan ketiadaannya diuji ke atas kanak-kanak dan remaja tersebut. Dapatan eksperimen dapat mengukuhkan kepentingan ciri tersebut dalam satu-satu reka bentuk yang mengasyikkan. Dapatan kajian daripada eksperimen-eksperimen ini telah memberitahu kita indikasi-indikasi faktor-faktor reka bentuk perisian interaktif yang mengasyikkan. Daripada faktor-faktor ini Model Keasyikan telah direka, diuji dan diperbaiki sehingga menjadi Model Reka Bentuk

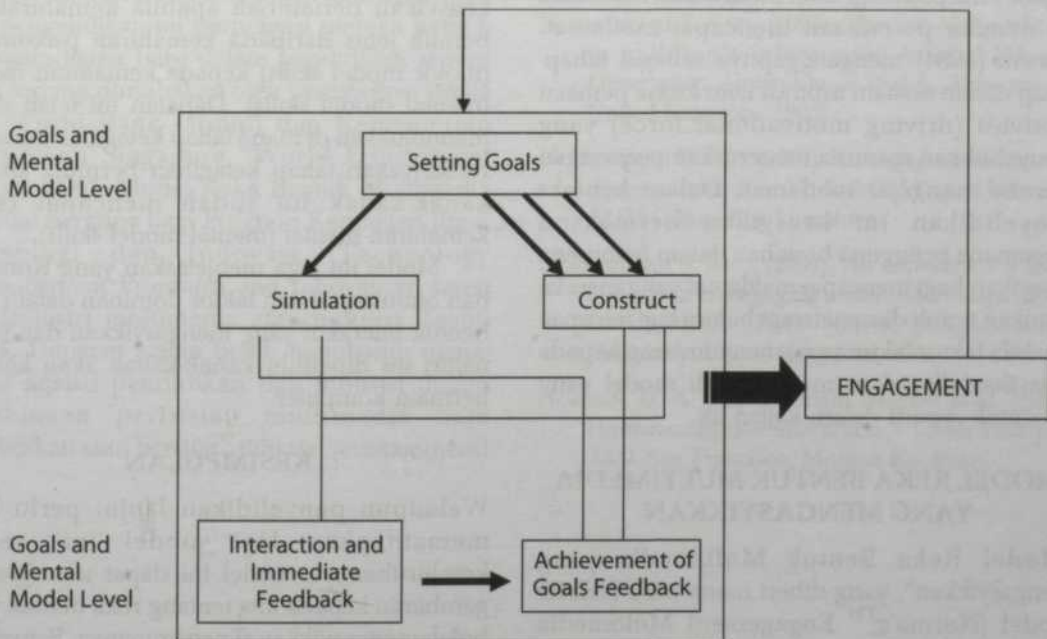
Multimedia yang Mengasyikkan dalam bentuk yang ada ini.

KEASYIKAN

Dapatan kajian ini telah banyak membantu pengkaji mengenali sifat-sifat keasyikan. Apa yang dimaksudkan dengan keasyikan? Bagaimana dan bila keasyikan bermula dan bila ia berakhir? Di sini diperturunkan secara ringkas apa yang dimaksudkan dengan keasyikan dalam konteks kajian ini.

Tertarik sehingga mengasyikkan dan keasyikan yang berterusan merupakan satu fenomena yang penting dalam menganalisis reaksi dan tindak-tanduk kanak-kanak dan remaja ketika berinteraksi dengan aplikasi multimedia. Ada ketika kanak-kanak dan remaja kelihatan begitu tekun dan khusyuk dengan sesuatu ciri reka bentuk dan ada pula ketikanya mereka kelihatan bosan dan gelisah kerana kebosanan.

Keasyikan dalam konteks kajian ini boleh dilihat daripada dua sudut yang berbeza iaitu dari perspektif HCI dan perspektif Psikologi. Dari perspektif HCI tentang konteks Reka



Rajah 3: Model Rekabentuk Multimedia yang Mengasyikkan (An Engaging Multimedia Design Model for Children) - NEMD Model (Norma's Engagement Multimedia Design Model)

Bentuk Berpusat Pengguna (User-Centred Design context), Preece (2002) merujuk kepada keasyikan (walaupun tidak sebut secara khusus dalam bentuk ini) menganggapnya sebagai aspek afektif reka bentuk sistem yang menyebabkan adanya tindak balas yang positif daripada pengguna. Tindak balas positif ini akan melibatkan perasaan-perasaan seperti rasa selesa, senang dan tidak terbeban. Pengguna akan merasa seronok terhadap pengalaman yang didapati daripada menggunakannya.

Dalam konteks kajian ini, mereka bentuk sesuatu aplikasi yang mengasyikkan bermaksud, mereka bentuk sistem yang menyeronokkan dan memenuhi keperluan estetik daripada perspektif kanak-kanak dan remaja itu sendiri. Ini hanya boleh berlaku jika kita tanya kanak-kanak dan remaja itu sendiri perasaan mereka apabila berinteraksi dengan sistem itu, iaitu mengkaji kehendak pengguna itu sendiri yang boleh diistilahkan sebagai "keasyikan pengguna" (user engagement). Bagi pengkaji keasyikan bermaksud bagaimana sistem itu dapat menarik pengguna menggunakan perisian atau sistem itu sehinggakan mereka menjadi terlampau asyik dan 'hilang' di dalam 'ruang' mereka berinteraksi.

Ada beberapa sebab mengapa perkara ini terjadi. Ahli psikologi akan mengaitkan fenomena ini dengan percubaan mencapai matlamat. Corsini (1984) menganggapnya sebagai tahap-tahap dalam sesuatu aspirasi iaitu kuasa pemacu motivasi (driving motivational force) yang menyebabkan manusia meneruskan perjuangan mereka mengejar matlamat. Dalam konteks penyelidikan ini keasyikan bermaksud bagaimana pengguna bertahan dalam fenomena keasyikan bagi mencapai matlamat yang mereka tentukan untuk dicapai tetapi belum lagi tercapai. Apabila faktor-faktor yang menyumbang kepada keasyikan disatukan maka terjadi model yang terbentuk seperti dalam kajian ini.

MODEL REKA BENTUK MULTIMEDIA YANG MENGASYIKKAN

"Model Reka Bentuk Multimedia yang Mengasyikkan", yang diberi nama baru NEMD Model (Norma's™ Engagement Multimedia Design (NEMD) Model), dapat membantu kita mengetahui mengapa kanak-kanak dan remaja ketagih bermain komputer.

ANALISIS MODEL MELALUI DAPATAN KAJIAN

Model secara asasnya menyatakan bahawa, sesebuah multimedia perlu bersifat interaktif untuk mengasyikkan kanak-kanak dan remaja. Model ini dapat memberikan kita gambaran yang bukan semua ciri-ciri interaktif membantu faktor keasyikan. Ia telah membuktikan mempunyai ciri interaktif tidak menjamin keasyikan apatah lagi ketagihan. Ada ciri yang menyebabkan kanak-kanak ketagih dan ada yang tidak.

Model ini memberitahu kita bahawa jenis keinteraktifan (types of interactivity) mempengaruhi tahap keasyikan. Ada jenis yang akan membuat kanak-kanak tidak mahu lejang daripada bermain dengannya dan ada yang boleh bertahan beberapa ketika sahaja. Ia memberi gambaran yang tahap keasyikan bertambah mengikut tahap kemahiran dan pengalaman yang sedia ada pada kanak-kanak dan remaja itu juga mempunyai pengaruh ke atas tahap keasyikan. Lebih mahir kanak-kanak dan remaja itu bermain perisian tersebut lebih tinggi tahap ketagihannya, lebih banyak pengalaman pemain lebih cepat ia beroleh keasyikan dan ketagihan.

Model ini juga dapat menjelaskan yang tahap keasyikan bertambah apabila kemahiran itu beralih jenis daripada kemahiran psikomotor (motor model skills) kepada kemahiran mental (mental model skills). Dapatan ini telah dapat menunjukkan di mana tahap ketagihan bermula. Kebanyakan tahap ketagihan bermula apabila kanak-kanak itu sudah mencapai tahap kemahiran mental (mental model skills).

Model ini juga menjelaskan yang Konstruksi dan Simulasi adalah faktor dominan dalam reka bentuk interaktif yang mengasyikkan dan selagi naluri ini dipenuhi kanak-kanak akan ketagih bermain komputer.

KESIMPULAN

Walaupun penyelidikan lanjut perlu bagi memantapkan lagi model ini, secara keseluruhannya model ini dapat memberikan gambaran kepada kita tentang reka bentuk yang boleh mengasyikkan si penggunanya. Penyelidik percaya satu cara melawan ketagihan bermain komputer (satu kerisauan ibu bapa, pendidik,

pembuat dasar juga secara globalnya) adalah dengan mereka sesuatu perisian pendidikan yang mengasyikkan. Reka bentuk perisian pendidikan yang baik bukan sahaja boleh mengasyikkan pengguna tetapi boleh juga belajar sesuatu yang berguna daripadanya.

Jika kita tidak boleh lawan mereka kita turut mereka. Sudah sampai masanya pereka perisian pendidikan, terutama di bahagian kurikulum dan buku teks, mengambil kira faktor-faktor reka bentuk yang mengasyikkan dalam rekaan mereka. Ini merupakan satu pendekatan pada zaman digital bagi menanam sifat pembelajaran seumur hidup (life long learning habits) dalam kalangan kanak-kanak dan remaja.

Kita juga harus sedar yang kajian terkini telah mengatakan permainan komputer bukan lagi sesuatu yang diketagih oleh kanak-kanak tetapi juga orang dewasa. Ia berlaku bukan sahaja di rumah tetapi di tempat kerja. Itulah sebabnya Persidangan Interaksi Manusia dengan Komputer (International Human Computer Interaction Conference (HCI 2006) telah bertemakan Keasyikan (Engagement).

Adalah penting kita sedar walaupun subjek kajian merupakan kanak-kanak dan remaja dapatan kajian boleh diguna pakai di semua peringkat umur. Dengan ledakan informasi masa kini penyelidikan ini berpotensi mereka bentuk satu paradigma baru dalam pendidikan seperti yang sedang diusahakan oleh pertubuhan dunia (the World Bank Group) dan Kementerian Pendidikan Singapura "World Educational Forum 2006". Model Reka Bentuk Multimedia ini amat berguna bagi Program Kemajuan Ilmu, Teknologi dan Inovasi (Technology Advancement Programs and Innovation) sama ada industri multimedia atau industri Realiti Maya. Dapatan kajian boleh membantu mana-mana agensi pendidikan dan industri dalam pembinaan perisian multimedia baik pendidikan atau bersifat 'didikria' (edutainment)

yang bersifat 'glokal'. Hasilnya bukan sahaja boleh dikomersialkan tetapi juga dimanfaatkan bagi mempertahankan jati diri dan warisan budaya, bangsa dan negara agar tidak luput dari pandangan kanak-kanak dan remaja yang akan menjadi pemimpin di masa hadapan.

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Developing Relationships in Computer-Mediated Communication and Face-to-Face Setting: A Longitudinal Experimental Study

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ABSTRACT

The widespread use of Computer-Mediated Communication (CMC) in Malaysian society today has provided new opportunities for the development of relationships. Hence, the need to understand the developmental aspects of relationships in an online setting has become increasingly important, particularly those that concern the effects of time and channel synchrony on the development of interpersonal relationships in CMC. The study used a longitudinal experimental design to achieve the objectives of the study. A total of 110 participants were involved in this experiment and they were randomly assigned to a face-to-face control group and treatment groups (synchronous CMC and asynchronous CMC groups). The findings show that time is a significant factor for the development of relationships in CMC. The development of relationships in both CMC channels (synchronous CMC and asynchronous CMC) was significantly greater at the later time than at the initial time. However, time was not a significant factor for the development of interpersonal relationships in the face-to-face control group. The findings exhibited that channel synchrony is a significant factor for the development of interpersonal relationships in CMC. The development of relationships in both synchronous channels namely face-to-face and synchronous CMC was significantly greater than that of asynchronous CMC. The study concluded that interpersonal relationships occur over time in CMC, despite obvious channel limitations as compared to face-to-face communication.

INTRODUCTION

Computer-mediated communication (CMC) refers to synchronous and asynchronous computer conferencing, in which senders encode and transmit messages from senders' computers to the receivers (Walther and Burgoon, 1992).

Generally, there are two types of CMC: synchronous and asynchronous. A synchronous CMC (such as Internet Relay Chat (IRC) and electronic chat) require participants to use the system simultaneously. In contrast, participants in an asynchronous CMC do not have to use the system at the same time. They can type, edit and

save messages for future retrieval. Examples of asynchronous CMC include electronic mail (e-mail) and newsgroups. It should be noted here that CMC would include audio conferencing and video conferencing. However, in this study, the term CMC refers only to text-based computer conferencing.

The development of CMC system in Malaysia, generally began in 1992, with the introduction of Jaring, the first Internet Service Provider (ISP). Subsequently, in 1996, TMNet, the second Internet service provider was launched. MaxisNet, the third ISP was introduced

in the same year, and in 1999, TimeNet, the fourth ISP was launched (Musa, 2002). Today, there are six ISPs in Malaysia and these include Jaring, TMNet, Time.Net, Digi, Celcom Internet and MaxisNet.

The number of Internet subscribers in Malaysia has also increased dramatically. In 1995, there were only 18 000 Internet subscribers in Malaysia. Five years later, in 2000, the number increased to 1 million (Mazni, 2000). In 2003, the number of subscribers further increased to 2.8 million with a diffusion ratio of 14 for every 100 people (Berita Harian, 17 February 2003). In 2006, the figure escalated to 3.7 million Internet subscribers (www.cmc.gov.my).

CMC is now common in Malaysia. E-mail, IRC, ICQ, audio and video conferencing have become an important means of communication for society. Online friendships, online dating, cyber chatting and virtual communities have become familiar phenomena among the Malaysian society. CMC has provided new opportunities for the development of relationships with people from different regions and cultures. Therefore, this study intended to understand the development of interpersonal relationships in CMC by comparing it to that of face-to-face setting. Findings from this study should provide a more accurate view of the relational world in CMC.

INTERPERSONAL RELATIONSHIPS IN FACE-TO-FACE COMMUNICATION

According to Guerrero *et al.* (2001), interpersonal relationship occurs when two people who share repeated interactions over time, can influence one another and have unique interaction patterns. Berscheid and Peplau (1983) further assert that the basic requirement of having a relationship is that two individuals share some degree of behavioral interdependence.

Several theories such as the Social Penetration Theory, the Social Exchange Theory and the Uncertainty Reduction Theory have been proposed to facilitate understanding of the development of interpersonal relationships in face-to-face channels. These theories are widely used to explain relational development in face-to-face settings. In addition to these theories, many research findings on a face-to-face setting place

high importance on nonverbal cues, physical proximity, frequent interaction, physical appearance and cues about group membership as essential conditions for relationship development.

Today, much scholarship on interpersonal relationships is based on research and findings in face-to-face settings. Parks and Floyd (1996) note that existing theories and research on relational development in a face-to-face setting pose several challenges for online relationships, with many of them placing importance on non-verbal cues, physical proximity, physical attraction and visual information as essential factors for the development of relationships. These cues and information, however, are lacking or sometimes are almost non-existent in CMC channels.

However, as Parks and Floyd (1996) have asserted strongly, if one looks very carefully, those factors are not the necessary conditions for the development of relationships, in most of the theories in interpersonal relationships. The Social Penetration Theory (Altman and Taylor, 1973), for example, places emphasis on information exchange during the communication process. The Social Exchange Theory by Thibaut and Kelly (1986), on the other hand, works on the fundamental principle of reward and cost. The theory argues that relationships grow to the extent they are rewarding relative to the degree to which they are costly.

Based on the above discussions, it appears that none of these theories place utmost importance on non-verbal cues, physical proximity, physical appearance or frequent interaction as the major driving forces in the development of interpersonal relationships. These factors may help in the development of relationships, but they are not the necessary conditions (Parks and Floyd, 1996). In short, based on previous research and theories of interpersonal relationships in a face-to-face setting, there seems to be some possibilities in the development of relationships in cyberspace.

INTERPERSONAL RELATIONSHIPS IN CMC

Relational research in CMC has raised two conflicting views regarding the 'impersonal' and

'personal' effects of CMC. The 'impersonal effect' view of CMC holds that relationships in CMC are impersonal and more task-oriented due to the paucity in transmitting nonverbal codes, which are rich in relational cues. On the other hand, the 'personal effect' view holds that CMC can develop positive and personal relationships, even with paucity in transmitting nonverbal cues.

According to Walther (1992), empirical support for the 'impersonal effect' view of CMC were mostly derived from one-shot experimental studies. Early laboratory research exploring CMC in-group interaction, reported empirical evidences that the content of CMC messages was more task-oriented and impersonal than those transmitted through face-to-face (Hiltz and Turoff, 1981; Rice and Love, 1987). One-shot experimental findings seemed to support the impersonal characteristic of CMC, while field research results showed a more personal dimension of CMC (Parks and Floyd, 1996; Parks and Roberts, 1998; Chidambaram, 1996).

Another framework called the Social Information Processing Theory (SIP) presented propositions to explain the discrepancies among previous findings and offers explanations about what occurs over time among CMC users that could predict the development of more interpersonal qualities.

The SIP Theory assumes that communicators in CMC, like other communicators in other media, are driven to develop social relationships. Previously unfamiliar users become acquainted with others by forming simple impressions through textually conveyed information. Based on these impressions, they test their assumptions about others over time through knowledge-generating strategies, the results of which accumulate in refined interpersonal knowledge and stimulate changes in relational communication among CMC users (Walther and Burgoon, 1992; Walther, 1996).

In this regard, Walther (1996) asserts that the key difference between communication processes in face-to-face and CMC is not related to the amount of social information exchanged but with the rate of social information exchanged. In the CMC system, all social information, as well as task information travels through one code system (the linguistic code). The linguistic code system is the sole channel for relational communication

in CMC. As a result, there is less social information per message in CMC as compared to those in face-to-face communication. However, given adequate time through repeated electronic interaction or increased used of the medium, users are able to adapt to the textual cues system and later use these cues to transmit interpersonal and social information to their communicative partners. Therefore information accumulates with time, the participants reduce uncertainty about their partners and gradually develop interpersonal relationships.

Thus, interpersonal relationships in CMC may develop at a slower pace, due to paucity of nonverbal cues, as compared to face-to-face communication. But given adequate time, the relationships will reach the same level to approximate those of face-to-face communication.

The element of time as discussed by the SIP theory is one of the most important factors in the development of interpersonal relationships in CMC. As discussed previously, the treatment of time in-between one-shot experiments and field studies differed widely. Time was very restricted and limited in one-shot experimental studies. Subjects were given limited time (30 to 40 minutes) to complete the task assignment (Lea and Spears, 1995; Siegel *et al.*, 1986). On the other hand, time was unlimited and unrestricted in field research and longitudinal experiments. Rice and Love (1987) for example, conducted a field study on asynchronous CMC over a six weeks' duration. Chidambaram (1996) examined the interaction between CMC groups and face-to-face groups in a longitudinal experiment. He conducted four experimental sessions over four weeks. Each session was scheduled for 90 minutes.

Time is far more unrestricted in survey research. Utz (2000) in one survey research among Multi-User Dungeon (MUD) users found that the respondents had been using the interactive games for an average of 19.6 months with an average of 12.3 hours per week. Parks and Floyd (1996) conducted an online survey of several newsgroups and found that the respondents had typically been involved with newsgroups for approximately two years.

Therefore, in any research comparing CMC and face-to-face channels, the treatment of time is very important. Time should be extended and

unrestricted to both CMC and face-to-face groups. This is in accordance to Walther and Burgoon's (1992) contention that while the multiple channels and cues available in face-to-face interaction expedited the exchange of task and relational information, the process slowed by the 'reduced bandwidth' of CMC. CMC requires more time to do so. Hence, relationships would grow if extended and unrestricted period of time is provided to CMC groups.

The second factor affecting the development of relationships in CMC is channel synchrony. Channel synchrony refers to whether a channel allows immediate message exchanges or a delayed interaction. Face-to-face interaction is synchronous. CMC can be synchronous and asynchronous.

The issue of channel synchrony has received significant attention among CMC research scholars. A question is asked whether differences in channel synchrony might produce differences in interpersonal effect. According to Walther (1994, p. 481):

"there are conflicting opinions regarding the effect of synchrony in CMC. Some researchers argue that since the determining characteristic of CMC is the number and type of cues available within a medium, therefore asynchronous and synchronous CMC are similar. Based on this argument, then the effect of asynchronous CMC and synchronous CMC on relationship development in CMC should be the same. If this is so, both forms of CMC should be different than face-to-face interaction".

The Cues Filtered-out theories also work on the assumption that all media are different based on the availability or absence of non-verbal cues. However, contrary to the above opinion, Burgoon *et al.* (1999), assert that new media research had failed to differentiate among modalities, instead making gross comparisons among media interaction, on the assumption that all such comparisons reflect presence or absence of nonverbal cues

In view of this, the Principle of Interactivity was developed by Burgoon *et al.* (2002). According to the Principle of Interactivity, the differences among media are not just based on the number and types of cues filtered out, but

also based on several criteria or structural affordances. The structural affordances include contingency (the ability to immediately respond to the next person), transformation (whether feedback and interdependence among actors is present), participation (whether the role of users is participative or observant), synchronicity (whether messages are exchanged in real time or are delayed), proximity (the geographical location of users), mediation (whether communication is mediated or not), parallelism (whether the format permits concurrent communication) and richness (whether non-verbal cues are accessible) (Burgoon *et al.*, 2002).

Based on the above criteria, there should be large differences between synchronous CMC and asynchronous CMC. Both are different based on contingency (the ability to immediately respond to the next person), synchronicity (whether messages are exchanged in real time or are delayed) and parallelism (whether the format permits concurrent communication). Walther (1994) conducted a longitudinal experiment to investigate the effect of asynchronous and synchronous CMC on relational communication in CMC. The findings showed that mean differences existed between the asynchronous CMC against the two synchronous channels (synchronous CMC and face-to-face).

Research comparing asynchronous and synchronous CMC is scarce. Many previous experimental research on relational communication in CMC, often make comparisons between synchronous CMC and face-to-face communication (Bordia, 1997). There are very few research studies that make comparisons between asynchronous CMC and synchronous CMC to determine the effect of channel synchrony on relationship development in CMC. Thus, further research needs to be conducted in order to determine the effect of channel synchrony: synchronous CMC versus asynchronous CMC on the development of relationships in CMC.

The objectives of the present study were:

- To determine the effect of time on the development of interpersonal relationships in CMC.

- To determine the effect of channel synchrony (face-to-face, synchronous CMC and asynchronous CMC) on the development of interpersonal relationships in CMC.

HYPOTHESES

- H1. The development of interpersonal relationships in a face-to-face group is significantly greater at a later time than at the initial time.
- H2. The development of interpersonal relationships in synchronous CMC group is significantly greater at a later time than at the initial time.
- H3. The development of interpersonal relationships in asynchronous CMC group is significantly greater at a later time than at the initial time.
- H4. There is a significant difference among face-to-face group, synchronous CMC group and asynchronous CMC group on the development of interpersonal relationships at Times 1, 2, 3 and 4.

METHODOLOGY

This study employed a longitudinal experiment as the main research methodology. A qualitative method using field notes was also used to provide greater and richer descriptions of relational developments in CMC.

The longitudinal experiment specifically used Multiple-Groups Repeated-Measures Design (Spector, 1981; Frey *et al.*, 2005), which involved repeated measurement of the dependent variable over time, on two or more groups representing levels of the independent variables. The study consisted of two independent variables. These were time and channel synchrony. The dependent variable of the study was interpersonal relationship.

The participants in this experiment were Malaysian undergraduate students of a local university situated in the Klang Valley. Since the experiment required zero-history partners (partners who never met or knew each other before the experiment), participants were mainly derived from two faculties: Faculty of Educational Studies and Faculty of Modern Languages and Communication, to ensure that no participants knew their partners before the experiment.

Several announcements were made during class hours inviting students to participate in the experiment. The students who volunteered to participate were required to submit their name, matriculation number, telephone number, e-mail address, and faculty of study. Based on the list of names, the students were randomly assigned to the treatment and the control groups. They were given extra course credit and souvenir items for participating in the experiment. The students were informed that participation in all four experimental sessions was important in getting the full course credit. This requirement was imposed to reduce absenteeism and mortality.

A total of 110 participants were involved in this experiment and they were randomly assigned to the face-to-face control group and treatment groups (synchronous CMC and asynchronous CMC groups). The face-to-face control group and asynchronous CMC group consisted of 36 participants respectively, whereas the synchronous CMC group was made up of 38 participants. All participants were required to interact in pairs. Participants in the control group interacted face-to-face, while participants in the synchronous CMC group communicated with their partners using an electronic chatting program. Participants in the asynchronous CMC group interacted via electronic mail. All participants had to attend four experimental sessions conducted once a week over four weeks.

Subjects underwent four different task assignments throughout the four sessions, where they were given five questions to discuss with their partners in each session. Among the matters they needed to discuss were questions such as what do you like most about yourself, what are the best things that have ever happened to you, what they like to do during your leisure time and others. The questions in the first session mostly revolved around personal background and experience. In the second and third sessions, the questions were mostly related to family, friends and their life in the university, while the questions in the final session were mainly related to ambitions and future undertakings.

All the questions in the task assignments were rather personal in nature. This was done to encourage participants to disclose more personal information. Research has shown that self-disclosure normally lead to closeness and

intimacy in relationships (Guerrero *et al.*, 2001). So, as the participants disclosed more personal information about themselves, the relationships would gradually develop. The same procedures were used by Ramirez and Burgoon (2001).

Participants were told that they would remain with the same partners throughout the four sessions and were reminded not to make any outside contacts with their partners except those held in the experimental sessions.

Subjects in the face-to-face control group had to attend four sessions conducted once a week over four weeks. They were placed in a classroom and were required to interact in pairs. Each pair was given one hour and a half to complete the assigned task. After completing the assigned task, they were given questionnaires to complete.

Participants in the synchronous CMC group attended four experimental sessions conducted once a week over a four week period. Participants were separated from their partners and placed in two different computer laboratories. Subjects in the synchronous CMC group interacted with their partners using MSN Messenger 6.0. Each session was scheduled for 1 hour 30 minutes to provide ample time for the participants to complete the assigned task. Once the assigned task was completed, they were also given questionnaires to complete. They were then told of the date, time and venue for the next session.

Participants in the asynchronous CMC group also completed four task assignments. Participants in this group received instructions and task assignments through e-mail. They were given five days for each task assignment. Immediately after the deadline, they received the questionnaires and were asked to complete them within two days. The completed questionnaires were returned to the researcher as an attachment file and they were then provided with a subsequent task assignment via e-mail. The same procedures were used by Walther and Burgoon (1992).

The dependent measure of interpersonal relationship was a combination of several measuring instruments by Parks and Floyd (1996), Burgoon and Hale (1987) and Ramirez and Burgoon (2001). The instrument asked respondents to report numerous judgments about interpersonal relationships based on ten dimensions that were breadth and depth (Parks and Floyd, 1996); immediacy/affection, similarity,

composure/relaxation, receptivity/trust, informality, equality and task/social orientation (Burgoon and Hale, 1987) and perceived understanding (Ramirez and Burgoon, 2001).

The second methodology used to support the findings in the study was field notes. This method is a traditional data collection tool in qualitative research. It is used to record not only what happened and what was said, but also personal impressions, feelings and interpretations of what was observed (Wimmer and Dominick, 2005).

In this study, some brief notes were taken during the experimental sessions and some were made after the sessions ended. All notes made during and after the sessions were carefully sequenced according to channel (face-to-face, synchronous CMC and asynchronous CMC and time (Time 1, Time 2, Time 3 and Time 4). The field notes were assigned to categories and a content analysis was performed to identify consistent patterns. At the same time, inconsistent findings were also recorded.

FINDINGS AND DISCUSSION

The results of the study showed that majority of the participants were young female Malay students, aged between 21 and 25. These participants were mainly first and second year students from the Faculty of Modern Languages and Communication and the Faculty of Educational Studies. Most of them also were majoring in Human Resource Management and Languages and Literatures.

The Effect of Time on the Development of Interpersonal Relationships

The first objective of this study was to determine the effect of time on the development of interpersonal relationships in CMC. *Fig. 1* is a graphical representation of relational development over time. Interestingly, all channels showed continual increase in relational development over time. At all times, except in Time 4, the face-to-face control group registered the highest increase in mean, and this was followed by the synchronous CMC group and the asynchronous CMC group.

In order to determine the effect of time on the development of interpersonal relationships

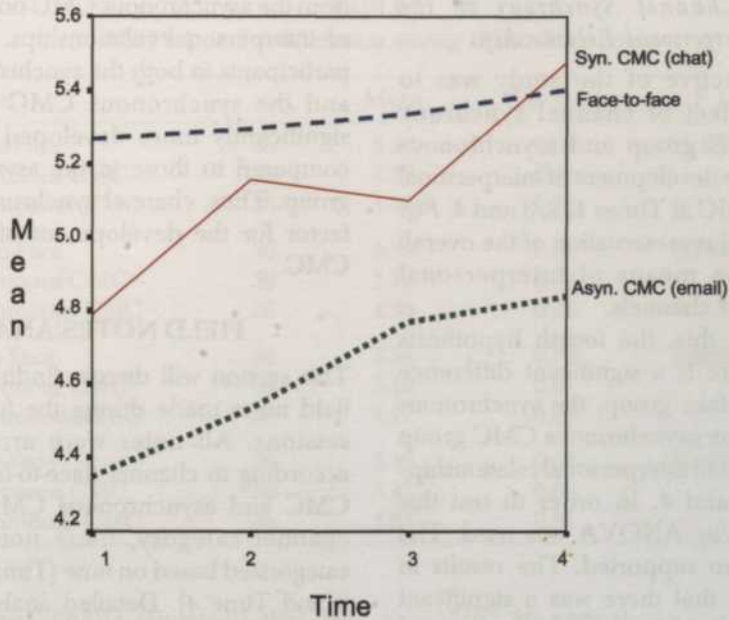


Fig. 1: The development of interpersonal relationships by times and channels

on the face-to-face control group, the synchronous CMC group and the asynchronous CMC group, the following hypotheses were tested using One-Way Repeated Measures ANOVA. The results are shown in Table 1.

The first hypothesis states that the development of interpersonal relationships in the face-to-face group is significantly greater at a later time than at the initial time. This hypothesis was rejected as there was no significant difference in the development of relationships, between the initial time and the later time in the face-to-face group, Wilks Lambda = 0.024, $F(3, 33) = 0.272$, $p = 0.845$. Thus, time was not a significant factor for the development of relationships in the face-to-face control group.

The second hypothesis states that the development of interpersonal relationships in the synchronous CMC group is significantly greater at a later time than at the initial time. The hypothesis was supported, Wilks Lambda = 0.594, $F(3, 35) = 7.988$, $p = 0.000$. Thus, time was a significant factor for the development of relationships in the synchronous CMC group.

The third hypothesis was also supported. The results indicate that the development of interpersonal relationships in the asynchronous CMC group was significantly greater at a later time than at the initial time, Wilks Lambda = 0.227, $F(3, 33) = 3.134$, $p = 0.039$. Therefore, it can be concluded that time was a significant factor for the development of relationships in the asynchronous CMC group.

TABLE 1

One-Way Repeated-Measures ANOVA on the Development of Interpersonal Relationships in Face-to-Face Control Group, Synchronous CMC Group and Asynchronous CMC Group

Group	n	Wilks Lambda	F	df	p	Eta Squared
Face-to-face	36	0.024	0.272	3, 33	0.845	0.024
Synchronous CMC	38	0.594	7.988	3, 35	0.000	0.406
Asynchronous CMC	36	0.227	3.134	3, 33	0.039	0.227

The Effect of Channel Synchrony on the Development of Interpersonal Relationships

The second objective of the study was to determine the effect of channel synchrony (synchronous CMC group and asynchronous CMC group) on the development of interpersonal relationships in CMC at Times 1, 2, 3 and 4. Fig. 2 shows a graphical representation of the overall differences in the means of interpersonal relationships across channels.

In relation to this, the fourth hypothesis proposed that there is a significant difference among the face-to-face group, the synchronous CMC group and the asynchronous CMC group on the development of interpersonal relationships at Times 1, 2, 3 and 4. In order to test this hypothesis, One-Way ANOVA was used. The hypothesis was also supported. The results in Table 2 illustrates that there was a significant difference on the development of interpersonal relationships among the face-to-face, the synchronous CMC and the asynchronous CMC groups in Time 1 ($F(2, 107) = 31.187, p = 0.000$), Time 2 ($F(2, 107) = 8.184, p = 0.000$), Time 3 ($F(2, 107) = 5.289, p = 0.006$) and Time 4 ($F(2, 107) = 8.942, p = 0.000$).

Since the results were significant, Scheffe Post-Hoc test was conducted to determine which channel synchronies were significantly different from each other. The results show that two synchronous channels (face-to-face and synchronous CMC) were significantly different

from the asynchronous CMC on the development of interpersonal relationships. In other words, participants in both the synchronous face-to-face and the synchronous CMC groups showed significantly more developed relationships as compared to those in the asynchronous CMC group. Thus, channel synchrony is a significant factor for the development of relationships in CMC.

FIELD NOTES ANALYSIS

This section will discuss findings based on the field notes made during the four experimental sessions. All notes were arranged carefully according to channel (face-to-face, synchronous CMC and asynchronous CMC). Within each channel category, these notes were further categorized based on time (Time 1, Time 2, Time 3 and Time 4). Detailed analyses of the notes revealed several categories which included facial expression, physical proximity, physical contact and verbal language. These categories were further examined and coded based on frequency and magnitude as suggested by Lofland (1995).

During the first experimental session, most dyads especially in the face-to-face group appeared tense, anxious and quite stressful. Some looked rather awkward and uncomfortable during the interaction. Quite a number of them maintained a relative distance from each other and seemed to be engaging in relatively low levels of eye contact.

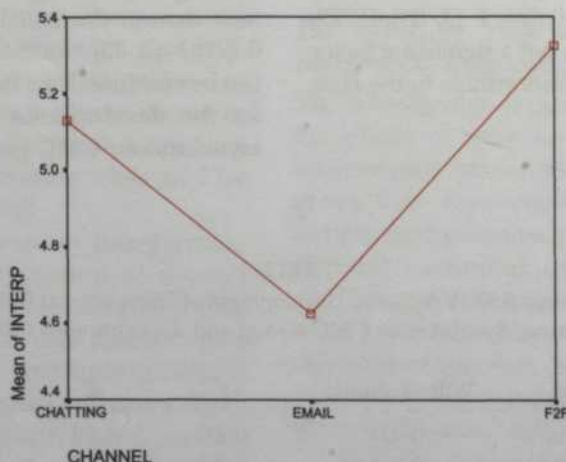


Fig. 2: Overall mean differences of interpersonal relationships by channels

TABLE 2
ANOVA on the differences among channels by times

Time	Channel	n	Mean	Std. Dev.	F	df	p
1	Face-to-Face	36	5.26	0.61	31.187	2, 107	0.000
	Synchronous CMC	38	4.79	0.44			
	Asynchronous CMC	36	4.35	0.72			
2	Face-to-Face	36	5.29	0.81	8.184	2, 107	0.000
	Synchronous CMC	38	5.16	0.79			
	Asynchronous CMC	36	4.54	0.94			
3	Face-to-Face	36	5.34	0.72	5.289	2, 107	0.006
	Synchronous CMC	38	5.10	0.67			
	Asynchronous CMC	36	4.77	0.85			
4	Face-to-Face	36	5.40	0.67	8.942	2, 107	0.000
	Synchronous CMC	38	5.47	0.60			
	Asynchronous CMC	36	4.84	0.81			

Guerrero *et al.* (2001) explained that the starting of new relationships can lead to an assortment of negative emotions including anxiety, apprehension, uncertainty and embarrassment. Berger (1988) similarly notes that the beginnings of interpersonal relationships especially in face-to-face interaction are beleaguered by uncertainties. However, the level of uncertainties, anxiety and communication apprehension vary depending upon individual personalities of whether they are extroverts or introverts.

On the other hand, during the first two sessions, dyads in the synchronous CMC group, appeared to look quite relaxed, calm and socially composed compared to those in the face-to-face group. Some also appeared quite excited with the interaction. On the other hand, there were also some who appeared anxious and uncertain with the interaction, thereon beginning to ask a lot of questions regarding the experimental sessions. For example, one participant asked about the real objectives of the study. Another participant asked whether her partner's name was her real name.

The analysis of asynchronous CMC groups was carried out based on e-mail messages that were forwarded to the researcher by the participants. The e-mail messages during the first two sessions were superficial in nature and rather shallow in content. The following are some of the excerpts taken;

"Hi...My name is As you know we are required to discuss few things for the purpose of experiment. Well...let me tell you a bit about myself. I was born in the beautiful land of Terengganu....."

"Nice to hear from you again after our first session. Well... I have 2 brothers and 1 sister and both my father and mother are teachers. My favorite food is nasi lemak with sambal sotong and my favourite drink is teh tarik and....."

Most messages involved exchanging non-evaluative, demographic information concerning names, hometown, family members, course of study and places of living. The messages were quite short and showed lack of interest in writing.

However, the situation was more exciting during the last two sessions. The dyads in the face-to-face group appeared more relaxed, composed and calmer. They were actively involved in the conversation and listened attentively to each others' disclosure. They also appeared to be enjoying themselves during the session. More intimate interaction and physical contacts occurred among partners. Partners were observed smiling and laughing, touching shoulders and holding each others' hands. Guerrero *et al.* (2001) asserted that nonverbal expression is an important component in personal relationships. Warm touch, physical proximity

and body movement such as smiling and open body postures are important signs of relational intimacy. Open body positions, free of obstruction by objects or limbs are associated with greater intimacy.

The dyads in the synchronous CMC group also showed more interest and attention towards their partners during the last two experimental sessions. Participants also appeared to use a lot of emoticons especially ☺ and ☹, which can be easily obtained from a special panel on the right hand side of the computer screen. The use of electronic paralinguages was also evident during the sessions. The most commonly used electronic paralinguages were grammatical markers such as ???????? and A number of participants used capitalization such as "WHAT". According to Utz (2000), the use of paralinguages and emoticons are an important factor in the development of impression.

More relational motivation and interest were observed among the synchronous CMC group during the last session. At the end of session 4, one participant (female) mentioned that she was going to interact more with her male partner by disclosing her real e-mail address. One participant (male) also indicated that he and his female partner had exchanged their mobile phone numbers. Another female participant also said the interaction was very good and her male partner was very nice.

Email messages written by the dyads in asynchronous CMC during sessions three and four also exhibited similar trends as those in the face-to-face and synchronous CMC groups. The messages tended to be longer than those written in the first two sessions. However, there were quite a number of participants who were not happy with their partners because of the delay in responding to their email. Some participants appeared to be sharing close relationships. One participant (female) wrote her mobile phone number in her email messages sent to her female partner. During the final session, one female participant arranged to meet her male partner in the campus. The following are some of the excerpts taken:

"It is really sad that we are not going to 'meet' again next week. They said that the experiment is now over and this is our last session. Why

don't we meet somewhere in the campus next time?

"Since we are not going to 'meet' again next time, probably we can call each other..... This is my mobile phone numberpleazzzzze sms me ok. Do keep in touch".

Generally, based on the analysis and interpretation derived from field notes, we can conclude that relational progressions in CMC occur over time. Even though the face-to-face group interaction appeared to exhibit the highest level of relational intimacy compared to the other groups, the synchronous CMC group in fact, showed gradual development of interpersonal relationships with greater increase in relaxation, excitement and intimacy especially during the last two sessions. The asynchronous CMC group members on the other hand were quite rigid, direct-to-the point in their messages and seemed to show some resistance to self-disclosure.

CONCLUSIONS

The overall findings showed that interpersonal relationships does develop over time in CMC channels, despite various hindrances and channel limitations compared to face-to-face control groups. Repeated interaction over time among the CMC pairings led to the accumulation of social information through textual cues. This information helped dyads to build a social impression of each other over time. As sufficient information and social impression accumulates over time, relationships among partners developed progressively (Walther and Burgoon, 1992).

The findings also provide additional support of the SIP theory by empirically confirming the main effect of time on relational development in CMC. The interpersonal relationships in both the CMC channels were less developed in the first and second sessions. However, the effects reversed themselves in the final two sessions. Thus, it is not surprising that previous one-shot experiments on relational communication in CMC, reported a depersonalizing effect of CMC.

In relation to this, the SIP theory predicts that interpersonal relationships in all channel conditions would reach the level of face-to-face

group after several interaction sessions. Thus, the theory predicts that the plotted line of relationship in CMC channels would merge with that of the face-to-face channel after several interactions.

However, such a trend did not occur conclusively in the present study. The plotted line for the synchronous CMC group only merged with the face-to-face at Time 4, and the asynchronous CMC group failed to merge with the other channels throughout the time frame. The convergence trend did not take place in the asynchronous CMC group and this suggests that the asynchronous CMC group may need a longer interaction time to approximate the level of the face-to-face group.

The findings also revealed that the differences that existed among channel synchronies were between two synchronous channels; face-to-face and synchronous CMC, with asynchronous CMC. Thus, it can be concluded, that a channel which allows immediate and instantaneous interaction and feedback among its participants would generate better outcomes in relationships. On the other hand, a channel that limits instantaneous message exchanges and delays feedback, would impede relationship progression among its participants.

The results of the study also offer some interesting findings. A careful look at the development trend of interpersonal relationships across channels in the study revealed that such a process is generally not a smooth, gradual journey beginning from lower level of relational progression to the greatest level of intensifying relationships. Instead, it is a rockier road that includes the ups and downs in the relationships. The synchronous CMC group for example showed significant increase in relationships in Time 2, but later in Time 3, faced a slight decrease in relational dimensions. Dyads in the asynchronous CMC also exhibited tremendous relational development in Time 1 and Time 2. But from Time 3 to Time 4, the plotted line began to flatten.

The above findings indicate rather unstable and inconsistent development trend over time faced by both the face-to-face and CMC groups. On the other hand, SIP theory views relational development as a gradual process, beginning from impersonal relationships during initial

interaction, towards greater affiliativeness during later interaction, until plateaus of relational stabilization are reached (Walther and Burgoon, 1992). However, findings from this study revealed that relational development in both the face-to-face and the CMC groups were not that simple.

The turning point approach (Baxter and Bullis, 1986) suggests that every relationship follows a choppy path, a rockier road that includes all of the important ups and downs that influence the growth and in some cases the demise of close relationships. Every relationship also follows a unique trajectory or path and rarely will relationships progress smoothly as people move from being strangers to being close friends (Guerrero *et al.*, 2001). The findings of this study provide an alternative theoretical perspective to the SIP theory, which deserves further investigation.

Future studies should consider examining relational differences among other CMC channels such as audio-conferencing and video-conferencing. In this study, channel synchrony was found to have a significant effect on the development of interpersonal relationships in CMC, and therefore the availability of audio and visual information in CMC channels may also provide considerable impact on relational development. Future research should also extend the applicability of the SIP theory by examining other types of relationships such as cross-cultural friendships in CMC.

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Peranan Media dalam Meningkatkan Pembelajaran dan Penguasaan Bahasa Thai sebagai Bahasa Asing

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ABSTRAK

Perkembangan media bergerak selari dengan kemajuan mikroelektronik yang dicapai oleh manusia pada hari ini. Akibat dari pada ledakan kemajuan teknologi ini telah membolehkan manusia berhubung dan berkomunikasi tanpa batas sempadan dan kekangan masa. Hal ini turut memberikan kesan kepada perkembangan bahasa-bahasa di dunia yang ini menuntut rakyat Malaysia mempelajari dan menguasai lebih dari pada satu bahasa bagi mencapai kemajuan peribadi, masyarakat, dan negara. Kertas kerja ini membincangkan peranan media dalam meningkatkan pengajaran dan pembelajaran bahasa Thai sebagai bahasa asing dalam kalangan pelajar di Universiti Putra Malaysia. Antara aspek pengajaran dan pembelajaran yang turut dibincangkan ialah kepentingan mempelajari bahasa Thai sebagai bahasa asing, prinsip pengajaran bahasa Thai sebagai bahasa asing dan aktiviti yang boleh dijalankan menggunakan media. Seramai 98 pelajar dijadikan sampel kajian. Alat kajian ialah soal selidik. Dapatan kajian menunjukkan media dapat menyumbang ke arah peningkatan penguasaan bahasa Thai dalam kalangan pelajar-pelajar bahasa Thai di UPM.

ABSTRACT

The technological advancement of microelectronics has always set the pace for the development of the media. The recent decade of rapid development has made it possible for Man to communicate with each other with little boundaries, if none at all, in real time. This has had an impact on the development to the learning of languages the world over with no exception to Malaysians who are now feeling the necessity to learn more than one language. This paper discusses the role of media in improving the teaching and learning of Thai as a foreign language among UPM students. Among others, the paper looks into the importance of learning Thai as a foreign language, the teaching principles related, and activities involving media. The study involves 98 samples and it employs questionnaires to elicit responses. The findings of the research show that the media has a role to play in the teaching and learning of Thai as a foreign language.

PENDAHULUAN

Media ialah alat atau saluran komunikasi antara manusia. Media massa terbahagi kepada dua jenis, iaitu media cetak dan media elektronik. Media cetak adalah saluran komunikasi berupa bahan cetakan atau terbitan seperti surat khabar, majalah dan sebagainya, manakala media elektronik ialah saluran komunikasi yang menggunakan alat-alat elektron moden seperti radio, televisyen, video, dan sebagainya.

Media cetak dan media elektronik termasuk teknologi maklumat dapat memberi manfaat dalam meningkatkan pembelajaran dan penguasaan bahasa jika digunakan secara berkesan. Penggunaan media dapat membantu para pelajar menguasai bahasa dengan cepat dan dalam suasana yang tidak tertekan, manakala para guru yang terlibat dapat memanfaatkan media dalam proses pengajaran mereka. Dengan kata lain pembelajaran bahasa asing di Malaysia

harus dirancang dan dijalankan dengan berkesan supaya para pelajar dapat meningkatkan penguasaan sesuatu bahasa asing yang dipelajari oleh mereka. Hal ini demikian kerana kajian Suraiya (1989), yang bertajuk, "Kesilapan penggunaan kes partikel bahasa Jepun" mendapati kesilapan penggunaan partikel kes dalam kalangan 179 pelajar bahasa Jepun di Universiti Malaya adalah disebabkan oleh faktor interlingual dan intralingual. Kesilapan yang disebabkan oleh faktor intralingual kebanyakannya adalah dalam bentuk kekeliruan dan generalisasi terlampau terhadap bahasa sasaran walaupun terdapat juga sebahagian kecilnya berpunca daripada gangguan bahasa ibunda. Kajian Suraiya juga mendapati punca-punca kesilapan kes partikel bahasa Jepun sebagai bahasa asing adalah berpunca daripada masalah kurangnya pendedahan kepada peraturan bahasa Jepun dan kurangnya peluang dalam melatih diri untuk menguasai peraturan bahasa Jepun. Selain itu, kajian Robe'ah Yusuf (2004) yang bertajuk "Strategi komunikasi oleh pelajar-pelajar Melayu dalam pembelajaran bahasa Jerman di UPSI" pula mendapati 20 responden mencipta perkataan baru meliputi aspek yang disuakan dengan perkataan-perkataan yang wujud dalam bahasa Jerman yang boleh digolongkan sebagai Strategi Pencapaian. Responden juga didapati menggunakan bahasa ibunda, iaitu dialek apabila gagal berkomunikasi dalam bahasa Jerman. Penggunaan konjugasi oleh responden agak terhad kerana tiadanya aspek konjugasi dalam tatabahasa Melayu.

Serentak dengan itu, pembelajaran bahasa Thai sebagai bahasa asing di Malaysia perlu dijalankan dengan berbantuan alat bantu yang berkesan dengan tujuan untuk meningkatkan pemahaman dan penguasaan sesuatu bahasa asing yang dipelajari oleh pelajar itu. Hal ini demikian kerana pengajaran dan pembelajaran bahasa asing atau bahasa kedua dan ketiga selalunya melibatkan banyak proses pembangunan kemahiran berbahasa seperti metakognitif, strategi belajar dan sebagainya. Tambahan pula, wujudnya perbezaan jarak linguistik antara bahasa Thai dengan bahasa ibunda para pelajar di Malaysia. Perbezaan jarak linguistik ini wujud kerana kedua-dua bahasa ini berasal daripada rumpun bahasa yang tidak sama.

Di samping meningkatkan penguasaan bahasa asing, pelajar-pelajar Malaysia perlu menjadi orang yang keanekabahasaan sifatnya untuk membolehkan mereka menguasai ilmu sains dan teknologi, perdagangan, kebudayaan sesuatu bangsa, mempelajari tamadun sesuatu bangsa untuk meningkatkan peradaban bangsa dan negara Malaysia. Hal ini demikian kerana ilmu dan kepakaran tentang sains dan teknologi, kebudayaan, dan tamadun sesuatu bangsa masih banyak yang belum diteroka dan masih tersimpan dalam khazanah buku-buku bahasa sumber seperti dalam bahasa Korea, Jepun, Rusia, dan juga bahasa Thai. Sebagai contoh, rakyat Malaysia perlu mempelajari bahasa Rusia untuk mendalami ilmu astronominya, dan kita juga perlu mempelajari bahasa Jepun dan Korea untuk mendapatkan ilmu sains dan teknologinya.

Sejajar dengan itu, rakyat Malaysia perlu mempelajari bahasa Thai sebagai bahasa asing kerana bahasa Thai terkelompok dalam salah satu bahasa dalam kumpulan negara-negara ASEAN. Walaupun bahasa Thai tidak dapat menandingi peranan bahasa Inggeris, bahasa Perancis, bahasa Jepun, dan bahasa Korea sekarang ini, tetapi keperluan dan kesediaan rakyat Malaysia mempelajari bahasa Thai sebagai bahasa asing dalam menghadapi cabaran globalisasi membuktikan persediaan Malaysia melahirkan rakyat Malaysia yang keanekabahasaan. Keperluan ini membolehkan Malaysia memajukan ekonomi global dengan lebih berjaya.

Globalisasi adalah merujuk kepada suatu fenomena antarabangsa yang merentasi negara lain tanpa sempadan. Segala perubahan yang berlaku dalam era globalisasi adalah amat pantas dan skopnya yang sangat luas tidak pernah diduga oleh sesiapa sebelum ini. Dengan kadar dan skop demikian, seluruh dunia mengalami transformasi yang pesat termasuk media komputer, internet, telefon, dan televisyen. Semua kemudahan ini telah mempercepatkan penyebaran maklumat dan mencanggihkan komunikasi antara manusia dengan dunia tanpa sempadan dengan kos yang lebih murah.

OBJEKTIF KAJIAN

Kertas kerja ini memfokuskan perbincangan tentang peranan media sebagai alat bantu dalam

meningkatkan pengajaran dan pembelajaran bahasa Thai sebagai bahasa asing dalam kalangan pelajar-pelajar di UPM. Kedua, kertas kerja ini juga membincangkan sejauh manakah kepentingan mempelajari Thai sebagai bahasa asing kepada pelajar dalam menghadapi dunia yang global ini.

METODOLOGI KAJIAN

Kajian ini menggunakan kaedah pemerhatian dan soal selidik dan data dianalisis untuk mendapatkan peratus. Bagi kajian ini, penulis membataskan kajian di Universiti Putra Malaysia dan responden adalah terdiri daripada pelajar Malaysia yang mengambil kursus Bahasa Thai 1 (BBT 2401). Teori yang mendasari kajian ini ialah teori behaviouris, iaitu teori yang menitikberatkan latihan tubi dan pengulangan dalam mempelajari sesuatu bahasa.

Teori Behaviouris seperti yang disarankan oleh Skinner (1957), adalah berdasarkan teori pelaziman (*conditioning*) oleh Pavlov yang popular dalam tahun-tahun 1920an hingga 1960an. Teori pelaziman ini didasarkan kepada andaian bahawa seseekor haiwan boleh dilatih untuk berbuat sesuatu (yang masuk akal) sekiranya satu tatacara (*procedure*) tertentu diikuti, yang terbahagi kepada tiga tahap, iaitu rangsangan (*stimulus*), tindak balas (*response*), dan pengukuhan (*reinforcement*) (Harmer, 1983, ms. 29-30).

Misalnya, seekor tikus ditempatkan di dalam kotak. Lampu isyarat dinyalakan (rangsangan), tikus itu menghampiri satu palang dan menekannya (tindak balas) lalu jatuh makanan di kakinya (pengukuhan). Kalaulah perilaku tikus itu diperkukuhkan beberapa kali maka tikus itu akan senantiasa menekan palang tadi apabila lampu isyarat dinyalakan. Pengukuhan berbentuk hadiah ini adalah jenis positif. Tetapi tikus tadi boleh dilatih untuk berdiam diri jika diberikan pengukuhan negatif, katakanlah pengukuhan dalam bentuk kejutan elektrik yang sederhana.

Dalam penerapan teori pelaziman ini, Skinner menjelaskan bahawa pembelajaran bahasa adalah satu bentuk perilaku sama seperti tikus menekan palang sebagai satu bentuk perilaku, iaitu

- (a) Pembelajaran bahasa merupakan pemerolehan tabiat, mula-mula dengan cara meniru (*imitate*) sebagaimana burung kakak tua meniru percakapan manusia.
- (b) Tindak balas yang baik akan menghasilkan hadiah.
- (c) Tabiat tadi diperkukuh dengan mengadakan rangsangan sekerap mungkin sehinggalah tindak balas itu menjadi automatik.

Demikianlah kita belajar dengan cara meniru, mengajuk, berlatih sekerap mungkin, lalu akhirnya akan terbentuklah tabiat bahasa yang baharu (*new language habits*) sama seperti tabiat bahasa ibunda kita (Bell, 1981, ms. 24).

DEFINISI

Bahasa Asing

Bahasa asing adalah merujuk kepada bahasa lain selain bahasa ibunda/pertama seseorang itu. Bahasa asing perlu dipelajari dan penguasaan bahasa asing memerlukan daya usaha seseorang itu untuk menguasai tatabahasa bahasa asing dan memerlukan seseorang itu membuat perancangan belajar dengan lebih rapi dan ada strateginya. Untuk mempelajari bahasa asing dengan lebih berkesan, pembelajaran secara formal diperlukan dan proses ini 'memakan masa' dan memerlukan alat bantu serta latihan yang banyak.

Penguasaan

Penguasaan merujuk kepada perihal menguasai sesuatu bahasa yang dipelajari dengan lebih mendalam dan mahir dari aspek tatabahasa dan fungsi bahasa bagi membolehkan seseorang itu berinteraksi menggunakan bahasa tersebut dengan fasih, lancar, dan berkesan.

Proses penguasaan bahasa ini adalah satu aktiviti yang berbentuk pengajaran dan pembelajaran bagi membolehkan seseorang itu menggunakan sesuatu bahasa, sama ada secara lisan mahupun tulisan. Hal ini bermakna seseorang yang dianggap telah menguasai sesuatu bahasa seharusnya berkemahiran menggunakan bahasa tersebut untuk berkomunikasi.

**PENGAJARAN DAN PEMBELAJARAN
BAHASA THAI**

Bahasa Thai tergolong dalam rumpun bahasa Tibet-Cina, termasuk dalam kelompok bahasa tonal. Bahasa Thai mempunyai abjad tersendiri. Bentuk kata nama dan kata kerjanya tidak berubah dan tidak mempunyai penanda jantina sama seperti bahasa Melayu, contoh seniman dan seniwati, dan dalam bahasa Inggeris seperti *man* and *woman*. Sebagai contoh,

รัก (rák) = 'cinta' tetap mengekalkan bentuknya tidak seperti bahasa Inggeris yang berubah menjadi 'loves', 'loved', atau 'will love'.

Belajar bahasa Thai mempunyai beberapa kepentingan. Antara kepentingan mempelajari bahasa Thai adalah seperti berikut:

Bahasa Negara ASEAN

Untuk mengeratkan kejiranan antara negara-negara ASEAN, sewajarnya masyarakat di negara ASEAN berusaha mempelajari dan menguasai bahasa daripada negara-negara ASEAN termasuk bahasa Thai. Usaha ini dapat menjalinkan persahabatan bukan sahaja di peringkat kerajaan, malah juga di peringkat rakyat.

Menghargai Sejarah Silam

Kerajaan Tanah Melayu pada abad ke-18 dan sebelum merdeka pernah menjalinkan hubungan diplomatik. Hubungan antara kedua-dua buah kerajaan, iaitu Tanah Melayu dan Siam memungkinkan terhasilnya khazanah-khazanah silam dari segi pentadbiran, sosial, dan ekonomi. Kesemua ini perlu dikaji dan dikumpul semula

sebagai satu peninggalan sejarah untuk tatapan generasi akan datang. Oleh itu, mempelajari bahasa Thai, membolehkan kita menimba ilmu dan mengumpul kesan sejarah zaman silam.

Menggalakkan Pembangunan Malaysia-Thailand

Thailand, sebuah negara yang maju dari segi pertanian. Kemajuan pertanian Thailand boleh dicontohi oleh Malaysia jika rakyat Malaysia boleh menguasai bahasa Thai. Selain itu, kegiatan pelancongan dan perdagangan antara kedua-dua buah negara juga dapat digiatkan.

(i) Ciri Bahasa Thai

Bahasa Melayu dengan bahasa Thai bukan daripada rumpun yang sama. Oleh sebab itu terdapat perbezaan antara kedua-dua bahasa ini dari segi tatabahasa dan juga dari segi pembentukan ayat. Perbezaan ini perlu diketahui untuk memudahkan seseorang itu belajar dan menguasai bahasa Thai sebagai bahasa asing. Antara aspek bahasa Thai yang perlu diketahui ialah:

- a. Terdapat satu suku kata dalam satu perkataan dalam Bahasa Thai.

Contoh:	B. M	B. T
	Bapa	phǎi: (พ่อ)
	Emak	m : (แม่)
	Tanah	din : (ดิน)

- b. Perkataan dalam bahasa Thai tidak memerlukan imbuhan kerana setiap perkataan sudah mempunyai maksud yang tersendiri.

Subjek	keterangan	kata kerja	objek	keterangan	keterangan
Orang	muda	memandu	kereta	baru	dengan laju.
khon	nùm	kháp	rót	mài	yà:ng ruá:t réw
คน	หนุ่ม	ขับ	รถ	ใหม่	อย่างรวดเร็ว

Contoh:

- i. phǒm ræk khun (ผมรักคุณ)
Saya (penutur lelaki) sayang awak.
- ii. chǎn pen nǎksùksǎ: (ฉันเป็นนักศึกษา)
Saya (penutur perempuan) ialah mahasiswi.

c. Terdapat beberapa perkataan Thai yang mempunyai banyak makna. Makna perkataan ini ditentukan oleh kedudukannya dalam sesuatu ayat.

Contoh:

- i. chǔa:y yíp khan hǎi chǎn thǐ: sí
(ช่วยหยิบขันให้ฉันทีซี)
Tolong ambil gayung beri kepada saya
- ii. khun phǔ:t nǎ: khan mǎ:k
(คุณพูดน่าขันมาก)
Percakapan awak sangat lucu.

d. Perbezaan struktur ayat Bahasa Thai dengan Bahasa Melayu

- i. Struktur ayat B. Thai yang hampir sama dengan B. Melayu.

- ii. Struktur ayat B. Thai yang tidak sama dengan ayat B. Melayu

Siapa nama awak? (struktur ayat B. Melayu)

khun chǐ: a rai (คุณชื่ออะไร) (B. Thai)
Awak nama apa. (struktur ayat B. Thai)

e. Dalam B. Thai terdapat juga penjodoh bilangan.

- i. Dua ekor kucing sedang tidur (B. M)
mɛ:w sɔ̀ng tua: kamlang nɔ:n
(แมวสองตัวกำลังนอน) (B.Thai)

Kucing dua ekor sedang tidur (struktur ayat B.Thai)

- ii. Saya ada dua orang kakak. (B.M)
chǎn mi: phǐ: sǎ:w sɔ̀ng khon

(ฉันมีพี่สาวสองคน) (B.Thai)

Saya ada kakak dua orang (struktur ayat B. Thai)

f. Nada memainkan peranan penting dalam sebutan bahasa Thai. Jika nada disalah sebut, makna perkataan akan menjadi tidak tepat kerana makna perkataan ditentukan oleh nada. Contoh;

JADUAL 1
Huruf konsonan bahasa Thai

ก kɔ̀: kǎi	ข khɔ̀: khai	* ฃ khɔ̀: khuat	ค khɔ̀: khwa:y
* ฅ khɔ̀: khon	ฆ khɔ̀: rà khang	ง ngɔ̀: ngu:	จ cɔ̀: ca:n
ฉ chɔ̀: ching	ช chɔ̀: chá:ng	ฌ sɔ̀: sô:	ฉ chɔ̀: chǎ:

ឃ y័: ying	ជ d័: chá da	ត t័: pà tàk	ថ th័: tha:n
ម th័: mon tho:	ឃ th័: phû: thâw	ណ n័: ne:n	ក d័: dèk
ត t័: tàw	ព th័: thung	ត th័: tha hă:n	ថ th័: thong
ណ n័: nu:	ប b័: bai mái	ឃ p័: pla:	ផ ph័: phû:ng
ផ f័: fǎ:	ផ ph័: pha:n	ផ f័: fan	វ ph័: sǎm phaw
ម m័: má:	យ y័: yák	រ r័: rua:	ឈ l័: ling
វ w័: we:n	ឥ s័: sǎ:la:	ម s័: ru:si:	ឥ s័: sua:
អ h័: hì:p	វ l័: cùla:	ខ k័: kà:ng	ឥ h័: nók hú:k

*Tidak digunakan lagi sekarang

ສາ: ສາ: ສາ:
 ເສືອ ເສືອ ເສືອ
 harimau tikar baju

Kesemua 44 konsonan ini mempunyai identitinya yang tersendiri dan disusun seperti berikut:

(b) Terdapat 44 huruf konsonan Thai yang mempunyai 21 bunyi

Ada bunyi konsonan yang dapat dinyatakan dengan lebih daripada satu huruf. Contoh:

(ii) Konsonan dalam Bahasa Thai
(พยัญชนะไทย)

(a) Huruf Konsonan dalam bahasa Thai

Dalam bahasa Thai terdapat 44 huruf konsonan tetapi mempunyai hanya 21 bunyi sahaja.

ฐ ฑ ฒ ถ ฑ ฐ semua adalah bunyi "th"

JADUAL 2
 Bunyi huruf konsonan bahasa Thai

Konsonan Thai	Bunyi yang sama dalam B.M/B.I	
	Konsonan awal	Konsonan akhir
ก	k	k
ข ก ฃ	kh	k
ง	ng	ng
จ	c	t
ฉ ช ฌ	ch	t
ซ ศ ษ ส ฬ	s	t
ญ ย	y	ญ (n) ย (y)
ฎ ฏ	d	t
ฐ ฑ ฒ ถ ฑ ฐ	th	t
น ฌ	n	n
บ	b	p
ป	p	p
ผ พ ภ	ph	p
ฝ ฟ	f	p
ม	m	m
ล พ	l	n
ร	r	n
ว	w	w
ห ฮ	h	-
อ	0	-

Vokal dalam Bahasa Thai (สระไทย)

(i) Huruf vokal dalam bahasa Thai terdiri daripada 21 huruf

JADUAL 3
Huruf vokal bahasa Thai

Bil	Vokal Thai	Nama	Bil	Vokal Thai	Nama
1	ะ	vi san cha ni	2	ก	lak khang
3	ิ	pin tuk	4	เ	fon thonh
5	ุ	fan nu	6	ึ	yud nam khang
7	ย	tin yad	8	ง	tin khu
9	เ	mai na	10	เ	mai moy
11	เ	mai malai	12	เ	mai o
13	ะ	han nakat	14	เ	mai tai ku
15	ฤ	tua ru	16	ฤ	tua ru:
17	ฃ	tua lu	18	ฃ	tua lu:
19	ย	Tua yo	20	ว	tua wo
21	อ	tua oo			

(ii) Bunyi Vokal dalam Bahasa Thai

Bunyi-bunyi vokal yang terdapat dalam bahasa Thai adalah lebih banyak daripada dalam bahasa Melayu. Terdapat 21 huruf vokal tetapi

menghasilkan 32 bunyi. 32 bunyi ini dapat dibahagikan kepada dua jenis, iaitu:

- i. Vokal bunyi pendek (สระเสียงสั้น)
- iii. Vokal bunyi panjang (สระเสียงยาว)

JADUAL 4
Bunyi huruf vokal bahasa Thai

สระเสียงสั้น Huruf vokal bunyi pendek		สระเสียงยาว Huruf vokal bunyi panjang	
Huruf	Symbol/Bunyi	Huruf	Symbol/Bunyi
ะ	a	ก	a:
ิ	i	เ	i:
ุ	u	ึ	u:
ย	e	ง	e:
เ	ε	เ	ε:
อ	o	ว	o:

เ-าะ	๓	-๓	๓:
เ-๓ะ	๓	เ-๓	๓:
เ-๓ะ	ia	เ-๓	ia:
เ-๓ะ	๓๓	เ-๓	๓๓:
เ-๓ะ	ua	เ-๓	ua:
๓	ru	๓๓	ru:
๓	lu	๓๓	lu:
เ-๓	am		
เ-๓	ai		
เ-๓	ai		
เ-๓	aw		

Nada dalam Bahasa Thai (วรรณยุกต์ไทย)










Nada ialah alunan atau tekanan suara yang menunjukkan tinggi atau rendah pada perkara yang diucapkan. Kesilapan dalam membunyikan nada boleh membawa maksud yang berbeza. Nada dalam bahasa Thai diwakili oleh 4 huruf yang mempunyai 5 tanda bunyi iaitu:

JADUAL 5
Nada dalam bahasa Thai

Bil	Tanda	Simbol	Nama
1.	-	- mendatar	สามัญ sa:man
2.	ˊ	rendah	ไม้เอก mai eak
3.	ˋ	^ menurun	ไม้โท mai tho:
4.	ˆ	/ tinggi	ไม้ตรี mai tri:
5.	ˆ	∨ meninggi	ไม้จัตวา mai jat ta:wa:

(i) *Contoh: Aplikasi nada dalam bahasa Thai*

JADUAL 6
Contoh nada bahasa Thai

		
khā:w puteh	khā:w berita	khā:w nasi
		
hā:m mengandar	hā:m kurang masak (untuk Buah-buahan)	hā:m dilarang
		
hā:ng ekor	hā:ng jauh	hā:ng kedai

B. Thai dalam Ungkapan Sehari-hari

B.Thai
sawàt di:

B. Melayu
Selamat pagi, Selamat petang,
Selamat malam dan Salam
sejahtera.

Ali: / khun // chû: // a rai // khráp/
Siapa nama anda?

Mala: / chān // chû: // Mala // khā // khun la //
khā, // khun // chû: // a rai // khá/
Nama saya Mala, bagaimana dengan
anda, Siapa nama anda?

saba:y di: rā: Apa khabar?

khō: thō:t Maaf.

Ali: /phōm// chû: // Ali // khráp, // yin di: thî:
dâi rú: jàk// khráp/
Nama saya Ali, selamat berkenalan.

Contoh perbualan

Ali: /sawàt di: // khráp/
Selamat pagi.

Mala: /yin di: thî: dâi rú: jàk, // chên kan // khā
Selamat berkenalan, sama-sama.

Mala: /sawàt di: // khā/
Selamat pagi.

(Sumber: Norizan Che Su, 2003)

DAPATAN KAJIAN

Tujuan Mempelajari Bahasa Thai sebagai Bahasa Asing

Memang tidak dinafikan bahawa tujuan pembelajaran bahasa amat mempengaruhi kaedah pengajaran dan pembelajarannya, dan sekali gus menentukan tumpuan, minat, dan gerak balas pelajar-pelajar itu sendiri. Kajian ini menggariskan empat tujuan utama seseorang itu perlu mempelajari bahasa Thai sebagai bahasa asing. Antara tujuan tersebut ialah;

1. Untuk memudahkan proses komunikasi dengan masyarakat yang menggunakan bahasa Thai.
2. Untuk menggunakan bahasa tersebut bagi menimba ilmu pengetahuan dan kebudayaan bangsa bahasa sasaran serta mengembangkan asas-asas kemahiran bahasa Thai yang telah diperolehi secara praktik, sama ada bagi tujuan peribadi, sosial, ekonomi, ataupun politik.
3. Menggunakan bahasa Thai sebagai medium menyampaikan dan mengembangkan ilmu pengetahuan dan sebagainya.
4. Untuk mendalami pengetahuan mengenai struktur bahasa tersebut daripada segala aspek bagi meningkatkan penguasaan bahasa tersebut bagi memenuhi dan melahirkan individu yang aneka bahasa.

Daripada kajian yang dijalankan didapati terdapat beberapa kepentingan seseorang itu mempelajari bahasa Thai sebagai bahasa asing. Antara tujuan para pelajar mempelajari bahasa Thai di UPM adalah untuk tujuan peribadi dan semasa yang mencatat peratus tertinggi, iaitu 97.9%. Hal ini membuktikan pelajar di Malaysia menyedari penguasaan bahasa asing dalam era globalisasi menolong mereka mendapatkan pekerjaan selain untuk menyebarkan perdagangan. Pembelajaran bahasa Thai sebagai bahasa asing juga dikaitkan dengan fungsi menimba ilmu pengetahuan, iaitu sebanyak 94.2%, diikuti dengan tujuan melancong sebanyak 88.2%, berkomunikasi sebanyak 86.1%, tujuan perdagangan sebanyak 78.5%, dan tujuan suka-suka sebanyak 70.0% (Sila rujuk Jadual 7).

Peranan Media dalam Meningkatkan Pemahaman dan Penguasaan Bahasa Thai

Bahan media turut berperanan dalam proses pembelajaran bahasa Thai. Hal ini kerana pembelajaran bahasa Thai sebagai bahasa asing merupakan usaha yang ditentukan oleh manfaat yang bakal diperolehi atau fungsi yang bakal didukung. Selain mengikuti pembelajaran secara formal di dalam kelas, pembelajaran seterusnya yang berbentuk pengayaan dan peneguhan boleh dijalankan menggunakan bantuan bahan media. Dalam proses pengajaran dan pembelajaran

JADUAL 7
Tujuan mempelajari bahasa Thai

Tujuan Mempelajari Bahasa Thai	1	2	3	4	5	6	4.5.6
Komunikasi	-	-	11.8	43	19.6	23.5	86.1
Menimba ilmu	-	-	2.0	27.5	35.3	31.4	94.2
Melancong	-	-	9.8	49	19.6	19.6	88.2
Perdagangan	7.8	11.8	19.6	27.5	11.8	19.6	78.5
Tujuan peribadi dan semasa	2.0	-	7.8	33.3	33.3	23.5	97.9
Suka-suka	7.8	19.6	11.8	33.3	17.6	7.8	70.5
	17.6	31.4	62.8	213.6	137.2	125.4	

Sumber: Dapatan kajian.

- Catatan
- 1 - Sangat tidak setuju
 - 2 - Tidak setuju/tidak perlu
 - 3 - Tidak pasti
 - 4 - Setuju/perlu
 - 5 - Sangat setuju/sangat perlu
 - 6 - Tersangat perlu.

bahasa Thai di UPM, antara bahan media yang digunakan adalah seperti yang berikut:

- (i) VCD karaoke yang bertajuk "thong chaiy" (ทองไชย)
- (ii) CD Bahasa Thai untuk Komunikasi (Norizan Che Su)
- (iii) Brosur
- (iv) Keratan filem Thai
- (v) VCD Siri drama Thai
- (vi) Majalah
- (vii) Akhbar.

Daripada kajian yang dijalankan, didapati peranan media elektronik dan media cetak dalam pengajaran dan pembelajaran bahasa Thai adalah seperti yang berikut:

Penggunaan media elektronik yang berupa VCD, keratan filem, VCD lagu Thai, dan siri drama televisyen dapat membantu meningkatkan pembelajaran dan penguasaan bahasa Thai melalui cara yang berikut:

- (a) Mendedahkan cara percakapan penutur jati bahasa Thai dan memahami kebudayaan masyarakat Thai. Hal ini boleh diperolehi melalui rakaman tentang peristiwa sebenar dan lakonan drama yang ditayangkan melalui media yang dipilih.
- (b) Mendedahkan sebutan, kosa kata, dan nada melalui lagu, karaoke, dan alat bantu yang lain seperti video
- (c) Menonjolkan penggunaan bahasa dalam komunikasi sebenar melalui tayangan filem dan drama.

Manakala melalui media cetak seperti surat khabar, lirik lagu, brosur, keratan iklan, dan majalah, pembelajaran bahasa Thai boleh diteruskan melalui latihan pengukuhan yang disediakan. Daripada latihan ini, kosa kata pelajar dapat ditingkatkan. Selain itu, latihan seperti meneka silang kata, mengarang cerita pendek dan melengkapkan karangan berpandu yang disediakan melalui media cetak dapat menguji minda dan merangsang kreativiti pelajar. Pelajar dapat meneruskan pembelajaran sendiri ini di rumah mengikut masa yang sesuai dan masa yang diperuntukkan sendiri.

Daripada kajian yang dijalankan didapati media turut menjadi pilihan responden dalam pembelajaran dan penguasaan bahasa Thai. Media cetak mencatat peratus tertinggi dengan jumlah 98.1 %, diikuti dengan media elektronik sebanyak 95.9 % dan media komunikasi mencatat 80.3 % (sila rujuk Jadual 8).

Selain itu, dapatan kajian juga menunjukkan terdapat beberapa kebaikan mempelajari bahasa Thai sebagai bahasa asing menggunakan bahan media. Dalam tempoh empat bulan (satu semester) pelajar telah dapat menguasai bahasa Thai dalam aspek lisan, bacaan, dan tulisan dengan lebih baik melalui latihan yang dijalankan secara latih tubi. Malah para pelajar didapati telah beroleh keyakinan untuk bertutur dan menulis dalam bahasa Thai serta dapat membina sesuatu tabiat berbahasa. Selain itu, penggunaan media juga didapati dapat menjimatkan masa, kos dan cepat. Dapatan kajian menunjukkan 78.4% responden menyatakan bahawa pembelajaran

JADUAL 8
Bahan media yang menjadi pilihan

Bahan Media yang menjadi pilihan	1	2	3	4	5	6	4.5.6
Media elektronik	-	-	2.0	29.4	23.5	43	95.9
Media cetak	-	-	2.0	35.3	31.4	31.4	98.1
Media komunikasi	-	3.9	15.7	39.2	23.5	17.6	80.3
	-	3.9	19.7	103.9	78.4	92	

Sumber: Dapatan kajian.

- Catatan
- 1 - Sangat tidak setuju
 - 2 - Tidak setuju/tidak perlu
 - 3 - Tidak pasti
 - 4 - Setuju/perlu
 - 5 - Sangat setuju/sangat perlu
 - 6 - Tersangat perlu.

JADUAL 9
Kebaikan menggunakan media dalam pembelajaran dan penguasaan bahasa Thai

Kebaikan menggunakan Media dalam Pembelajaran dan Penguasaan Bahasa Thai	1	2	3	4	5	6	4.5.6
Menjimatkan masa	-	9.8	9.8	41.2	23.5	13.7	78.4
Cepat	-	5.9	11.8	45.1	19.6	17.6	82.3
Menjimatkan kos	-	3.9	21.6	47.1	15.7	11.8	74.6
	-	19.6	43	133.4	58.8	43	

Sumber: Dapatan kajian.

- Catatan
- 1 - Sangat tidak setuju
 - 2 - Tidak setuju/tidak perlu
 - 3 - Tidak pasti
 - 4 - Setuju/perlu
 - 5 - Sangat setuju/sangat perlu
 - 6 - Tersangat perlu.

bahasa Thai menggunakan bahan media boleh menjimatkan masa, 82.3% menyatakan media boleh mempercepatkan penguasaan bahasa dan 74.6% responden menyatakan boleh menjimatkan kos (Sila rujuk Jadual 9 berikut).

IMPLIKASI DAPATAN KAJIAN

Prinsip Pengajaran Bahasa Thai sebagai Bahasa Asing

Bertitik tolak daripada Teori Behaviouris yang beranggapan bahawa semua manusia mempunyai keupayaan nurani bahasa yang semulajadi, maka disyorkan supaya pengajaran bahasa Thai sebagai bahasa asing mengambil kira prinsip-prinsip yang berikut:

- (i) Cara Mengajar mestilah cergas
Pendekatan ini menuntut supaya setiap pelajar dapat belajar dengan 'cergas', iaitu memberikan peluang kepada para pelajar untuk mengambil bahagian dalam satu-satu pelajaran itu serta memberi perhatian yang serius kepada pelajaran yang disampaikan oleh guru-gurunya dalam pelbagai aktiviti, menggunakan pelbagai alat bantu termasuklah bahan media. Penggunaan media yang bersesuaian seperti VCD membolehkan para pelajar mengambil bahagian dalam aktiviti nyanyian, berdialog, dan sebagainya. Kebijaksanaan guru mentadbirkan 'kecergasan' dalam aktiviti bahasa ini termasuklah membuat pemilihan bahan yang sesuai daripada media agar

dapat menghasilkan pendekatan belajar yang cemerlang bagi mencapai matlamat pengajaran pembelajaran bahasa Thai.

- (ii) Latihan dan Ulangan harus digalakkan.
Pengajaran bahasa Thai harus disertai dengan latihan supaya aspek bahasa yang diajarkan mantap dalam fikiran para pelajarnya. Dalam hal ini, ulangan haruslah digalakkan. Dengan latihan dan ulangan, proses pembentukan kebiasaan terhadap aspek bahasa Thai dapat dipelajari secara beransur-ansur dan dapat meningkatkan pemahaman dan penguasaan bahasa Thai. Dalam menekankan latihan dan ulangan, media berperanan menjadi alat bantu yang 'hidup' dalam menyampaikan sebutan, nada, dan irama yang betul kepada para pelajar. Hal ini secara tidak langsung dapat mengelakkan para pelajar daripada mendengar sebutan yang salah, menyebut perkataan dengan nada yang salah, dan memberikan pemahaman yang salah terhadap aspek bahasa yang dipelajari. Penguasaan bahasa Thai adalah proses pemahaman dan pengukuhan yang dibentuk secara rapi dan berterusan.
- (iii) Bahan-bahan pelajaran hendaklah disusun, dipilih, dan dikawal dengan cermat.
Bahan-bahan pelajaran daripada sumber media haruslah dipilih supaya sesuai dengan objektif pengajaran dan pembelajaran bahasa dan bersesuaian dengan para

pelajarnya. Bahan-bahan pengajaran tersebut juga harus disusun dengan cermat supaya perkembangannya beransur-ansur maju dari peringkat awal hingga ke peringkat akhir. Selain itu, bahan-bahan daripada media juga perlu ada kawalannya agar penggunaan bahan daripada media tidak menghilangkan minat para pelajar ekoran timbulnya masalah kawalan kelas.

- (iv) Pengajaran bahasa hendaklah mengutamakan kecekapan praktik diikuti dengan kemahiran bacaan dan penulisan. Untuk mencapai kecekapan praktik, dicadangkan aspek pendengaran diberikan keutamaan. Oleh itu, sebutan yang jelas dan nyata hendaklah digalakkan dalam kalangan pelajar. Penggunaan media seperti VCD boleh membantu proses pengajaran dan pembelajaran bahasa. Latihan berbentuk latih tubi dan pemahaman harus diadakan untuk mencapai objektif pengajaran dan pembelajaran bahasa Thai.
- (v) Menggalakkan pelajar menggunakan kreativiti untuk membuat ayat-ayat baru berdasarkan isi pelajaran dan aspek bahasa yang dipelajari. Pembelajaran dan penguasaan bahasa Thai sebagai bahasa asing berkait rapat dengan kebolehan pelajar mencuba serta menggunakan unsur-unsur bahasa yang baru.

(vi) Rancang pengajaran bahasa dengan teliti. Guru perlu merancang dan menentukan pemilihan bahan daripada media yang sesuai dengan objektif pengajaran dan pembelajaran bahasa.

(vii) Menggunakan kaedah yang sesuai. Guru adalah bebas menggunakan kaedah mengajar yang sesuai dengan tahap kebolehan pelajar dan guru juga harus selaraskan teori pembelajaran dengan kaedah yang dipilih.

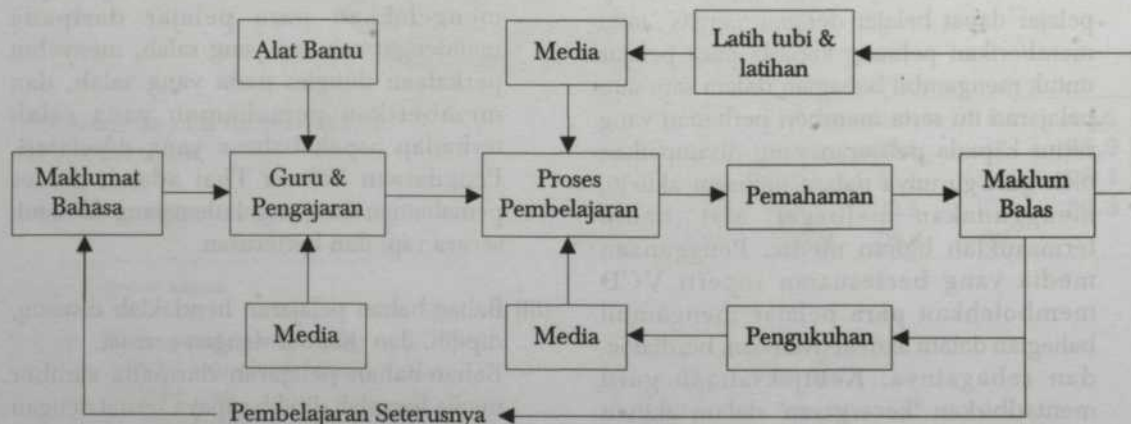
Hasil daripada kajian yang dijalankan, satu model pengajaran dan pembelajaran bahasa asing khususnya bahasa Thai menggunakan bahan media telah dapat dihasilkan. Daripada model ini, penggunaan media ditentukan semasa proses pengajaran dan pembelajaran berlangsung dengan tujuan untuk membantu meningkatkan penguasaan bahasa Thai dalam kalangan pelajar.

Proses pengajaran dan pembelajaran Thai sebagai bahasa asing menggunakan media dapat digambarkan dalam *Rajah 1* yang berikut:

PERBINCANGAN

Dalam masa seseorang itu mempelajari bahasa asingnya, gangguan bahasa ibunda biasanya berlaku di luar kesedaran pengguna bahasa itu. Hal ini berlaku kerana tabiat semula jadi seseorang yang berusaha mempercepat proses penguasaan bahasa yang dipelajarinya supaya

Model Pembelajaran Bahasa Asing Menggunakan Media



Rajah 1: Model pembelajaran BA/B2 (Zaitul Azma Zainon Hamzah/Norizan Che Su, 2004)

dapat berinteraksi. Dalam hal ini, media boleh dijadikan pilihan yang tepat untuk meningkatkan penguasaan bahasa Thai sebagai bahasa asing.

Mengikuti Robert Lado (1957, 2), proses mempelajari sesuatu bahasa itu tidak lebih daripada *transfer of knowledge*, iaitu menukarkan idea dan pengetahuan dari bahasa sumber ke bahasa sasaran yang hendak dipelajarinya. Oleh itu, pelajar harus bersedia dan memanfaatkan media untuk meningkatkan penguasaan bahasa yang mereka pelajari itu.

KESIMPULAN

Bahan media merupakan salah satu bahan mengajar yang penting untuk menggerakkan proses pembelajaran Bahasa Thai sebagai bahasa asing di UPM. Bahan media sama ada bercetak ataupun elektronik boleh menggerakkan proses pengajaran dan pembelajaran dengan cara menimbulkan rangsangan dan keinginan pelajar untuk belajar dengan lebih berkesan. Bahan media yang bermutu tinggi dapat menimbulkan suasana pembelajaran yang beraneka rupa. Prestasi bahasa seseorang pelajar dapat diukur melalui keupayaannya bertutur dengan baik, berinteraksi dalam bahasa sasaran, membaca, dan menulis dalam bahasa sasaran dengan lebih yakin. Tambahan pula di Malaysia, jumlah masyarakat penutur bahasa Thai adalah masih berkurangan justeru sewajarnya media menjadi 'pasangan penutur' yang terbaik untuk para pelajar.

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Quality Teaching in Learning Business Studies at Institutions of Higher Education

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Keywords: Quality of teaching, service quality factors, higher education institutions

ABSTRACT

There is an increased demand for improving the quality of teaching in higher education institutions. Thus, a study was conducted to examine students' perception of the quality of teaching in business studies programs and the relationship to learning outcomes. A total of 2020 undergraduate students enrolled as full time students participated in the study. Five Service Quality Factors were used to measure students' perception on the quality of teaching. They were Lecturer's Factor, Teaching Methodology, Course Relevance, Support services, and Facilities. Findings indicate that students moderately agreed that their lecturers possessed and exhibited the qualities described in the constructs of lecturer factor. Findings also indicate that the respondents agreed that the business program they followed in the institutions of higher learning had effectively prepared them for the field of business. There was a significant relationship between students' overall perception on the service quality factors and their learning outcomes. Four of the service quality factors explain 51.9% of the variance in students' learning outcomes. Most students perceived that quality of teaching and learning in the business studies programs at higher education institutions was moderate and only 39% perceived the quality of teaching and learning in their business program to be of high quality.

INTRODUCTION

The Eighth Malaysia Plan (2001-2005) states that the thrusts of education programs during the Plan were to increase accessibility, strengthen the delivery system, and improve the quality of education. In line with the national vision to develop Malaysia into an industrialized nation by 2020, one of the thrusts in Human Resource Policy related to education is to improve the quality of education and training delivery system to ensure that the supply of manpower supports the technological change and market demand in the country.

Wright (2000) reported that business is currently demanding highly qualified employees to cope with the increasingly complex business environment. One vital source for such employees is the business schools. Wright (2000) mentioned that the competition for students at business schools has increased and these schools

more often than before obtain feedback from students. Student input is especially needed in the evaluation of lecturers' instruction.

Womble and Jones (1996) mentioned that business education is an occupational program committed to excellence. The business education program has long been known for developing and graduating students who possess the skills and knowledge necessary to become successful participants in business occupations. But in the new millennium, business education must incorporate into their program features believed to be ideal. They must identify and adopt strategies that ensure strong, effective programs and quality graduates.

As Magner (1997) reported that a national survey on four-year colleges found that 98% of the respondents were currently using systematic student evaluation of classroom teaching. Students respond to a number of questions relating to various aspects of the teacher-student

classroom interaction, and provide feedback that enables instructors to evaluate individual components of their teaching performance and subsequently improve their performance in those areas (Marsh, 1991).

Brennan (2000) stated that institutions of higher education always had mechanisms for assuring the quality of their work such as students' evaluation and teaching and learning strategies. The Dearing Report (1997) relates the quality of teaching and learning in universities in terms of lifelong learning. It mentioned that the aims of higher education can be achieved through the promotion of effective learning and teaching and enhancing the professional skills and status of teachers, and that all institutions of higher education give high priority to developing and implementing learning and teaching strategies, which focus on the promotion of students' learning.

Teaching and Learning in Higher Education

Light and Cox (2002) identified two main conceptions of teaching in higher education that fall under two broad orientations: teacher-centered and student-centered. These conceptions of teaching are characterized by five dimensions describing the nature of teacher, teaching, student, content and knowledge.

In the first conception, the lecturers just deliver information to students while the latter are just passive recipients. Hence, teaching mainly deals with curriculum content and the lecturer's knowledge. As Light and Cox (2002) stated, good teaching in the content-oriented context means 'sound academic knowledge'.

The second conception of teaching describes a qualitatively distinct orientation in which the student becomes the center of focus. Improving the learning becomes the focus of teaching, but not simply as the accretion of knowledge presented to them. Content and knowledge occur as a result of student learning, and of the student constructing it for him or herself. In this situation, the teacher is a facilitator of this learning, having a responsibility to help students in their construction of knowledge.

Learning can be differentiated as deep learning, surface learning and strategic learning (Entwistle, 1997). When utilising deep learning,

students learn subjects with meaning and there is interaction between the content learned with their experiences and previous knowledge. On the other hand, in 'surface' learning, meanings are utilized instrumentally to meet the requirements of situation. In the 'strategic' approach however, students tend to combine both the elements of 'surface' and 'deep' approaches with the aim of achieving the highest possible grades. Biggs (1999) said that students are intrinsically motivated to learn because "they are interested in the task activity itself, and motivated extrinsically when they perform the task because of the value and importance they attach to what the outcomes bring".

Relating quality in business studies programs, Swope and Wrisley (1996) suggested that the business community should be encouraged to play a role in the development of program goals. Job shadowing, business partnership, cooperation experiences, work place projects and the establishment of advisory committees are some of the ways to include the business community in assisting the improvement of business studies programs. Robertson (1996) recommended that all students should participate in work-based learning experiences. Canley (1996) proposed that students who accumulate work experience before graduation are more likely to be hired. Anderson and King (1996) cited that in addition, effective interpersonal skills will be among the most essential skills needed by all graduates. They mentioned that interpersonal skills are often cited as the most desired quality by employers. Robertson (1996) also suggested that business education curriculums should be expanded to include topics such as entrepreneurship and leadership skills.

Various factors have been used to measure service quality. Service quality is frequently defined as the consumers' judgement about an overall excellence or superiority offered by any organization. The judgment influences the consumer's general attitude toward their services. The experience of customers' individual encounters with personnel form the basic and lasting ingredient in their overall perceptions of service. Similarly, Ziethmal and Bitner (2000) mentioned that the customer is in the best position to evaluate the quality of service.

Wright (2000) adopted nine service quality factors from Parasuraman (1985) which he used in his study in evaluating teaching and learning. He found that the style factor of the instructors was more highly related to overall student evaluations of instructors, while the substance factor was more highly related to reported levels of students' learning. Eagle (1988) suggested that 'style' is the image of character. Jarvis (2002) concluded that style is as important, if not more important, method in the process of teaching and learning.

Hence, the overall purpose of this study was to determine to what extent students' perception on the service quality in their business programme, and how this contributes to their perceptions on the quality of learning outcomes in the business studies program and their self assessment of entrepreneurial potential.

RESEARCH QUESTIONS

1. What is the overall perception of the students in the business studies program regarding the quality of their learning outcomes?
2. Is there a significant difference between students' perceptions on learning outcomes in the business studies program based on their demographic variables?
3. What is the overall perception of students regarding the service quality factors of business studies programs in institutions of higher learning?
4. What is the perception of the students on the effectiveness of the program and the quality of teaching and learning?
5. Is there a significant relationship between students' perception on the service quality factors with their learning outcomes in the business studies program?

6. To what extent does students' perception of service quality factors contribute to the quality of their learning outcomes?
7. To what extent does students' perception of service quality factors contribute to their entrepreneurial potential?

METHODOLOGY

This study utilized the descriptive correlation method. The dependent variable of the study was the quality of students' learning outcomes in the business studies program, which comprised of three measures: (i) Attainment of generic skills (ii) Development of entrepreneurial potential and (iii) Program effectiveness. The independent variables were service quality factors comprising Lecturer Factor, Teaching Methodology, Course Relevance, Facilities and Supporting Services.

The Lecturer Factor consisted of eight constructs namely: Appearance, Fairness, Helpfulness, Caring Disposition, Friendliness, Communication Skills, Reliability and Credibility. The Teaching methodology factor consists of two constructs which were the Lecturer's Individual Teaching Competence and Overall Course Delivery. The third service quality factor was Course Relevance, the fourth was Facilities and the fifth was the Supporting Services at the university. The reliability of the items ranged from 0.77 to 0.92 as illustrated in Tables 1 and 2.

Majority of respondents were the final year students in the business study programs in four public universities in Malaysia. The universities represented three national zones. A total of 2,020 students participated in the study. Data were collected using questionnaires from January 2003 to May 2003. The instrument was developed based on the nine constructs introduced by Wright (2000), although the items in each

TABLE 1
Reliability table for satisfaction

Constructs for Dependent Variable: Students Learning Program	Alpha
Generic Skills	0.92
Entrepreneurial Potential	0.83
Program Effectiveness	0.91

TABLE 2
Reliability table for service quality factors

	Constructs of Independent Variable	Alpha	Alpha
Lecturer Factor	Appearance	0.88	0.97
	Fairness	0.86	
	Helpfulness	0.83	
	Caring	0.87	
	Friendliness	0.85	
	Communication	0.88	
	Reliability	0.75	
	Credibility	0.78	
Teaching Methodology	Competence	0.92	0.90
	Course Delivery	0.60	
Course Relevance			0.83
Facilities			0.91
Supporting Services			0.77

construct were developed by the authors after gathering and refining discerning factors associated with service quality that are applicable to university teaching. A pilot test was conducted in November 2002 in one public university involving 70 students. The measurement of items in the survey questionnaires was based on 5 point Likert scales, with 1 denoting "Strongly disagree"; and 5 denoting "Strongly agree". Five experts in university teaching and learning validated the instrument. However, in the analysis, the five point Likert Scale for some constructs was then re-coded to three scales with 1 denoting "Low Agreement", 2 "Moderate Agreement" and 3 "High Agreement". This was for more accurate

interpretations of findings. Mean score above 2.80 are considered as high, 2.30-2.79 as moderate and below 2.30 as low perception. Data were analysed using descriptive and inferential statistics such as t-test, correlation analysis, and multiple regression analysis with the SPSS PC-11.5 software package.

FINDINGS

Table 3 illustrates that majority of the respondents (67.5%) were Malays. Out of the total number of respondents, 72.2% were females, 36.6% had previous working experience, 45.6% had undergone university preparatory program, 75.9% had scored either credit or distinction in the English Language subject at Malaysian Certificate

TABLE 3
Demographic profile of the students

Variable		N	%
Race	Malay	1360	67.5
	Non-Malay	656	32.5
Gender	Female	1451	72.2
	Male	558	27.8
Working Experience	Yes	731	36.6
	No	1264	63.4
Highest Academic Qualification	University Preparatory Program (Matriculation)	906	45.6
	Others	1114	54.4
English Grade at MCE	Credit / Distinction	1511	75.9
	Others	479	24.1
Grade Point Average(cumulative)	> 3.00	943	46.7
	< 3.00	1070	53.3

TABLE 4
Quality of learning outcomes as perceived by students

No.	Construct	Mean	S.D
1.	Effectiveness in Developing Generic Skills	2.83	0.30
2.	Effectiveness in Developing Entrepreneurial Potential	2.68	0.36
3.	Program Effectiveness	2.65	0.30

Note: 1 = Disagree, 2 = Moderately agree, 3 = Agree

of Examination (MCE), and 46.7% of the respondents scored more than 3.00 for their CGPA in their university studies up to the present.

Table 4 illustrates students' perception of their learning outcomes. Developing their generic skills scored the highest mean (2.83 and SD = 0.30), entrepreneurial potential and program effectiveness as perceived by the students is moderate with mean scores of 2.68 (SD = 0.36) and 2.65 (SD = 0.30) respectively.

Table 5a shows that there was a significant difference in the t-test analysis for the achievement of generic skills between Malay and non Malay students, and between male and female students. The Malay and female students tended to have a higher score ($t = 7.95$, $p < 0.05$ and $t = 4.36$, $p < 0.05$ respectively). In terms of academic profile, those who followed university preparatory program showed significantly higher scores in generic skills as compared to students with other qualifications ($t = 4.63$, $p < 0.05$). Surprisingly, students with less than 3.0 CGPA showed significantly higher score in generic skills

compared to students with CGPA > 3.00. ($t = 2.85$ and $t = 2.81$, $p < 0.05$) respectively.

With regard to Entrepreneurial Potential, t-test analysis as illustrated in Table 5b showed that the Malays had a higher Entrepreneurial Potential as a result of the program as compared to other races. The male students scored significantly higher than the females in Entrepreneurial Potential at the end of the course ($t = 2.73$, $p < 0.05$). This is in contrast to the findings for generic skills, wherein the female students scored higher. The Entrepreneurial Potential of those who attended the university preparatory program was significantly higher compared to those with other qualifications ($t = 3.93$, $p < 0.05$). This closely matches the generic skills score for the same group. Those with lower English Language achievement at MCE level scored significantly higher in Entrepreneurial Potential in comparison to those with better proficiency. In contrast, there was no significant difference in the development of generic skills between students with different

TABLE 5A
t-test between variables on generic skills

ITEM		GENERIC SKILLS			
		N	M	t value	Sig.
Ethnic	Malay	1347	2.87	7.946	0.0001
	Others	651	2.75		
Gender	Male	554	2.78	-4.360	0.0001
	Female	1437	2.85		
Highest Academic Qualification	Matriculation	906	2.87	4.626	0.0001
	Others	1114	2.81		
English Achievement	Distinction	1496	2.83	-1.834	0.067
	Others	476	2.85		
CGPA	> 3.00	935	2.81	-3.295	0.001
	< 3.00	1060	2.85		

Note: 1 = Disagree, 2 = Moderately agree, 3 = Agree

TABLE 5B
t-test between variables on entrepreneurial potential

ITEM		ENTREPRENEURIAL POTENTIAL			
		N	\bar{x}	t value	Sig.
Ethnic	Malay	1347	2.73	7.977	0.0001
	Others	651	2.58		
Gender	Male	554	2.73	3.561	0.0001
	Female	1437	2.66		
Highest Academic Qualification	Matriculation	906	2.73	3.929	0.0001
	Others	1114	2.66		
English Achievement	Distinction	1496	2.66	-4.265	0.001
	Others	476	2.74		
CGPA	> 3.00	935	2.63	-6.162	0.0001
	< 3.00	1060	2.73		

Note: 1 = Disagree, 2 = Moderately agree, 3 = Agree

levels of English proficiency. It was also found that those with CGPA less than 3.00 scored a significantly higher Entrepreneurial Potential as compared to those with CGPA above 3.00 in the same cohort ($t = 6.16, p < 0.05$). This finding is similar to that for generic skills.

Service Quality Factors in Teaching and Learning

Table 6 illustrates the mean score of service quality factors in teaching and learning in public universities in Malaysia. The 5 main service quality factors were Lecturer Factor, Teaching Methodology, Course Relevance, Facilities and Supporting Services. There were eight constructs

for the lecturer factor which are Appearance ($M = 2.84, SD = 0.32$), Fairness ($M = 2.75, SD = 0.34$), Helpfulness ($M = 2.76, SD = 0.36$), Caring Disposition ($M = 2.64, SD = 0.40$), Friendliness ($M = 2.59, SD = 0.40$), Communication Skills ($M = 2.73, SD = 0.33$), Reliability ($M = 2.47, SD = 0.31$) and Credibility ($M = 2.63, SD = 0.35$). All of the scores indicated a moderate agreement with the exception of Appearance, which registered a high agreement. "Appearance" measures lecturer's attitude, grooming, mastery and general verbal behavior.

The constructs for teaching methodology are Lecturer's Individual Teaching Competence and

TABLE 6
Service quality factors in teaching

CONSTRUCTS		Mean	S.D.
Lecturer factor	Appearance	2.84	0.32
	Fairness	2.75	0.34
	Helpfulness	2.76	0.36
	Caring	2.64	0.40
	Friendliness	2.59	0.40
	Communication	2.73	0.33
	Reliability	2.47	0.31
	Credibility	2.63	0.35
Teaching Methodology	Competence	2.76	0.30
	Course Delivery	2.59	0.31
Course Relevance		2.79	0.30
Facilities		2.50	0.42
Supporting Services		2.46	0.46

Note: 1 = Disagree, 2 = Moderately agree, 3 = Agree

Overall Course Delivery. The mean score of students' perceptions of Lecturers' Individual Competence was 2.76 (SD = 0.30). The second construct under teaching methodology was Overall Course Delivery which generally captures the compatibility of lecturers' teaching strategies to the course objective. The mean score for this construct was 2.58 (SD = 0.31).

The third factor measuring service quality in teaching and learning is Course Relevance which had a mean score of 2.79 and SD = 0.31.

Facilities provided by the university was the fourth factor in measuring service quality in teaching and learning with a mean score of 2.50 (SD = 0.42). This indicates that students were only moderately satisfied with the facilities provided. Library facilities and the lecture halls were the two facilities for which students were highly satisfied. The mean scores were 2.76 (SD = 0.52) and 2.82 (SD = 0.47) respectively. The facilities that students expressed least satisfaction with were the printers and laboratory facilities, which showed a mean score of 1.95 (SD = 0.76) and 2.26 (SD = 0.77) respectively.

The fifth factor is the Supporting Services offered by the university. With a mean score of 2.46 (SD = 0.46), this indicates that students were moderately satisfied with the supporting services. The highest satisfaction mean scores were with the "Library services" (M = 2.75, SD = 0.54), and "Opportunity to continue studies after probation (M = 2.54, SD = 0.66)", while the lowest satisfaction were with "Extra tutorial for weak students (M = 2.27, SD = 0.75)" and "Counseling program (M = 2.30, SD = 0.73)."

Relationship between Service Quality Factors and Students Learning Outcomes in the Business Program

Correlation analysis was conducted to investigate the relationship between Service Quality Factors and the Students' perception of their learning outcomes in the business program. Students' perception of learning outcomes was measured by three constructs, which were students' perception of the effectiveness in the development of generic skills, effectiveness in developing entrepreneurial potential, and program effectiveness. Correlation statistics were carried out between Lecturer Factors, Teaching Methodology, Course Relevance, Facilities and

Supporting Services with all the constructs in students learning outcomes.

Table 7 indicates that there was a significant correlation between Lecturers' Factors with all the constructs in the learning outcomes. It was found that Lecturers' Communication skills had the highest correlation with students' development of generic skills ($r = 0.552$, $p < 0.05$). Both "Lecturers' Caring Disposition" and "Lecturers' Fairness" were also moderately correlated with the development of students Generic Skills ($r = 0.544$, $p < 0.05$ and $r = 0.545$, $p < 0.05$ respectively). The lowest correlation was between "Lecturers' Reliability" and development of Generic Skills ($r = 0.497$, $p < 0.05$). This shows that the more a lecturer exhibits positive qualities, the more positive the development of generic skills among students. On the other hand there appears to be a weaker but significant relationship between Lecturers' Factor and the development of Entrepreneurial Potential amongst students. The highest correlation was between "Lecturers' Credibility" and Entrepreneurial Potential ($r = 0.388$, $p < 0.05$), followed by "Lecturers' Communication skills" ($r = 0.370$, $p < 0.05$). The lowest correlation was between students' perceptions on "Lecturers' Fairness" and Entrepreneurial Potential ($r = 0.326$, $p < 0.05$). The overall correlation analysis indicates that Lecturers' Factors do not necessarily contribute to the development of Entrepreneurial Potential in students.

The correlation test between Teaching Methodology with Students' Learning Effectiveness with the business program was also analyzed. The first construct which was "Individual Lecturers' Competence" showed high correlation ($r = 0.654$, $p < 0.05$) with the development of generic skills among students but only a moderate correlation with the development of Entrepreneurial potential ($r = 0.442$, $p < 0.05$). Teaching Methodology was also highly and significantly correlated to program effectiveness ($r = 0.596$, $p < 0.05$).

Course Delivery was significantly and moderately correlated with generic skills ($r = 0.479$, $p < 0.05$) and entrepreneurial potential ($r = 0.458$, $p < 0.05$). Course Delivery was also moderately correlated to the program effectiveness ($r = 0.481$, $p < 0.05$). Course

TABLE 7
Correlation between service quality factors with students' learning outcomes

	STUDENTS' LEARNING OUTCOMES			
	Constructs	Generic Skills	Entrepreneurial Potential	Program Effectiveness
Lecturer Factor	Appearance	0.507**	0.336**	0.511**
	Fairness	0.545**	0.326**	0.526**
	Helpfulness	0.533**	0.346**	0.514**
	Caring	0.544**	0.349**	0.509**
	Friendliness	0.510**	0.339**	0.485**
	Communication	0.552**	0.370**	0.516**
	Reliability	0.497**	0.369**	0.466**
Teaching Methodology	Credibility	0.522**	0.388**	0.486**
	Competence	0.654**	0.442**	0.596**
Course Relevance	Course delivery	0.479**	0.458**	0.481**
		0.682**	0.512**	0.645**
Facilities		0.412**	0.277**	0.479**
Supporting Services		0.397**	0.269**	0.455**

Note: $p < 0.05$

Relevance was also significantly and highly correlated with the development of generic skills ($r = 0.682$, $p < 0.05$) and with program effectiveness ($r = 0.645$, $p < 0.05$). However, Supporting Services and Facilities were moderately but significantly correlated with the development of generic skills ($r = 0.412$, $p < 0.05$ and $r = 0.397$, $p < 0.05$ respectively) and entrepreneurial potential ($r = 0.277$, $p < 0.05$ and $r = 0.269$, $p < 0.05$ respectively). Supporting services and facilities were also moderately correlated to Program effectiveness ($r = 0.479$, $p < 0.05$ and $r = 0.455$, $p < 0.05$ respectively).

Table 8 indicates that 75.2% students agreed that the program had effectively prepared them for the field of business.

In response to the item "State the quality of teaching and learning in the business studies

TABLE 8
Overall perception on the effectiveness of the program in preparing students in the business field

Student's Response	Frequency	%
Strongly agree	177	8.8
Agree	1333	66.4
Moderately agree	406	20.2
Disagree	60	3.1
Strongly disagree	31	1.5

program in your university", 59.2% of the students perceived that the quality of teaching and learning in university was moderate, while 39.1% perceived it to be of high quality. This is illustrated in Table 9.

TABLE 9
Overall perception on the quality of teaching and learning in the business program

Student's Response	Frequency	%
High	783	39.1
Moderate	1185	59.2
Low	34	1.7

Significant Predictors of Students' Learning Outcomes

Table 10 indicates the results of the multiple linear regression analysis between students' learning outcomes and the service quality factors. The results showed that there are only four predictor variables (lecturer factor, course relevance, supporting services and teaching methodology) that significantly contributed towards the variance of students' learning outcomes. The analysis revealed that all the four service quality factors accounted for 52% of the variance in students overall learning outcomes.

TABLE 10
Regression analysis for students learning outcomes

	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	0.676	0.063		10.663	0.0001
Course Relevance	0.286	0.019	0.347	15.426	0.0001
Lecturer factor	0.178	0.031	0.181	5.770	0.0001
Supporting Services	0.129	0.012	0.187	10.341	0.0001
Teaching Methodology	0.147	0.033	0.145	4.487	0.0001
R = 0.720		F = 537.416			
R ² = 0.519		Sig. = 0.0001			
R ² = Adjusted = 0.519		n = 2020			
Dependent Variable : Learning Outcomes					

Significant Predictors of Entrepreneurial Potential

Table 11 shows the result of the multiple linear regression analysis between students' entrepreneurial potential and the service quality factors. The results indicate that only two of the five service quality factors significantly contributed towards the variance of students' entrepreneurial potential. The two service quality factors were Teaching Methodology and Course Relevance and they accounted for 30% of the variance in students' entrepreneurial potential.

DISCUSSION

The findings showed that the perception of development of entrepreneurial potential was more pronounced amongst the Malays. This is

probably due to the fact that the Malay students experience aggressive push from government campaigns to become more active players in entrepreneurship. Maimunah (2001) found that a motivating factor for the development of entrepreneurship among the Malays was their spirit and aspiration to align to a new Malay identity that will be capable to be at par with other races such as the Chinese in the business sector. The government's New Economic Policy (1971-1990) with the objective of restructuring the society towards having a fair participation in and contribution to the economy according to ethnicity appear to have been successful in driving the Malays to become more entrepreneurial.

The female students' perception of the development of their generic skills was higher in comparison to the male students. This could be

TABLE 11
Regression analysis of factors contributing to students entrepreneurial potential

	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	1.011	.101		10.013	0.0001
Course Relevance	0.352	0.030	0.314	11.779	0.0001
Teaching Methodology	0.380	0.037	0.277	10.384	0.0001
R = 0.548		F = 427.024			
R ² = 0.300		Sig. = 0.0001			
R ² = Adjusted = 0.299		n = 2020			
Dependent Variable: Entrepreneurial Potential					

due to the nature of the learning process itself. Male students however, believed their entrepreneurial potential was more developed at the end of the program. Perhaps in Malaysia, female students tend to opt for other professions rather than venture in business after graduation for security reasons. In order to understand this phenomenon better, more research needs to be done.

Interestingly, Maimunah (2000) found that women in Malaysia who became involved in entrepreneurship were more likely to have a higher education academic background in business-related fields. Thus, fields of specialization in tertiary education appear to influence decisions to venture into business. Their interest in starting a business appear to stem from the knowledge gained in specialized areas such as accountancy, business administration and marketing during tertiary education. The findings of this study do not support the conclusions of Maimunah (2000). However, the fact that the female students in this study are less confident does appear to support Maimunah's (2001) subsequent findings that women entrepreneurs need more practical exposure in business as they are relatively weak in managerial skills. Women entrepreneurs also need mentoring for guidance and career counseling, stronger networking, better access to credit facilities and active involvement in male-dominated business. Maimunah (2001) further asserted that since the future scenario in Malaysia will be the proliferation of more business in various industries, there will be more opportunities for the skilled women entrepreneurs to participate more prominently.

The findings of this research also showed that students who had undergone the university preparatory program appear to have higher cognitive and social readiness that enable them to achieve better in entrepreneurial potential and generic skills. It was also discovered that higher proficiency in the English Language did not necessarily result in high entrepreneurial potential. Indeed, entrepreneurial potential does not depend on proficiency in English. There would be other factors that influence individual entrepreneurial potential including hands-on experience and appropriate teaching and learning methodologies.

Students with high CGPA scores do not appear to perceive a significant development of their generic skills as a result of the business program. This could be due to the level of ability and skills that they already possessed. On the other hand, those with low CGPA reported a significant development of both generic skills and entrepreneur potential because of their experience throughout the program.

Among all the 5 quality factors in the survey, it appears that Course Relevance contributed most to the overall students learning outcomes in the business program. The other service quality factors only moderately met the needs of students. Therefore universities have to focus on improving the other 4 service quality factors, specifically, the Lecturers' Factor, Teaching Methodology, Facilities and Supporting Services. The moderate level of satisfaction with these service quality factors resulted in a moderate overall quality of learning outcomes in the business programs.

Statistical analysis indicates that the Individual Lecturers' Competence had the highest significant correlation with generic skill and entrepreneurial potential development, thus proving that the higher the pedagogical skills of the lecturer the more effective the development of generic skills and entrepreneurial potential amongst students. Students benefit from the clarity of teaching and hands on learning experience, the preparedness and knowledge ability of the lecturer, and also from the opportunity to get involved in doing project work. Teaching Methodology is similarly found to be an important predictor of students' entrepreneurial potential, which proved that the higher the quality of teaching methodology, the higher will be the students' entrepreneurial potential development.

It appears that Lecturers' Factor has a low impact on the development of entrepreneurial potential but a higher influence in the development of generic skills. One explanation for this is that entrepreneurial potential is more of an inherent individual quality rather than a "state of being" induced by lecturer factors. We are proposing that Entrepreneurial Potential is an internal individual readiness for venture and challenge, while generic skills are a set of extrovert expressions of cognitive and social skills relevant

for business activities and employability. Hence, the Lecturers' Factor seems to have a bigger active influence on developing generic skills as opposed to Entrepreneurial Potential.

CONCLUSION

The relationship of all the service quality factors for teaching and learning to overall quality of students learning outcomes in business studies program in public universities are moderate, with the exception of Course Relevance, which had contributed the most. This implies that universities have to maintain and update the relevance of their business studies programs, and at the same time focus on developing the quality of their lecturers' factors, teaching methodology, facilities and supporting services. Since the lecturer factor indicated a strong relationship with the development of generic skills for employability, the universities need to take greater responsibility in upgrading lecturers' ability to exhibit qualities that would promote students' overall satisfaction and employability skills.

Universities also need to develop alternative ways in which the lecturers' factor can exert a better positive influence on the Entrepreneurial Potential of students. Since Entrepreneurial Potential appears to be more of an inherent student quality, efforts need to be made to discover how this potential can be actively developed through more relevant teaching and learning experiences. However, 75% of the business students perceived that the program they followed had effectively prepared them for the field of business. This is one of the strengths of the business studies programs offered in institutions of higher learning in Malaysia but about 59% of the students perceived the quality of teaching and learning as only moderate.

Since more female students showed less confidence in their Entrepreneurial Potential, the universities have to provide the motivation to persuade female students to participate in business ventures after graduation. Similarly, those with high CGPA scores need to be encouraged to seriously consider undertaking a business venture as a career option, along with other career choices that are open for academically successful students. The role of

public universities is to create awareness of career opportunities in business ventures for both high and low achievers.

Contrary to current concerns on English proficiency as a factor for success in business, the findings indicate that even students of low English proficiency have high Entrepreneurial Potential. This could mean, either linguistic competence is not an obstacle in entrepreneurship, or that students perceived entrepreneurship as a career choice that can bring satisfaction for everybody.

IMPLICATIONS OF THE STUDY

1. The quality of teaching and learning is measured by how well it meets the end needs of the consumer, in this case the development of generic skills and entrepreneurial potential of students, and business program effectiveness. Course Relevance alone cannot guarantee students' satisfaction with the business studies program. We suggest that teaching methodology be improved. Teaching methodology should specifically focus on the active acquisition of generic skills and entrepreneurial potential through more constructive teaching strategy.
2. There appears to be a need to discover new strategies that would productively link lecturers' factors to better teaching and learning for better entrepreneurial development and to increase readiness to venture into business. Universities need to consider the balance of the strategies so that recruitment and training will finally lead to increasing outputs of graduates who are truly ready for business.
3. For a start, business programs may consider specifying real entrepreneurial requirements such as positive competitiveness and opportunities to participate in real business or to embark on small business ventures as part of the course requirement which may also develop more business confidence amongst students.
4. The researchers would like to suggest that to maintain the quality of teaching and learning in business studies programs, there should be better ratio of students to facilities and support services.

5. To promote better participation of females in future business ventures, public universities need to institutionalize specific characteristics in their program to cater for the needs of female entrepreneurs.
6. Since 'caring' and 'friendliness' were the two factors in the 'lecturer factor' that received the lowest mean scores of 2.64 (SD = 0.40) and 2.59 (SD = 0.40) respectively, the administrators of the business studies programs should encourage a caring attitude among lecturers. Caring involves 'modeling' and 'dialogue'. Modeling for educators means demonstrating to students that they care, rather than simply saying it. Dialogue must be open-ended and sincere by showing that educators care by listening to their students fully.
7. Teaching methodology is an important predictor of students learning outcomes especially for entrepreneurial potential. Therefore, lecturers are encouraged to utilize student centered teaching and to ensure that 'deep' learning approach is being understood by business students in all public higher learning institutions.
8. Only 39% of the students in business programs at higher learning institution in Malaysia perceived that teaching and learning in their specific institution is of high quality. Administrators need to improve the quality by focusing on the factors that had been identified as predictors of quality learning outcomes.

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KUALITI BAKI DAN KUALITI OTOMATIS

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ABSTRAK

Amberley dan Zeithmal (2000) mendefinisikan kualiti perkhidmatan sebagai persepsi pelanggan mengenai kualiti perkhidmatan yang diterima. Persepsi ini adalah subjektif dan berbeza-beda kerana ia dipengaruhi oleh banyak faktor. Kualiti perkhidmatan yang tinggi akan meningkatkan kepuasan pelanggan dan seterusnya meningkatkan prestasi organisasi. Kualiti perkhidmatan yang rendah akan mengakibatkan pelanggan yang tidak puas hati dan seterusnya akan mengakibatkan organisasi kehilangan pelanggan. Kualiti perkhidmatan yang tinggi akan meningkatkan reputasi organisasi dan seterusnya akan meningkatkan prestasi organisasi. Kualiti perkhidmatan yang rendah akan mengakibatkan organisasi kehilangan reputasi dan seterusnya akan mengakibatkan organisasi kehilangan pelanggan. Kualiti perkhidmatan yang tinggi akan meningkatkan reputasi organisasi dan seterusnya akan meningkatkan prestasi organisasi. Kualiti perkhidmatan yang rendah akan mengakibatkan organisasi kehilangan reputasi dan seterusnya akan mengakibatkan organisasi kehilangan pelanggan.

ABSTRACT

Amberley and Zeithmal (2000) define service quality as the customer's perception of the quality of service received. This perception is subjective and varies because it is influenced by many factors. High service quality will increase customer satisfaction and subsequently increase organizational performance. Low service quality will result in dissatisfied customers and subsequently will result in the loss of customers. High service quality will increase organizational reputation and subsequently will increase organizational performance. Low service quality will result in a loss of reputation and subsequently will result in the loss of customers. High service quality will increase organizational reputation and subsequently will increase organizational performance. Low service quality will result in a loss of reputation and subsequently will result in the loss of customers.

PENGANTARAN

Pada zaman ini, persepsi mengenai kualiti perkhidmatan adalah sangat penting bagi organisasi. Kualiti perkhidmatan yang tinggi akan meningkatkan kepuasan pelanggan dan seterusnya meningkatkan prestasi organisasi. Kualiti perkhidmatan yang rendah akan mengakibatkan pelanggan yang tidak puas hati dan seterusnya akan mengakibatkan organisasi kehilangan pelanggan. Kualiti perkhidmatan yang tinggi akan meningkatkan reputasi organisasi dan seterusnya akan meningkatkan prestasi organisasi. Kualiti perkhidmatan yang rendah akan mengakibatkan organisasi kehilangan reputasi dan seterusnya akan mengakibatkan organisasi kehilangan pelanggan. Kualiti perkhidmatan yang tinggi akan meningkatkan reputasi organisasi dan seterusnya akan meningkatkan prestasi organisasi. Kualiti perkhidmatan yang rendah akan mengakibatkan organisasi kehilangan reputasi dan seterusnya akan mengakibatkan organisasi kehilangan pelanggan.

Legislation and regulation have been passed in Malaysia to improve the quality of service. The government has issued the Standard on Service Quality (SSQ) to ensure that the quality of service is maintained. The SSQ is a set of standards that organizations must follow to ensure that the quality of service is maintained. The SSQ is a set of standards that organizations must follow to ensure that the quality of service is maintained. The SSQ is a set of standards that organizations must follow to ensure that the quality of service is maintained. The SSQ is a set of standards that organizations must follow to ensure that the quality of service is maintained.

Interaksi Lisan Pengajaran dan Pembelajaran Penulisan Bahasa Melayu: Potensi yang Terabai

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ABSTRAK

Interaksi lisan merupakan medium dan juga alat pengajaran dan pembelajaran. Di samping itu, interaksi lisan turut merupakan alat pengajaran dan pembelajaran. Kecekapan guru dalam menggunakan interaksi lisan menentukan kualiti sesuatu pengajaran dan pembelajaran. Kajian yang dijalankan ke atas empat guru Bahasa Melayu secara kualitatif selama setahun, melalui pemerhatian, temu bual dan penelitian dokumen mendapati guru kurang cekap memanfaatkan interaksi lisan sebagai alat pengajaran dan pembelajaran. Guru lebih menggunakan interaksi lisan sebagai medium pengajaran dan pembelajaran sahaja. Jenis interaksi lisan utama yang digunakan dalam pengajaran dan pembelajaran ialah sapaan, penerangan, penyoalan, kawalan, arahan dan sindiran. Jenis interaksi lisan yang berpotensi untuk menghasilkan pengajaran dan pembelajaran berkualiti kurang ketara dalam interaksi lisan pengajaran dan pembelajaran yang berlaku. Keadaan ini kurang menjanjikan perkembangan keupayaan berinteraksi lisan dan pembelajaran yang optimum dalam kalangan murid.

ABSTRACT

Oral interaction is a medium and a tool for teaching and learning. This study analyzes teachers' efficiency in using quality oral interaction in teaching and learning. The study which was qualitatively conducted on four Malay language teachers, for a period of one year found that teachers were not efficient in using oral interaction as a tool for teaching and learning. The main types of interaction used are greeting, explaining, questioning, control, directive and sarcasm. The types of oral interaction that potentially result in quality teaching and learning are less visible. This situation does not really promise the optimal development of students' ability in communication and learning.

PENGENALAN

Pengajaran dan pembelajaran kemahiran berbahasa sangat bergantung pada manipulasi penggunaan bahasa itu sendiri, baik sebagai medium mahupun alat pengajaran dan pembelajaran. Oleh sebab itu, pengajaran kemahiran berbahasa perlulah dilaksanakan melalui interaksi lisan yang berkesan, bermakna, santun, sistematik, progresif, tepat dan bersesuaian dengan tahap dan keperluan murid (Beufort, 1997). Interaksi lisan yang dimanipulasi secara strategik dapat merangsang pemikiran aras tinggi dalam kalangan murid bagi menggalakkan proses berfikir yang turut menjadi keperluan

berbahasa dan pembelajaran (Calfee dan Nelson-Barber, 1991; Antonietti, Ignazi dan Parego, 2000; Pithers dan Soden, 2000; Danielson dan McGreal, 2000). Oleh sebab mengarang merupakan kemahiran berbahasa yang paling sukar dan kompleks serta memerlukan keupayaan kognisi yang tinggi (Smagorinsky, 1997), maka penggunaan bahasa untuk pengajaran dan pembelajaran perlulah berkesan. Kepentingan manipulasi interaksi lisan yang berkualiti semakin penting kerana perkembangan kemahiran berfikir berlaku sejajar dengan perkembangan kemahiran berbahasa (Bruner, 1986; Vygotsky, 1978; Kozulin, 1990). Tegasnya, bentuk pemikiran yang terbentuk dalam kalangan murid

dipengaruhi oleh bentuk bahasa yang digunakan dalam proses interaksi lisan.

Dalam hubungan ini, kecekapan dan kemahiran guru dalam melaksanakan interaksi lisan pengajaran sangat dituntut bagi memastikan murid mengalami pengalaman belajar yang dipenuhi dengan interaksi lisan pengajaran dan pembelajaran yang bermakna. Dengan demikian, murid berpeluang untuk memperoleh kemahiran mengarang yang diperlukan bagi tahap-tahap persekolahan tertentu melalui interaksi lisan yang membantu proses pembelajaran mereka (Roselan Baki, 2003).

INTERAKSI LISAN BERKUALITI

Interaksi lisan berkualiti dalam kertas ini adalah berdasarkan perspektif interaksi lisan pembelajaran Vygotsky (1978). Dalam perspektif ini, interaksi lisan mempunyai tiga fungsi utama; (i) bahasa memainkan peranan utama dalam pengajaran dan pembelajaran; (ii) bahasa membantu proses psikologi tinggi kompleks; dan, (iii) pembelajaran berlaku melalui interaksi lisan dengan individu lain yang berkebolehan (McCarthy dan Raphael, 1992). Malah, Vygotsky dengan berani menegaskan bahawa tanpa interaksi lisan tiadalah pembelajaran (Vygotsky, 1978). Berdasarkan tiga fungsi bahasa tersebut, interaksi lisan dapat melaksanakan tugas pembelajaran melalui beberapa proses kognitif aktif yang dilalui murid dalam proses pembelajaran mereka.

Pertama sekali, interaksi lisan pengajaran dan pembelajaran berperanan untuk membina **intersubjektiviti**. Ini hanya dapat direalisasikan melalui interaksi lisan pengajaran dan pembelajaran berkualiti. Melalui proses ini, murid membina kefahaman bersama, iaitu kefahaman yang serupa tentang sesuatu selepas mengalami proses berinteraksi lisan. Interaksi lisan menemukan murid yang mempunyai latar belakang yang pelbagai dari segi sosiobudaya, ekonomi, politik, geografi dan kognitif yang mencorakkan pengetahuan sedia, kepercayaan, sikap dan perspektif mereka terhadap sesuatu perkara pada satu titik kefahaman yang setara.

Oleh itu, guru perlulah menyediakan suasana yang kondusif agar interaksi lisan yang bebas, meluas dan mendalam boleh berlaku. Guru perlu mempunyai pengetahuan dan kemahiran untuk

membawa pemikiran murid ke tahap yang lebih tinggi secara beransur-ansur dalam mencari idea dan kefahaman yang sebenar. Oleh sebab itu, guru perlu merangsang pemikiran murid dengan pelbagai cara, seperti bertanyakan soalan yang bertumpu dan bercapah, melakukan pencungkilan, menimbulkan masalah dan memberi maklum balas yang memandu murid ke arah yang dikehendaki, iaitu penemuan dan penerimaan hakikat yang sebenarnya bagi mewujudkan intersubjektiviti dan merapatkan jurang antara murid (Spack, 1997). Apabila ini terjadi, guru dan semua murid berada pada premis yang sama tentang isi pelajaran sebelum pengajaran bermula. Dengan kata lain, interaksi lisan seolah-olah menjadi lebuhraya yang menghubungkan pelajar dengan kandungan pelajaran, rakan-rakan dan guru mereka (Mercer, 1994) dalam proses pengajaran dan pembelajaran.

Seterusnya, interaksi lisan berperanan menyediakan ruang dan peluang bagi murid untuk melakukan **penyesuaian** semasa proses pembelajaran. Semasa berinteraksi lisan, murid menguji dan memadamkan pengetahuan, idea dan kefahaman masing-masing dengan apa yang diujarkan oleh guru dan murid lain. Melalui interaksi lisan, murid menyesuaikan idea dan kefahaman masing-masing dengan idea dan pandangan guru dan rakan-rakan. Hasil daripada penganalisisan yang dilakukan, seseorang murid mungkin menerima, menolak atau mengubah suai idea, pendapat dan pendirian masing-masing berdasarkan pandangan lain yang diterima. Dengan maklumat yang banyak dalam interaksi lisan yang berlaku, murid kurang mengalami kesukaran untuk melihat idea yang tepat atau pemikiran yang sebenarnya kerana wujudnya ruang untuk berfikir dengan bermakna (Pithers dan Soden, 2000). Dengan kata lain, proses pembelajaran berlaku dengan lancar tanpa membebankan kerana banyaknya input yang membantu. Dengan demikian, murid mampu berkembang semaksimum mungkin pada kadar yang termampu oleh murid berkenaan dalam *zone of proximal development* (Vygotsky, 1978) atau zon perkembangan termampu (Nik Azis Nik Pa, 1999) mereka yang secara ringkas disebut ZPT.

Apabila penyesuaian telah berlaku, interaksi lisan membantu proses **pencernaan**. Proses ini membina kefahaman dan makna peribadi

tentang apa yang dipelajari melalui interaksi lisan yang dialami. Proses interaksi lisan dalaman yang melibatkan tahap praintelektual, psikologi mudah, ujaran egosentrik dan ujaran dalaman (Emerson, 1986) bagi membolehkan murid memproses segala input dengan mendalam melalui proses kognitif yang kompleks. Dalam proses pencernaan murid menganalisis, mensintesis dan menilai segala input secara intramental, selepas proses intermental antara murid dengan guru dan rakan-rakan. Hasil daripada proses ini murid melakukan penolakan, penerimaan atau pengubahsuaian terhadap definisi, konsep, prinsip, prosedur atau proses yang dipelajari lalu membina kefahaman peribadi, iaitu apa yang dianggap benar oleh murid berkenaan (Vygotsky, 1978). Seterusnya, apa yang dianggap benar tentang sesuatu yang dipelajari itu tersimpan dengan kukuh dalam memori murid sebagai skema mereka tentang perkara yang dipelajari.

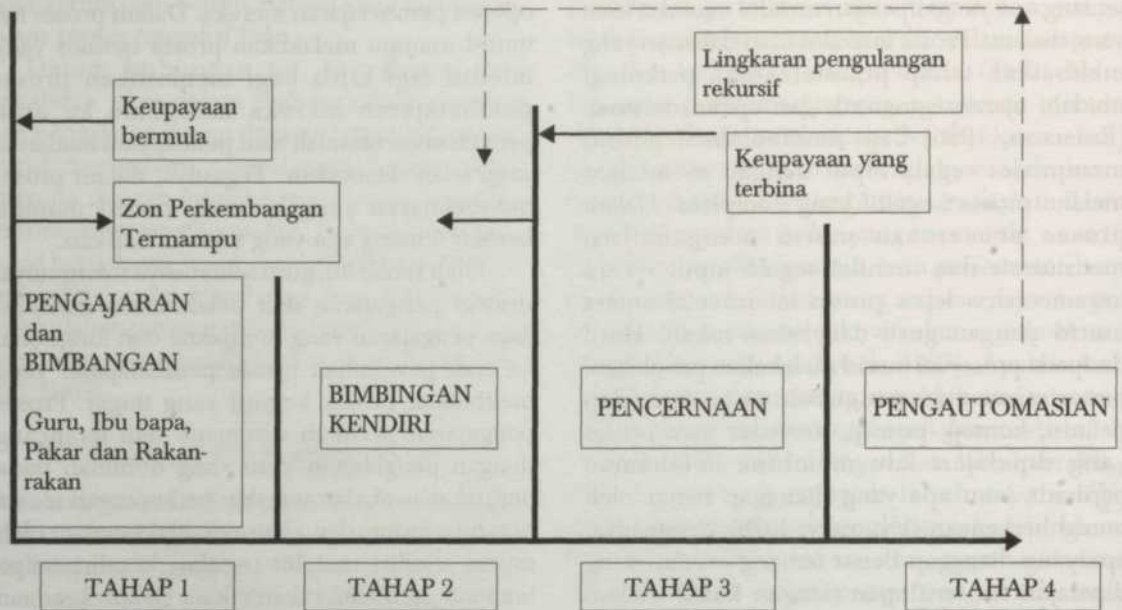
Sehubungan itu, perspektif pengajaran berkualiti Vygotskian bertujuan untuk mencapai tahap **regulasi sendiri**. Pada tahap pembelajaran ini, murid dijangkakan mampu menangani dan mengawal proses pembelajaran secara sendirian. Dengan kata lain, murid boleh mengawal dan mengurus pengetahuan, kemahiran, prosedur dan proses yang dipelajari dan mereka juga mampu menilai tindakan yang terlibat dalam proses pembelajaran berkenaan. Oleh sebab itu, murid memerlukan bimbingan guru melalui strategi pedagogi yang melibatkan interaksi lisan pengajaran dan pembelajaran yang bermakna agar murid bersedia untuk pembelajaran peringkat regulasi sendiri. Oleh itu, pertamanya murid perlu diasuh dan dilatih agar cekap menggunakan deria untuk tujuan pembelajaran. Kemudian, mereka perlu dididik agar sedar dan sensitif terhadap keadaan fizikal dan persekitaran mereka. Seterusnya, murid seharusnya dibimbing agar boleh melaksanakan tindakan, meneruskan atau memberhentikanannya berdasarkan apa yang dipelajari daripada guru atau rakan-rakan mereka. Selepas proses-proses yang disebutkan, barulah proses pembelajaran pada tahap regulasi sendiri boleh terjadi, dengan murid berkemampuan mengawal dan menentukan hala tuju penggunaan kemahiran, pengetahuan dan ilmu yang dipelajari dalam

operasi pembelajaran mereka. Dalam proses ini, murid mampu melakukan proses berfikir yang intensif lagi kritis bagi memastikan proses pembelajaran mereka menghalau ke arah penyelesaian masalah atau pencapaian matlamat yang telah ditentukan. Tegasnya, dalam proses pembelajaran yang berlaku, murid mampu berfikir tentang apa yang mereka fikirkan.

Oleh sebab itu, guru seharusnya mempunyai strategi pengajaran dan pelaksanaan interaksi lisan pengajaran yang bermakna dan fungsional ke arah pewujudan proses pembelajaran yang melibatkan proses kognisi yang tinggi. Proses pengajaran perlulah sistematik dan terancang dengan penglibatan guru yang dominan pada peringkat awal, dan semakin berkurangan secara beransur-ansur, dan akhirnya dilaksanakan oleh murid sendiri melalui regulasi sendiri tanpa bantuan guru atau rakan-rakan. Dalam keadaan pengajaran biasa yang terbatas dan konvensional, regulasi sendiri atau metakognisi agak sukar untuk direalisasikan. Keseluruhan proses yang terlibat dalam pengajaran dan pembelajaran berkualiti Vygotsky (1978) yang dibincangkan dapat diperjelaskan lagi melalui *Rajah 1*.

SENARIO INTERAKSI LISAN PENGAJARAN PENULISAN BM

Interaksi lisan terbukti menjadi alat pembelajaran yang berkesan kepada pelbagai golongan murid dan pelajar (Kalu dan Ali, 2004; Moguer, 2004; Kuech, 2004; Quek, Wong dan Fraser, 2005). Ini bermakna kalau guru cekap memanipulasi interaksi lisan pengajaran, dan murid mengalami dan melalui interaksi lisan pembelajaran yang bermakna, maka kemungkinan berlakunya pembelajaran yang optimum adalah lebih tinggi. Tetapi, guru menunjukkan kecenderungan untuk mengawal interaksi lisan dalam bilik darjah lalu menyebabkan kurangnya peluang bagi murid untuk mengalami pembelajaran yang berkesan. Keadaan ini mengganggu perkembangan kemahiran berkomunikasi kerana kemahiran ini memerlukan interaksi lisan yang tinggi (Simons dan Murphy, 1986), termasuk penulisan (Roselan Baki, 2003) dan ini mempengaruhi pencapaian persekolahan murid (Corson, 1984). Ini satu keadaan yang malang kerana interaksi lisan ialah alat pengajaran dan pembelajaran (Vygotsky, 1978).



Sumber: Tharp, R. and Gallimore, R. (1994). *Rousing Minds to Life*. New York: Cambridge University Press.

Rajah 1: Proses Perkembangan Pembelajaran dalam ZPT

Bagaimanakah agaknya murid boleh belajar dengan lancar dan berkesan sekiranya mereka tidak diberikan alat untuk melaksanakannya? Dalam suasana yang hanya mengizinkan sedikit peluang untuk berinteraksi lisan dengan menjawab soalan atau bertanyakan sesuatu yang tidak difahami kepada guru tentulah tidak mencukupi. Oleh sebab aktiviti berfikir berlaku selari dengan kegiatan berbahasa, maka mungkinkah pembelajaran yang optimum berlaku tanpa interaksi lisan dan aktiviti berfikir? Tegasnya, gurulah yang memulakan, menentukan apa yang hendak diperkatakan, siapa yang dikehendaki berinteraksi lisan, sejauh mana yang boleh diperkatakan oleh murid dan bila interaksi lisan seharusnya ditamatkan (Roselan Baki, 2003). Penggunaan interaksi lisan *tanpa interaksi lisan* tentunya kurang menyumbang kepada proses pembelajaran kemahiran mengarang dan berfikir dalam kalangan murid.

Sehubungan itu, satu kajian telah dijalankan untuk memahami proses pelaksanaan interaksi lisan pengajaran penulisan bahasa Melayu. Dengan demikian, kefahaman tentang fenomena yang berlaku dapat difahami dengan lebih jelas.

Sebenarnya kajian ini lebih luas dan mencakupi pelbagai aspek. Sehubungan itu, kertas kerja ini membincangkan tiga aspek yang berikut, iaitu; a) jenis interaksi lisan yang digunakan guru; b) kaedah guru melaksanakan interaksi lisan, dan; c) kualiti interaksi lisan dari segi pengajaran dan pembelajaran.

METODOLOGI KAJIAN

Kajian ini dijalankan secara kualitatif kerana fenomena pengajaran di bilik darjah kompleks sifatnya (Miles dan Hubberman, 1994) dan guru pula tidak dapat dipisahkan daripada konteks berkenaan (Yin, 1994). Oleh itu, reka bentuk kajian kes "satu kes pelbagai lokasi" telah digunakan untuk meneliti fenomena interaksi lisan pengajaran dalam konteksnya yang sebenar (Merriam 2001), iaitu dalam pengajaran penulisan BM dalam bilik darjah. Empat guru telah dipilih secara *purposive* sebagai responden kajian (Miles dan Hubberman, 1994) dan mereka telah mengajar BM lebih daripada 10 tahun, dan dianggap cemerlang oleh pengetua masing-masing. Mereka juga mengajarkan BM bagi Tingkatan 4 yang terbaik di empat sekolah berasrama penuh yang berlainan.

Data kajian diperoleh melalui pemerhatian proses pengajaran, temu bual retrospektif mendalam dan analisis dokumen. Pemerhatian dilakukan sehingga maklumat yang dikumpulkan mencapai tahap tepu (Merriam, 2001), manakala temu bual dilakukan dengan teliti dengan mengambil langkah-langkah perlu bagi menjamin kesahan dan kebolehpercayaan data (Gay dan Arasian, 2000) melalui satu prosedur yang tekal, berterusan dan sistematik.

Data dianalisis melalui tahap penyaringan, pengekodan dan verifikasi (Miles dan Hubberman, 1994). Hasil daripada proses pengekodan yang dilakukan, tema-tema dibina dan dianalisis mengikut kes secara berasingan atau *with-in case* (Merriam, 2001) dalam kelompoknya. Selepas itu, tema-tema dianalisis secara bersilang antara kes (*cross-case*) (Miles dan Hubberman, 1994; Wellington, 2000). Selepas itu, hubung kait, perbandingan, persamaan, perbezaan antara tema dan sub-subtema dilakukan untuk tujuan pembinaan rumusan kajian.

DAPATAN DAN PERBINCANGAN

Dapatan kajian dipaparkan dalam urutan jenis interaksi lisan, proses pelaksanaannya dalam pengajaran dan pembelajaran, dan sejauh mana interaksi lisan berkenaan berkualiti dari perspektif pembelajaran Vygotsky.

Jenis Interaksi Lisan

Dalam proses interaksi lisan pengajaran penulisan, guru menggunakan jenis-jenis interaksi lisan yang berikut: sapaan, inisiasi, penerangan, penyoalan, arahan, kawalan dan sindiran. Jenis-jenis interaksi lisan tersebut wujud dalam

sebahagian besar daripada keseluruhan proses pengajaran guru. Walau bagaimanapun, terdapat perbezaan dari segi kekerapan kewujudan jenis interaksi lisan tertentu dalam keseluruhan proses pengajaran. Bagi memaparkan pelaksanaan interaksi lisan pengajaran, proses pengajaran dibahagikan kepada empat tahap, iaitu penyesuaian, pengenalan, pengajaran dan penutupan.

Tahap penyesuaian merupakan interaksi lisan antara guru dengan murid yang bertujuan untuk membina hubungan. Bagi tujuan itu, guru menggunakan pelbagai strategi, seperti peristiwa yang berlaku di sekolah, tajuk utama akhbar, tajuk utama berita televisyen, pelakuan dan penampilan murid sendiri. Pada peringkat ini, pengajaran belum lagi dimulakan. Tahap pengenalan bermula apabila guru memulakan pengajaran dengan menyatakan tajuk atau memberitahu pelajar supaya bersedia untuk belajar. Pada tahap ini juga, guru menerangkan perkara-perkara yang akan dipelajari dan sikap yang dikehendaki daripada murid. Tahap pengajaran melibatkan penerangan guru tentang kandungan pelajaran, interaksi antara guru dengan murid dan aktiviti yang dilakukan untuk pembelajaran. Tahap penutupan merupakan pengakhiran pengajaran dengan guru memberi rumusan dan menyatakan tugas atau latihan yang perlu dilakukan murid selepas pengajaran berkenaan.

Dalam kalangan jenis interaksi lisan yang digunakan, terdapat jenis interaksi lisan yang lebih dominan daripada yang lain apabila diteliti dari segi penggunaannya dalam proses pengajaran dan pembelajaran (lihat Jadual 1). Jenis interaksi lisan yang disebutkan di awal lebih dominan daripada yang seterusnya.

JADUAL 1
Jenis interaksi lisan dalam pengajaran

Tahap Pengajaran	Penyesuaian 1	Pengenalan 2	Pengajaran 3	Penutupan 4
Jenis Interaksi Lisan	Sapaan	Penerangan	Penerangan	Arahan
	Penyoalan	Penyoalan	Penyoalan	Kawalan
	Inisiasi	Kawalan	Arahan	Penerangan
		Sindiran	Kawalan	
			Sindiran	

Proses Pelaksanaan Interaksi Lisan Pengajaran dan Pembelajaran

Bagi melaksanakan pengajaran, bermula dari saat guru memasuki kelas hinggalah meninggalkan kelas tertentu setelah pengajaran selesai, guru menggunakan pelbagai jenis interaksi lisan. Bagi menjelaskan proses interaksi lisan yang berlaku dalam tempoh itu, perbincangan dilakukan berdasarkan jenis interaksi lisan yang digunakan secara kronologi dan berdasarkan kekerapan jenis interaksi lisan tertentu digunakan, dan bukan berdasarkan tahap-tahap pengajaran. Ini dilakukan bagi melancarkan proses perbincangan dan memudahkan pemahaman kerana jenis interaksi lisan tertentu turut digunakan dalam pelbagai tahap pengajaran.

Apabila masuk ke kelas, guru melakukan interaksi lisan **sapaan**. Lazimnya, sapaan ringkas sifatnya dan ada kalanya tidak dilakukan apabila pelajaran berkenaan merupakan sambungan, pelajaran penulisan untuk latihan mengarang ikut waktu atau guru ada tugas yang perlu ditangani dengan segera. Biasanya, sapaan dilakukan sebaik sahaja murid memberi ucap selamat. Interaksi lisan jenis sapaan ini digunakan "untuk membina hubungan dengan murid." Guru menggunakan tujuh strategi, iaitu menggunakan ciri-ciri kurang positif pada diri murid; hal-hal yang berkaitan dengan diri murid; aktiviti sukan dan permainan; pelantikan untuk jawatan tertentu; emosi murid yang terganggu akibat tindakan pentadbir sekolah; isu semasa dalam negara, dan; situasi semasa di kelas.

Selepas sapaan, guru memulakan pengajaran dengan melakukan interaksi lisan jenis **inisiiasi**. Ini bertujuan mendorong dan menggalakkan murid untuk berinteraksi lisan dengan guru. Guru nampaknya menggunakan soalan dengan meluas sebagai alat untuk melakukan inisiiasi. Soalan pula sering berkisar sekitar jenis karangan atau tajuk karangan dengan guru bertanya tentang tajuk yang ditulis minggu lepas umpamanya, "karangan apa kita buat minggu lepas?" Di samping itu, guru juga melakukan inisiiasi melalui pernyataan yang rata-rata mencakupi soal prestasi murid dalam pelajaran karangan. Umpamanya, guru menyatakan "kamu dah semakin baik dalam karangan fakta." Kadang-kadang guru langsung tidak melakukan inisiiasi dan mereka terus memperkenalkan tajuk

penulisan, "hari ini kita belajar karangan perbincangan", sebagai contoh.

Seterusnya, guru memulakan proses pengajaran. Guru melakukan **penerangan** dan hampir setiap sesi pengajaran dimulai dengan penerangan. Keadaan ini menjadikan penerangan sebagai jenis interaksi lisan yang paling meluas dan banyak penggunaannya. Penerangan dilakukan dalam pelbagai keadaan, seperti memperkenalkan pelajaran; menghuraikan isi pelajaran dan tugas; dan, memberi penjelasan apabila jawapan murid kurang tepat. Boleh dikatakan selepas kebanyakan jenis interaksi lisan lain diikuti dengan penerangan. Oleh sebab penerangan dilakukan dalam pelbagai konteks dan dengan pelbagai tujuan, maka ada penerangan yang ekstensif, sederhana dan ringkas sifatnya. Penerangan yang panjang dan sederhana lazimnya berlaku apabila murid menunjukkan masalah untuk memahami apa yang dipelajari melalui soalan yang dikemukakan atau prestasi mereka yang tidak memenuhi kehendak guru. Sekiranya murid melakukan sesuatu yang dianggap kurang positif kepada pembelajaran ketika guru melakukan penerangan, guru akan menggunakan interaksi lisan jenis **kawalan**. Ini digunakan untuk menegur murid atau kumpulan murid tertentu supaya memberi perhatian kepada pelajaran. Guru, sebagai contoh berkata "Jangan bising, dengar sini"; "Cukup tu, Kamal" atau "Pandang sini semua". Tetapi, kalau murid berkenaan masih tidak akur, maka guru melakukan kawalan dengan sedikit keras dan kadang-kadang sedikit sinis dalam bentuk **sindiran**, seperti "Tak faham bahasa Melayu ke?"; "Bising lagi.....sebab itu markah tak pernah baik" dan "Itulah kepandaian kamu.....belajar tak tahu". Selepas interaksi lisan kawalan atau/ dan sindiran, murid atau kumpulan murid berkenaan memberi perhatian semula kepada pengajaran guru. Lazimnya, selepas itu guru meneruskan pengajaran dengan menyambung penerangan yang disampaikan sebelumnya.

Selepas melakukan penerangan, guru melakukan **penyoalan** untuk menguji sama ada murid menguasai apa yang telah diterangkan. Kebanyakan soalan yang digunakan merupakan soalan 5W1H sahaja. Soalan seperti "Faham?" dan "Ada masalah?" sangat dominan kewujudannya. Kedua-dua bentuk soalan ini

sebenarnya lebih merupakan sebahagian daripada proses penerangan kerana murid akan menjawab "faham" atau "tak ada masalah". Malah, kalau murid tidak menjawab apa-apa pun guru tetap meneruskan penerangan mereka. Kedua-dua bentuk soalan ini seolah-olah berfungsi sebagai strategi gaya penyampaian agar bentuk penyampaian mempunyai variasi. Di samping itu, kebanyakan soalan lain bertumpu kepada usaha menguji keupayaan murid dalam mengingat fakta melalui soalan-soalan seperti "Cuba sebutkan satu isi.....?"; "Berikan satu ciri karangan yang baik?"; dan, "Apa yang perlu ditulis di sini?" (sambil menunjuk kepada bahagian tertentu dalam format karangan di papan tulis). Pada masa yang sama, soalan juga diajukan kepada murid yang kurang memberi tumpuan dan agak nakal ketika guru mengajar. Lazimnya, murid berkenaan tidak dapat memberi jawapan yang diinginkan guru. Ini bermakna, soalan juga digunakan sebagai strategi kawalan kelas. Kadang-kadang, interaksi lisan penysoalan diikuti oleh interaksi lisan **sindiran**, seperti "Itulah.....tengok gaya boleh tahan....."; "Apa kata pepatah tu.....lebih baik diam daripada bercakap yang sia-sia"; dan "Lebih baik, orang tak tahu (yang kita tidak tahu) daripada orang tahu.....".

Seterusnya, guru melakukan **penerangan** yang berbentuk pengulangan. Pengulangan merupakan penerangan tambahan dan lanjutan yang dirasakan perlu bagi membantu proses pembelajaran murid. Interaksi lisan jenis ini kebanyakannya berlaku setelah murid tidak memberi jawapan yang dikehendaki guru. Respons murid dianggap petanda bahawa murid kurang faham, maka penerangan perlu dilakukan lagi bagi membantu pemahaman murid. Kadang-kadang pengulangan berlaku beberapa kali kerana murid belum menunjukkan tahap pencapaian yang dapat memuaskan hati guru. Penerangan yang lebih daripada dua kali biasanya disertai dengan sindiran atau penegasan daripada guru. Ungkapan seperti "Baik, cikgu terang sekali lagi. Kalau tak dapat juga, tak tahulah....."; "Itulah.....orang mendengar awak bermain.....dengar baik-baik"; dan, "Ini kali terakhir.....dengar betul-betul". Di samping itu, pengulangan juga dilakukan untuk menegaskan jawapan murid yang tepat. Ini dilakukan bagi memastikan semua murid memperoleh jawapan

yang serupa. Jadi, guru mengulang jawapan murid dengan menyebutkannya semula dengan penambahan yang bersesuaian sekiranya perlu.

Apabila sesuatu aspek atau kandungan telah disampaikan dan kefahaman murid telah diuji melalui penysoalan, guru memberi **arahan** tentang aktiviti atau latihan yang perlu dilakukan. Guru sebagai contoh mengarahkan murid seperti "Bina kumpulan.....empat atau lima orang"; "Bincang dengan kawan sebelah tentang....." atau "tulis satu perenggan secara berpasangan" atau "tulis sebuah karangan dalam buku latihan kamu". Lazimnya, selepas itu, guru akan sibuk melayani pelbagai soalan daripada murid tentang arahan yang diberikan. Kadang-kadang arahan turut diikuti penerangan ringkas kerana murid nampak kurang jelas akan arahan yang diberikan.

Status Kualiti Interaksi Lisan

Dalam kajian ini, guru didapati menggunakan interaksi lisan jenis sapaan, inisiasi, penerangan, penysoalan, kawalan, sindiran dan arahan. Pada keseluruhannya, interaksi lisan yang berlaku membantu proses pembelajaran murid dalam penulisan BM. Sapaan, penerangan, penysoalan, kawalan, arahan dan sindiran yang dilakukan sememangnya diperlukan bagi menjamin kelancaran proses pengajaran dan pembelajaran. Walaupun begitu, kebanyakan interaksi lisan tersebut lebih menyumbang dalam menjamin kelancaran proses pengajaran dan pembelajaran dan kurang menyumbang dari segi kualiti. Ini kerana jenis interaksi lisan yang digunakan kurang mendalam, kurang meluas dan tidak berfokus ke arah membawa proses pembelajaran dan pemikiran murid ke arah yang lebih tinggi. Keadaan ini dapat dilihat dalam contoh yang berikut;

Guru: Apa beza sains dan teknologi? (Tiada pelajar menunjukkan keinginan untuk memberi respons).

Apa dia sains, Akmal?

Akmal: Bidang ilmu tentang sains.

Guru: Kamu macam mana? Menunjuk ke arah Saleha)

Saleha: Sains ialah ...ilmu tentang alam.

Guru: Kalau macam ni...susahlah.

Jenis interaksi lisan yang digunakan dalam pengajaran lebih menunjukkan tujuan untuk mengingat kembali fakta yang dipelajari. Keadaan ini tidak menggalakkan pemikiran tinggi dan penguasaan kemahiran mengarang dalam kalangan murid kerana kemahiran berfikir dan berbahasa berjalan selari (Nosich, 2005).

Namun begitu, penggunaan **sapaan** sangat membantu proses permulaan pembelajaran. Murid rata-rata terangsang dan memberi respons yang menggalakkan terhadap sapaan yang guru lakukan.

- Guru: Ha, kepala kamu kena apa Yusri?
 Yusri: Luka. Main ragbi semalam (kening sebelah kiri bertampal *gauze* lebih kurang dua inci persegi).
 Guru: Kalah, menang?
 Ramai pelajar: Menang (dengan nada yang kuat). Tiga puluh kosong, Cikgu.
 Pelajar X: Kalau saya main, lagi banyak menang, Cikgu.
 Guru: Rasa sakit lagi?
 Yusri: Sakit, Cikgu.
 Guru: Tangan, ok kan?

Keadaan ini dapat membina kesediaan untuk belajar dalam kalangan murid. Walau bagaimanapun, kehairahan murid yang diwujudkan oleh sapaan yang dilakukan tidak dimanipulasi sepenuhnya untuk membina suasana pembelajaran yang kondusif. Kehairahan dan interaksi lisan murid yang aktif terhenti dengan tiba-tiba apabila pelajaran bermula. Guru nampaknya kurang bersedia untuk membiarkan murid berinteraksi lisan dan terus mula mengawal interaksi lisan.

- Guru: Baik. Kita belajar sekarang.
 Kalau asyik main ragbi, karangan teruk, tak guna juga.
 Sejak awal tahun, karangan belum boleh dibanggakan.
 Pelajar X: Ada banyak masa lagi, Cikgu.
 Guru: Inilah masalah kamu. Semua kamu anggap mudah. Kalau belajar tak pernah nak sungguh-sungguh.

Kalau sikap terbuka dan kesediaan untuk menerima pandangan dan respons murid itu

diteruskan, suasana pengajaran dan pembelajaran besar kemungkinan sangat berlainan dan mungkin lebih berkesan.

Sehubungan itu, **penerangan** yang diberikan dari semasa ke semasa juga membantu pembelajaran, tetapi terlalu banyak penerangan menjadikan proses pembelajaran sehalu dan murid hanya mendengar penerangan yang guru berikan.

- Guru: Dengar sini. Saya terangkan sekali lagi. Kepenggunaan bukanlah soal harga barang saja...termasuk soal pengetahuan, hak, kerjasama, kualiti barangan, kesan sampingan barangan dan macam-macam lagi. Fikirkan semua tu... dan bagaimana ia...., apa yang pengguna sepatutnya dapat. Faham?
 Kelas: (Diam. Ada pelajar yang mengangguk-angguk kepala)

Proses pembelajaran dengan mendengar semata-mata bukanlah satu pendekatan yang baik. Memang kuantiti interaksi lisan tidak kurang pentingnya kepada proses pengajaran dan pembelajaran, tetapi kualiti interaksi lisan itu juga perlu dipastikan agar pembelajaran bermakna (Good dan Brophy, 2003). Murid perlu melakukan sesuatu, berfikir dan berinteraksi lisan sesama mereka bagi membina kefahaman dan makna bagi diri mereka sendiri. Oleh sebab itu, penerangan sewajarnya dilakukan apabila perlu, terancang dan bertujuan, dan tidak selengkap-lengkapnya bagi menyediakan ruang untuk pelajar berfikir dan berinteraksi dengan rakan-rakan. Tiadanya interaksi lisan yang dua hala dan pelbagai hala menyukarkan terbinanya intersubjektiviti dalam kalangan murid bagi membolehkan mereka bermula pada titik yang setara sebelum pelajaran berjalan lebih jauh (Good dan Brophy, 2003). Kecenderungan guru untuk melakukan penerangan demi penerangan secara tidak langsung membuat pelajar kurang bersedia untuk berinteraksi lisan kerana setiap perkara yang ditanya atau setiap respons mereka diulas dan diberi penerangan lanjut oleh guru (Roselan Baki, 2003). Murid seolah-olah sudah bersedia untuk keadaan ini. Jadi, mereka kurang bersedia atau tidak terdorong untuk berinteraksi lisan.

Di samping itu, **penyoalan** yang digunakan guru juga rata-rata berada pada aras rendah sahaja. Oleh sebab itu, pembentukan pemikiran aras tinggi sukar berlaku. Ini dapat dilihat dalam petikan yang berikut;

Guru: Bilakah Pulau Tari dilanda taufan?

Lilia: Tahun 1897, Cikgu.

Guru: Bagus.

Bila pula ahli kaji cuaca ke Pulau Tari?

Zizi: 1987, Cikgu.

Guru: Pandai.

Mengapa mereka ke pulau itu?

Rangsangan yang telah terbina melalui soalan aras rendah jenis 5W 1H itu sewajarnya diperluas ke aras yang lebih tinggi bagi menggalakkan pemikiran yang kompleks dan bercapah. Kalau soalan aras tinggi tiada, tentulah amat sukar bagi pemikiran aras tinggi untuk terbina. Dalam konteks penulisan, ini sangat diperlukan kerana penulisan atau mengarang merupakan kemahiran literasi yang paling kompleks (McCarthy dan Raphael, 1992).

Sehubungan itu, satu jenis interaksi lisan yang sangat sinonim dengan pemikiran aras tinggi ialah **pencungkilan**. Pencungkilan boleh dilakukan melalui penyoalan lanjutan atau melalui penggunaan analogi, metafora dan masalah yang bertujuan untuk menggerakkan minda murid untuk berfikir bagi membolehkan daya berfikir mereka dibawa ke tahap paling tinggi yang termampu oleh mereka. Proses pencungkilan yang sistematik dan berterusan dalam pengajaran dan pembelajaran dapat membina kebiasaan berfikir secara mendalam dan ini sangat membantu proses pembelajaran. Malangnya, pencungkilan sangat kurang dilakukan oleh guru dalam kajian ini. Guru cenderung untuk menerima jawapan betul pertama dan soalan yang kurang tepat tidak diberi layanan yang sewajarnya.

Guru: Apakah maksud gejala?

Apa pendapat kamu Amri?

Amri: Tanda-tanda buruk pada sesuatu perkara, Cikgu.

Guru: Bagus, Amri.

Kalau gejala sosial, apa maksudnya?

Amy: Keadaan sosial yang bertanda tidak baik.

Guru: Apa gejala sosial Laila?

Guru sewajarnya melakukan pencungkilan agar maksud sebenar murid dapat diketahui dan proses pencungkilan berkenaan merangsang minda untuk terus berfikir. Hal ini demikian kerana soalan-soalan yang dikemukakan lebih bertujuan untuk mengukur sejauh mana murid mampu mengingat fakta yang dipelajari. Keadaan ini tidak memudahkan murid untuk melakukan penyesuaian terhadap kefahaman dan makna yang sedia terbina dalam kerangka pemikiran mereka. Dengan demikian, pembelajaran pada aras tertinggi, iaitu pada aras **regulasi sendiri** tidak mudah untuk direalisasikan (Vygotsky, 1978, 1986).

Pembelajaran pada aras regulasi sendiri atau metakognisi memperlihatkan kemampuan murid untuk melakukan tindakan dengan sedar dan mengetahui apa yang dilakukan. Secara lebih luas lagi, proses ini turut melibatkan kepercayaan, pengetahuan dan strategi untuk melakukan tugas, dengan murid berupaya untuk menentukan waktu strategi tertentu paling berkesan, kemahiran yang diperlukan, tempoh waktu yang diperlukan, halangan yang ada dan manfaat yang bakal diperoleh (Antonietti, Ignazi dan Perego, 2000). Berdasarkan kajian ini, pada keseluruhannya, proses interaksi lisan yang berlaku belum menunjukkan kualiti yang diketengahkan oleh Vygotsky (1978, 1986). Proses interaksi lisan lebih berbentuk pengurusan, sehalu dan fungsional, mengikut kehendak dan perancangan guru, bukan mengikut keperluan pembelajaran murid.

RUMUSAN DAN CADANGAN

Guru nampaknya sangat mengawal interaksi lisan pengajaran dan pembelajaran penulisan BM. Sebahagian besar interaksi lisan dalam proses pengajaran merupakan penerangan, penyoalan, arahan dan kawalan yang dilakukan oleh guru dari semasa ke semasa. Interaksi lisan murid terbatas kepada menjawab soalan guru, bertanyakan sesuatu tentang arahan guru yang kurang difahami. Nampaknya pandangan Roe (2005) bahawa murid seharusnya digalakkan berinteraksi dengan bahan pembelajaran dengan ekstensif agar terbina kesedaran dan refleksi mendalam tentang alam sekeliling mereka kurang ketara. Tegasnya, proses interaksi lisan pengajaran yang berlaku lebih merupakan

medium penyampaian dan bukan menjadi alat yang membantu proses pengajaran dan pembelajaran. Keadaan ini agak merugikan dan perlulah ditangani dengan menyeluruh dengan kadar segera agar pengajaran yang berlaku bermakna kepada pembelajaran pelajar.

Oleh sebab itu, guru seharusnya melakukan banyak refleksi tentang amalan interaksi lisan mereka ketika mengajar. Satu cara yang sesuai bagi menilai senario pelaksanaan interaksi lisan masing-masing adalah dengan melakukan penyelidikan tindakan ke atas amalan pengajaran masing-masing (Roselan Baki, 2006). Apabila guru dapat mengenal pasti prestasi sebenar mereka, maka penambahbaikan dapat dilakukan dari semasa ke semasa. Dengan demikian, kesungguhan dan komitmen tinggi yang sentiasa diberikan itu tidak sia-sia dan memberi manfaat sebenar kepada murid yang diajar dan membekalkan kepuasan kepada guru. Adalah sangat malang sekiranya guru telah melakukan pengajaran dengan bersungguh-sungguh, dengan melakukan penerangan demi penerangan tetapi murid masih di takuk lama. Ini boleh mengecewakan dan membunuh semangat dan roh keguruan yang ada dalam diri setiap guru. Adalah satu tragedi sekiranya keadaan ini terjadi akibat ketidakprihatinan dan kejahilan diri sendiri.

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Writing Centre Approach: Critical Issues and Practical Concerns

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ABSTRACT

As part of a research study on innovating the writing centre approach in Malaysian tertiary education, this paper critiques some common practices in writing centres, and raises issues pertinent to the writing centre approach. Critical issues discussed are the notion of help in writing centre tutoring, generalist versus specialist tutoring, peer review versus peer tutoring, tutoring ESL students, and grammar instruction. Examples are drawn from contexts where the writing centre was originally innovated to explore a workable model for its application in Malaysian tertiary institutions.

PROLOGUE: DEFINING THE WRITING CENTRE APPROACH

Writing centres (WCs) may sound unfamiliar or not known to have existed in Malaysia. However, in North America, almost every tertiary institution, and many secondary schools have a writing centre or a learning centre that supports the teaching and learning of writing. The earliest WC was known to have been established in the University of Iowa in 1934 (Carino, 1995). The long history of WC development since the last century saw the creation of more than a thousand WCs in North America (Harris, 2004). The revolution and evolution of WCs have resulted in WCs taking various roles and functions at different institutions.

Indeed, WCs in North America can relate to various contexts and specifications. For example, WCs can exist in different levels of educational institutions such as secondary schools, community colleges and universities. A WC can also be located at various venues such as libraries, learning centres, English Departments, or residential halls. It may be centralized at just one location or may have several satellite centres, usually found in universities with branch campuses (Haviland *et al.*, 2001). A WC may be used to support various programs, for example,

first year composition, writing across the curriculum or writing intensive courses. A WC can be funded by student fees, English Department, Provost Office, or an external organization. Students who use a WC may include undergraduates, postgraduates, ESL, learning disabled, faculties, and local or global communities.

Further, writing tutors serving at a WC can be peers, graduate students, faculty members, retirees, or professional consultants. The tutoring mode can be face-to-face, online, individual, small group, hybrid, synchronous, asynchronous, or telephone. The size of a WC also varies. It can be as big as a building complex or just a single room. The services offered by a WC are also different across institutions, for example, it can provide one or all the following services such as reference resources, writing consultation, or writing workshops. A WC can also have various statuses such as adjunct to a department/discipline or free-standing, a remedial centre, or an excellence centre for writing (Carino, 2001; Davies, 2006; Griffin *et al.*, 2006; Harris, 2004; Kinkead and Harris, 1993).

Given this multifaceted and multifarious nature of a WC, it is indeed difficult to establish a generic definition that is acceptable to all. This vast diversity of WCs has somewhat limited its

generalisability to other WCs. As such, many WC directors adapt the praxis of WC according to the mission of the institutions and the needs and demands of the clientele they serve.

On the other hand, despite the multiplicity and diversity, WCs do have some common traits (Harris, 2004; Waller, 2002). The most prominent function of a WC is the practice of peer tutoring. This tutoring is one-to-one, individualized, student-centred, non-judgmental, non-directive and non-threatening, be it face-to-face or online (Harris, 1995). The facilitative tutor plays the role of a coach or a collaborator in helping the student writer find his or her own voice in his or her writing. The tutor achieves this purpose by providing feedback as a reader and by asking probing questions very much resembling Socratic questioning. The tutorial is student-centred as it focuses solely on the student's needs. Generally, the tutors are peers of the students, advanced or graduate students, professionals who are writing consultants, retirees, or volunteers who have been trained, but rarely the instructor who sets the writing assignment (Harris, 2004; Waller, 2002). Student writers are encouraged to experiment with different strategies of writing. They are free to work on any writing task for any course or any purpose, for example: lab reports, term papers, job application letters, resumes, dissertations, essays, creative writing, etc. WCs are generally open to all students, and tutors work with students who have various levels of proficiency (Harris, 2004; Waller, 2002).

Another common function of most WCs is the provision of reference materials for their clientele such as guidebooks, dictionaries, thesauri, grammar references, style guides, encyclopedias, worksheets on specific skills, and essay models. Often, WCs are also equipped with computers and printers for writers to work on their drafts (Harris, 2004; Waller, 2004).

Through the years, the practice of peer tutoring and the provision of various facilitative resources in the WC have evolved to be known as the WC approach (Harris, 1995; Jones, 2001). WC tutors have been recognized as being able to enrich cognitive processes of student writers from across disciplines (Pemberton, 1995). WC tutors are able to achieve this purpose by offering students new perspectives for thinking about the writing task, and thus contributing significantly

in the student writing process. Hence in general, the WC approach has been regarded positively to have contributed to nurturing better writers (Jones, 2001).

However, despite the positive recognition of WC contributions in student writing processes, the actual implementation of the approach is not without critiques. The following sections discuss the differing views with the intent to provoke further critical appraisal of the WC approach.

CURRENT ISSUES AND PRACTICAL CONCERNS

The discourse on WCs is often enriched with debates over theories, approaches, and practices. Such issues include aspects of tutoring, be it face-to-face or online, tutoring approaches, technology adoption and application, ESL learners, research, usability and effectiveness, and ethics. The following sections present some selected issues or concerns, more inclined toward guiding WC praxis in an ESL environment.

TUTORING AND THE NOTION OF HELP

The main purpose of WCs is to help students become better writers. Often, WCs have to balance the provision of this kind of help with ethical issues such as authorial integrity and ownership. If students improve their writing from talking to tutors, and incorporating tutors' feedback or ideas into their writing, can the students claim total ownership of their writing? Must they acknowledge which part of the writing is originally theirs and which part is contributed by their tutors? Does collaboration practiced in WC tutoring encourage plagiarism? These are but some legitimate issues that must be addressed before any WCs embark on providing the facility of writing tutoring.

Deciding the amount of help and the kind of help given to a student at a WC tutorial can be difficult. Sherwood (1998) suggests that the amount and the kind of help extended by a tutor to a student at a WC tutorial may be based on the philosophy or practice of a WC. If a WC supports the Current-Traditional Rhetoric or Behaviourism model, a tutor, as a more experienced writer, is free to correct a student's writing, or to provide a better model for the student to emulate. If the WC supports the

Expressionism theory, then the student is expected to self-generate the ideas for creating the piece of writing independently. And, if the WC adheres to a Social Constructionist Rhetoric theory, the tutor will help the student see the weak points in the writing, and the student will decide how to change what based on the tutor's guidance. Again, the question of ethics arises—how much and what kind of collaborations are acceptable as ethical collaboration?

In ensuring authorial integrity, WC tutors must ensure that students take full responsibility for improving their work. This is possible through minimalist tutoring (Brooks, 2001), a non-interventionist approach that emphasizes students taking full charge of their writing, and prohibits tutors from making any actual act of changes on a student's writing. The actual practice of minimalist tutoring discourages the tutor in holding a pen, and the tutor is trained to answer a tutee's questions by more questions, leading the tutee to discover the answer and also to make decisions in the writing process. Minimalist tutoring has been the preferred approach in most North American WCs probably to "mollify faculty who suspect tutoring is a form of plagiarism" (Carino, 2003, p.99). In other words, minimalist tutoring is used as some kind of a "defence mechanism" (Carino, 2003, p.100) in alleviating faculty suspicion (Clark and Healy, 1996).

Despite the good intention of improving student writers and not their writings, and protecting WCs from any accusation of promoting plagiarism, minimalist tutoring is not without criticism. A strong remark came from Grimm (1999) who criticizes that WCs are withholding "insider knowledge" (p. 31) by not informing students of the mainstream or academic culture. This negative comment on minimalist tutoring led Powers (1993) to propose shifting the role of a minimalist tutor to that of a cultural informant, informing where necessary to help students understand the difference in cultural expectations.

Another criticism on minimalist tutoring came from Carino (2003) who cautions that minimalist tutoring, when practised to the extreme, might encourage peer tutors to abstain from asserting authority and expertise. He illustrates this point by quoting two tutoring snippets where the first tutor, strictly adhered to the principle of non-intervention, let the student

decide whether or not to take out the irrelevant introduction to a play review although the student repeatedly said he did not know and had no experience in writing a play review. The second tutor, more willing to take the authority as a more experienced writer, aptly advised the student of the convention of a play review, and more effectively helped the student learn the art of writing a play review.

In summing up, minimalist tutoring, being a tried-and-seasoned tutoring technique in the long WC history, certainly has its merits. However, students who seek WC help have diverse needs and abilities and are from various backgrounds. Therefore, a balanced approach instead of a strict adherence in applying minimalist tutoring might be a more desirable practice. Basic writers, many of whom are ESL students, require more guidance and direction. In Malaysia, most ESL students started to write in academic English when they are enrolled in the university, where specific courses in disciplines such as medicine, engineering and computer science are taught in English. Therefore, a minimalist approach in tutoring this group of ESL students may not achieve positive results.

GENERALIST VERSUS SPECIALIST TUTORING

A good number of WCs are administered by an English Department, the tutors, who are usually advanced English-major students, are trained to provide generalist tutoring. This means they apply the same generic writing tutoring techniques to students across disciplines. A question is raised as to whether the generally trained tutors should have discipline specific knowledge (Kiedaisch and Dinitz, 2001).

A faction of the WC practitioners felt that a generalist tutor who is ignorant of the specific discipline is "best suited to ask questions that will make authors look again at their texts and prompt them to rethink critically their underlying assumption" (Shamoon and Burns, 1995, p. 62, citing Trimbur, 1988). Hubbuch (1988) went a step further to affirm that an 'ignorant' or generalist tutor is able to offer more help than a tutor who has the discipline knowledge. For example, the generalist can "help the student recognize what must be stated in the text" (p. 28).

For a long time this kind of generalist approach to tutoring seemed to be the standard. The extensive WC manuals (see, for example, the review by McDonald, 2005, on recent tutor training books) and literature seemed to have perpetuated the standardization of the generalist and minimalist tutoring procedure that is non-directive questioning and attending to global before local concerns. The generalist approach can be applied so long as the tutor has a barrack of questions in guiding the writer to recognize a shortcoming in the writing or to generate more ideas to improve writing (Shamoon and Burns, 1995).

In investigating the effects of disciplinary knowledge on tutoring sessions, Kiedaish and Dinitz (2001) analyzed 12 videotaped tutoring sessions. They found a positive correlation between disciplinary knowledge and the quality of the tutoring session. A second finding was the confirmation that a generalist tutor could have limitations because there were times when questioning or general advice did not help to improve the paper. They also found that tutors who had succeeded in working on higher order concerns were the ones who had discipline specific knowledge. Thus, a tutor's knowledge of the subject matter and the writing convention of the discipline are helpful, although it is also true that discipline knowledge alone does not guarantee a good session.

PEER TUTORING AND PEER REVIEW

Peer tutoring in the WC is sometimes confused with peer review in the classroom especially by people who are not familiar with WC work or literature. The confusion may be caused by the fact that both are student-centred pedagogies and both involve peer collaboration in responding to writing with the intention of improving the writing or the writing skill (Breuch, 2004; Harris, 1992). In both scenarios, the peer "replaces the hierarchical model of teachers and students with a collaborative model of co-learners engaged in the shared activity of intellectual work" (Trimbur, 2001, p. 290).

However, there are obvious differences. According to Harris (1992, p. 369), peer tutoring is "collaborative learning about writing", while peer review is "collaborative writing". Secondly,

a peer tutor is considered more skilled compared to a peer reviewer in a review group as the former is usually trained prior to working as a peer tutor. A peer tutor is both a peer and a tutor. S/he is a *hybrid* (Harris, 1992), and is expected to play the role of a more knowledgeable peer. While a peer tutor is often trained to attend to overall effectiveness or the higher order concerns of a draft before attending to stylistic or lower order concerns, a peer reviewer does not necessarily follow the same procedure. In practice, a peer reviewer follows the instruction of a composition teacher who dictates the focus of a review, usually in a printed structured response sheet. Peer review also resembles joint or co-authorship in collaborative writing, and is more likely to be practiced later in a job situation. An additional difference is that a peer tutor is usually trained to apply the non-directive technique in responding to a student in a writing process, but a peer reviewer mainly uses the directive method (Harris, 1992).

A peer is engaged in tutoring writing in a WC and reviewing writing in a classroom instead of a teacher or any other person because of the obvious benefits of engaging a peer. The first benefit is affective because the peer, being also a student, is less threatening than a teacher or an outsider. The peer is able to offer the required emotional support, for example, in offering encouragement and in reducing writing apprehension, as the peer and the student can relate better with one another because they share some common experiences in writing (Harris, 1992). For WCs, there is also the obvious economical reason of employing peers as student hourly rate is very much lower compared to that of a professional.

In responding to writing in a peer review, both students and their peers are actively involved in the learning and writing process (Ferris and Hedgcock, 2004). They formulate and evolve new ideas while reading and reacting to their peers' ideas. Peer response provides the opportunity for students to involve in "unrehearsed, low-risk exploratory talk" that may not be possible in a teacher-led interaction (p. 226). Students have the chance to receive feedback from more than one person, and thus they understand their writing better. Through responding to writing, students become more critical readers and more effective

writers. They acquire the critical skill to analyze and improve their own writing. In the long run, students become more confident and less apprehensive writers. The peer response activity also helps to foster a community of writers. The teacher's workload can also be reduced (Ferris and Hedgcock, 2004).

On the other hand, peer response also has its share of criticism (Ferris and Hedgcock, 2004). Peer response tends to focus on surface errors while neglecting higher order concerns. The comments or feedback from peers may also create conflicts and hostility especially when the students are overly critical and are not skilful in softening their comments. In an ESL composition class, students may be struggling to understand their peer reviewers who may have a special accent. A further concern is that ESL students may not have the meta-language to comment on their peers' writing (Ferris and Hedgcock, 2004). They may also not be able to detect or correct their peers' errors (Nelson and Murphy, 1993). Furthermore, cultural and social differences among group members may create conflicting expectations to the peer response and may also complicate communication (Carson and Nelson, 1996).

In comparing the value of teacher and peer feedback, O'Brien (2004) reports a survey study by Zhang (1995) who found that the majority of tertiary ESL students preferred teacher feedback. In another study reported, majority of the tertiary students whose L1 was Chinese preferred peer feedback included in addition to having teacher feedback (Jacob *et al.*, 1998). In a third study that surveyed Hong Kong upper secondary students, Tsui and Ng (2000) found that students had more preference for teacher feedback. They also incorporated more teacher than peer feedback in their revisions. However, the students also found peer response useful. These studies seem to suggest that although the Chinese EFL students preferred teacher feedback, they also learnt from peer response.

Kjesrud (2005), in reviewing the book titled *Writing Groups Inside and Outside the Classroom* by Moss *et al.* (2004), expressed his concern that collaborative work such as writing review might be imposing and hegemonic, particularly if the institution is one that practices individual reward system. This raises doubt to the genuine intent of

helping a peer obtain a better grade in any collaborative work in a situation where there is keen competition to squeeze into the top 5% rung of the cohort group. His questions, "What's the best way to implement writing groups?" and "How do power relationships affect writing groups?" (p. 63), open yet another dimension for thinking about implementing any writing collaboration such as a peer review of writing in a composition class.

With the advent of ICT, writing tutoring and review have gone online. In a recent book titled *Virtual Peer Review: Teaching and Learning about Writing in an Online Environment*, Breuch (2004) defines virtual peer review as "an activity of using computer technology to exchange and respond to one another's writing for the purpose of improving writing" (p.10). The change of media from face-to-face discussion to online communication for virtual peer review has fundamentally made virtual peer review a distinct pedagogy from classroom peer review. In essence, virtual peer review disrupts time, space and interaction of writing review. Traditional writing review is usually talk-based involving both oral and written communication, whereas virtual peer review is mostly if not wholly written communication unless the peers concerned integrate physical meetings or telephone communication on top of the online communication. Breuch (2004) suggests that virtual peer review can be a plausible extension of classroom work, and practitioners might tap into the flexibility of the online environment to optimize teaching and learning opportunities. Other than supporting social constructionist approach to writing, virtual peer review encourages ICT literacy in writing studies.

TUTORING ESL STUDENTS: DIRECTIVE OR NON-DIRECTIVE

In North American WCs, non-directive tutoring has been traditionally practised and has been generally accepted as being effective. If the tutor knows more than the student, non-directive tutoring helps the tutor from appropriating the student's writing. If the tutor knows less than the student, non-directive tutoring gives the tutor a chance to ask questions, and hence the tutor can avoid the embarrassment of exposing his/her

ignorance about the subject matter of the writing task. In both scenarios, the tutor is protected by practising non-directive tutoring (Carino, 2003). While these notions of WC pedagogy seem readily embraced in a native or English as the first language tutoring context, certain WC practitioners have reservations about non-directive tutoring in an ESL context. They suggest that non-directive tutoring is counter-productive in tutoring ESL students (Brooks, 2001; Shamoon and Burns, 1995).

In the context of WC tutoring, non-directive tutoring means that the tutor is not supposed to 'direct' the improvement of a specific part of the student's writing. Instead, the tutor is expected to use Socratic questions in guiding the student to discover the strengths and weaknesses in the writing. In practice, non-directive tutoring is similar to minimalist tutoring in that students must decide and perform the act of improving their writing, and tutors must avoid dominating and intervening too much in writing conferences (Clark, 2001).

On the notion of directiveness, Clark (2001) comments that directive and non-directive tutoring should be seen as a continuum and not a dichotomy. In other words, there are various degrees of being directive or non-directive. She reports that she had a tutor who identified herself (tutor) as not directive or non-directive but manipulative, meaning that she 'manipulated' the degree of directiveness according to the personality and needs of the tutee. This alternative tutoring method illustrates that WCs require a potpourri of tutoring methods and techniques to serve clients who are unique individuals with differing abilities, needs and personalities.

In tutoring ESL students, there is a need to help them identify primary error patterns and teach them edit their work (Lusty, 2002). In terms of error correction, ESL students are not good at spotting their own errors, but they can usually correct their errors when pointed out by their tutors (Gillespie and Lerner, 2000). This has called for a more directive approach for ESL students because they simply do not have the knowledge and the intuition of a first language learner to identify the errors.

In Malaysia, students learn English as a second or third language. Since English stopped being an instructional medium across all levels

after the country achieved independence from the British government, students' English proficiency had dropped due to reduced exposure and practice. Therefore, a more directive approach should be applicable especially when students are at the beginning of the learning curve, and the approach can become increasingly less directive when students have achieved some level of proficiency.

SHOULD GRAMMAR BE TAUGHT IN WRITING CENTRES?

Early WCs had a close relationship with the teaching of grammar, as they were often seen as a good place to help under-prepared students cope with the academic English demands of the university. During the early era (1950s - 1970s), the Behaviourist learning theory that emphasized the reinforcement of correct responses and the avoidance of wrong responses, and the Current-Traditional Rhetoric that emphasized mechanical and grammatical correctness, were widely practised. Hence, a good majority of WCs, in one way or another, conducted some form of teaching of discrete grammatical items through skill and drill handouts or computerized auto-tutorials (Murphy, 1991). Most WC tutors also did not hesitate in marking grammatical errors on students' writing assignments (Clark, 1985). With the paradigm shift in writing instruction from the product to the process approach, and with the rallying cry of Stephen North's "produce better writers, not better writing" (1984, p.434), grammatical errors were tolerated. In fact, errors were then positively viewed as a product of active learning as learners experimented with newly acquired language, and tested out linguistic hypotheses (Ferris, 2002). It would seem that the teaching of grammar has lost its appeal, with the focus of WC tutorials shifted to the overall rhetoric instead of on discrete grammatical forms. Indeed, teaching grammar in isolation and over emphasis on grammatical accuracy can slow down or even impede the development of a student's written language, as the teacher will have less time to improve the overall writing competence (Glover and Stay, 1995; Hillocks and Smith, 1991; NCTE, 1985).

On the other hand, grammatical correctness has a certain degree of significance in writing

instruction (Wallace and Hunter, 1995). Only when it is deemed as the sole cause of concern in writing is it questionable. Undeniably, grammatical mistakes can affect an assessor's judgement of the writer (Danielson, 2000). For example, whether a job applicant is successful may depend on the grammatical accuracy of his/her application documents. Indeed, unlike language teachers, assessors are often less tolerant of grammatical errors.

This has called for a balanced approach in teaching grammar in WCs, that grammar should neither be the sole concern of a WC tutorial nor be totally abandoned (Weaver, 1996); and the best way to treat grammar in a writing conference is to teach it "in the context of a writer's own writing" (Writer's Web, 2005; Weaver, 1996). In addition, global or higher order concerns such as organization of ideas and overall structure must be addressed first before dealing with sentence level errors or lower order concerns.

Indeed, WCs are seen as a 'logical' place for teaching grammar as content courses are often constrained by course objectives and time to teach grammar. Moreover, the one-to-one WC pedagogy favours the individualized teaching of grammar. This is because students made irregular and diverse errors, and thus the blanket teaching of grammatical items often practised in the classroom is not justifiable (McFarland, 1975, cited in Hobson, 1994, p. 2).

Besides the individualized treatment of grammatical concerns, many WCs keep a good stock of grammar guidebooks, discrete item worksheets, and computer-assisted software. This rich resource caters for self-access grammar discovery, and helps to develop grammatical awareness and competence.

In Malaysia, English language teaching has been following the world trend in pedagogical approaches. Before the 70s, grammar was emphasized in all levels of English classrooms. Even the textbooks were organized according to grammatical items such as Past Tense, Countable/ Uncountable nouns, and Gerunds. With the introduction of the communicative syllabus in all Malaysian English language classrooms in the 80s, discrete teaching of grammatical items was discouraged. Indeed there was a popular adage that read "grammar is caught, not taught". Nevertheless, outside the circle of ELT, people

generally equate good language with good grammar. Grammatical errors are usually the first to be pinpointed, especially by people who do not know much about the psychology of language, that a piece of muddled writing is caused by other factors than just poor grammar. Against this backdrop of the general importance attached to grammar, if a WC is to be introduced to Malaysia, it has to be able to attend to grammatical needs of its clientele. It has to perhaps be ready for clients who may come in and ask "Could you please check my grammar?"

EPILOGUE: WRITING CENTRE APPROACH FOR MALAYSIAN TERTIARY EDUCATION?

Given the recognized benefits of WC tutoring in enriching students' writing processes, one would wonder if the same benefits could be expected if the WC innovation is transferred to Malaysia. In Malaysian universities, the emphasis is more on whole language development in English rather than on writing specifically. Programmes such as First Year Composition (FYC) and Writing Across the Curriculum (WAC) commonly practiced in the United States are not known to have been practiced in Malaysia. Instead, the first English course a UPM undergraduate with a Band 1 or 2 in MUET (Malaysian University English Test) must enrol is English for Academic Purposes (EAP) and not FYC as in the United States. This basic EAP course teaches integrated skills and not just writing. There are specific writing courses such as English for Academic Writing and Report Writing, but students are given other options and thus they can choose not to take any of the writing courses. In a way, this lack of emphasis on academic writing and the absence of WAC could have contributed to the generally poor writing competence in English of Malaysian tertiary students.

Seen in this light, a WC whose main concern is helping students with their writing processes in complementing classroom instruction, has indeed a more challenging role to play in Malaysian tertiary education. The first challenge of a Malaysian WC is expected to be in investigating how its tutoring services can fit in with the existing writing courses. Another challenge may be in taking the leadership in initiating a FYC and/or

WAC programme, so that writing in English can be given its due emphasis and thereby raises the competence level of Malaysian students in academic writing in English. These challenges certainly can be taken up with further experimentation and research in identifying a model that is congruent to local institutional needs.

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Kesan Limpahan Kemeruapan Antara Pasaran Saham ASEAN dalam Dua Regim yang Berbeza

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ABSTRAK

Kajian ini bertujuan untuk mengkaji kesan limpahan kemeruapan dalam pasaran saham ASEAN dalam dua subtempoh yang berbeza. Model GARCH multivariat digunakan ke atas lima pasaran saham negara ASEAN. Hasil kajian menunjukkan bahawa pergerakan indeks komposit Kuala Lumpur tidak dipengaruhi oleh pasaran saham negara-negara jiran, tetapi kejutan pasaran saham Malaysia mampu mempengaruhi kemeruapan pada pasaran saham Indonesia, Singapura dan Thailand bagi tempoh sebelum kawalan modal dan pada pasaran saham Thailand bagi tempoh selepas pelaksanaan kawalan modal.

ABSTRACT

The main objective of this paper is to investigate the effects of volatility spillover in the ASEAN stock markets in two different sub-periods. The multivariate GARCH model is used on five stock markets in the ASEAN countries. The results of the study show that the movement of Kuala Lumpur composite index remain unaffected by capital markets of neighboring countries, but the shock from Malaysian stock market has volatility effect on stock market in Indonesia, Singapore and Thailand for the period before capital control, and only affected Thailand's stock market after the capital control policy is implemented.

PENGENALAN

Perdagangan yang bersifat global dan pengaliran maklumat lebih cepat kerana adanya teknologi yang canggih telah menyebabkan kebergantungan antara pasaran saham antarabangsa semakin meningkat. Selain adanya kebergantungan pasaran saham pada momen pertama (min), hubungan di antara pasaran saham boleh disebabkan oleh faktor kemeruapan (momen kedua) kerana kemeruapan merupakan sumber maklumat (Ross, 1989). Fenomena limpahan kemeruapan ialah di mana kemeruapan pada suatu pasaran mempengaruhi tingkat kemeruapan pasaran yang lain. Oleh sebab kemeruapan mengandungi maklumat, maka proses limpahan kemeruapan juga merupakan satu proses transmisi maklumat (Hong, 2001; Kanas dan Kouretas, 2001; Byars dan Peel, 1995).

Banyak kajian yang telah dilakukan tentang fenomena limpahan kemeruapan di antara pasaran saham antarabangsa, misalnya Eun dan Shin (1989), Hamao *et al.* (1990), Karolyi (1995), Koutmos dan Booth (1995) dan Lin *et al.* (1994). Kajian tentang limpahan kemeruapan di antara aset yang berbeza telah dilakukan oleh Chan *et al.* (1991), Koutmos dan Tucker (1996) dan Tse dan Both (1996). Lin *et al.* (1994) mendakwa bahawa wujud hubungan yang kuat di antara pasaran saham kerana adanya hubungan pelaburan dan perdagangan yang rapat di antara negara-negara dan wujudnya integrasi kewangan yang semakin meningkat. Zaidi (2002) dengan menggunakan model M-GARCH telah membuktikan bahawa fenomena limpahan kemeruapan antara pasaran saham negara ASEAN dan darjah integrasi pasaran-pasaran ini

lebih tinggi sewaktu krisis kewangan. Hasil analisis juga menunjukkan bahawa pasaran saham Singapura merupakan pasaran saham yang paling banyak berintegrasi dengan pasaran saham lainnya dan pasaran saham Malaysia paling kurang berintegrasi dengan pasaran saham negara lain.

Krisis ekonomi Asia pada pertengahan 1997, adalah bukti wujudnya transmisi maklumat yang begitu pantas hingga mampu menjatuhkan pasaran saham di negara-rantau ini dalam tempoh yang singkat. Oleh itu, faktor-faktor dari luar perlu diambil kira dalam menentukan tingkat kemeruapan pasaran saham di Malaysia.

Secara amnya kajian ini diharapkan dapat memberikan gambaran tentang hubungan dan kesan limpahan kemeruapan dalam pasaran saham negara ASEAN. Hasil kajian kesan limpahan kemeruapan pasaran luar terutamanya kepada pasaran saham Malaysia diharap dapat menjelaskan tahap kebergantungan pasaran saham tempatan ke atas pasaran saham ASEAN dalam dua subtempoh masa yang berbeza.

METODOLOGI DAN DATA

Banyak kajian kewangan yang memfokuskan pada pulangan, sama ada pulangan harga mahupun aset. Campbell *et al.* (1997) memberikan dua alasan utama mengapa pulangan lebih banyak diguna pakai. Pertama, bagi para pelabur, pulangan aset memberikan gambaran ringkas tentang skel kesempatan pelaburan. Kedua, siri pulangan lebih mudah untuk dikawal jika dibandingkan dengan siri harga kerana siri pulangan lebih memiliki sifat statistik yang lebih mudah untuk diamati.

Daripada pelbagai bentuk model pulangan saham, dalam kajian ini model yang dipilih ialah model Pulangan Majmuk Berselanjara (*Continuously Compounded Return*), iaitu:

$$r_t = \ln \frac{P_t}{P_{t-1}}$$

dengan:

r_t = pulangan saham

P_t = harga/indeks pada masa kini

P_{t-1} = harga/indeks pada satu tempoh sebelumnya

Model ini lebih disukai kerana sifat statistik daripada pulangan log lebih mudah untuk

diamati. Bagi semua kes, pulangan yang digunakan tidak mengambil kira hasil dividen, sebaliknya hanya keuntungan atau kerugian. Menurut French (1987), oleh kerana pengumuman dividen untuk setiap saham adalah berbeza-beza di dalam sesuatu indeks pulangan, maka pulangan yang tidak mengambil kira dividen tidak akan menjejaskan penganggaran kemeruapan yang diperolehi.

Menurut Bolerslev *et al.* (1992), model GARCH (1,1) yang memadankan varians bersyarat untuk mengukur kemeruapan adalah sesuai dan mencukupi bagi kebanyakan data siri masa kewangan dan ekonomi. Dalam kajian ini, model kemeruapan secara berasingan (tanpa kesan limpahan) bagi pulangan saham yang digunakan adalah AR(1) -GARCH (1,1), dan diberikan oleh persamaan berikut

$$r_t = \mu + \phi r_{t-1} + u_t, \quad u_t \sim N(0, \sigma_t^2) \tag{1}$$

$$\sigma_t^2 = \alpha_0 + \alpha_1 u_{t-1}^2 + \beta \sigma_{t-1}^2 \tag{2}$$

Pada persamaan min, iaitu persamaan (1) penentuan pangkat model autoregresif yang digunakan adalah berdasarkan kaedah Box-Jenkins, dengan ralat yang dihasilkan bertaburan Gaussian, iaitu $u_t \sim N(0, \sigma_t^2)$ dengan model varians bersyarat diberikan dalam persamaan (2).

Model AR(1)-GARCH(1,1) multivariat pula digunakan untuk memodelkan kemeruapan pulangan saham yang mengambil kira kesan limpahan kemeruapan pasaran saham asing dan ia boleh ditulis dalam bentuk berikut

$$r_{s,t} = \mu + \phi r_{s,t-1} + u_{s,t}, \quad u_{s,t} \sim N(0, \sigma_{s,t}^2) \tag{3}$$

$$\sigma_{s,t}^2 = \alpha_0 + \alpha_1 u_{s,t-1}^2 + \beta \sigma_{s,t-1}^2 + \sum \gamma_j u_{j,t-1}^2 \tag{4}$$

dengan $r_{s,t}$ ialah pulangan pada masa t bagi setiap pasaran ($s \neq j$), yang terdiri daripada indeks saham Malaysia, Singapura, Thailand, Filipina dan Indonesia. Jika didapati α_1 dan β signifikan, maka varians bersyarat masa kini dipengaruhi oleh kejutan terlat dan varians sebelumnya. Kesan limpahan kemeruapan pula diwakili oleh parameter γ_j dan $u_{j,t-1}^2$ merupakan kuasa dua ralat piawai yang diperolehi daripada penganggaran GARCH univariat bagi setiap pasaran secara berasingan menggunakan persamaan (1) dan (2).

Kaedah penganggaran yang dilakukan lebih mirip kepada kaedah penganggaran dua peringkat, iatu peringkat pertama menganggarkan model GARCH biasa bagi mendapatkan ralat kuasa dua, dan peringkat kedua pula menganggarkan GARCH dengan mengambil kira kesan limpahan kemeruapan daripada pasaran lainnya.

Data yang digunakan ialah data harian dari 7 Februari 1997 hingga 7 Februari 2003, bagi indeks komposit negara-negara ASEAN iaitu indeks komposit Malaysia, Indonesia, Filipina, Thailand dan Singapura. Oleh kerana kajian ini ingin melihat sama ada wujud perubahan dalam pengaruh kesan limpahan kemeruapan pasaran dalam dua regim yang berbeza, maka analisis kajian dibahagikan kepada dua tempoh masa, iaitu sebelum dan selepas penguatkuasaan dasar kewangan (2 September 1998). Pergerakan kelima-lima indeks saham negara ASEAN diberikan dalam Apendiks.

HASIL KAJIAN

Jadual 1 (bagi tempoh sebelum pelaksanaan kawalan modal) menunjukkan bahawa kesemua indeks mempunyai pulangan yang negatif. Varians bagi indeks komposit Filipina lebih besar berbanding varians indeks komposit negara lain. Ini bermakna perubahan pada indeks komposit Filipina lebih meruap. Oleh kerana kemeruapan merupakan sumber maklumat maka varians yang

tinggi menandakan semakin banyak maklumat yang terdapat di dalamnya. Pada tempoh sebelum pelaksanaan kawalan modal, pasaran saham Singapura merupakan pasaran yang paling rendah risikonya kerana ia memiliki nilai sisihan piawai yang paling kecil.

Manakala pada tempoh selepas kawalan modal (Jadual 2) kesemua indeks menunjukkan pulangan yang positif dan varians bagi indeks komposit Thailand merupakan yang terbesar berbanding negara lain. Pasaran Singapura masih merupakan pasaran saham yang paling rendah risikonya, sedangkan pasaran saham Malaysia menunjukkan tingkat pulangan yang tertinggi berbanding pasaran saham lain.

Secara purata, nilai varians pada tempoh kedua lebih besar berbanding varians pada tempoh pertama. Ini selaras dengan penemuan kajian lepas, contohnya Sill (1993) yang mengatakan bahawa sewaktu kemelesetan ekonomi tahap risiko atau kemeruapan pasaran saham akan lebih tinggi dan purata pulangan akan lebih rendah kerana dasar kewangan negara yang dilaksanakan adalah lebih ketat berbanding sebelumnya.

Nilai statistik Jarque-Bera yang signifikan menunjukkan kesemua siri tidak bertaburan normal. Keputusan analisis deskriptif juga menunjukkan taburan pulangan kesemua saham yang dikaji adalah bersifat tidak simetri dan leptokurtik. Nilai statistik ujian LM yang sangat

JADUAL 1
Statistik deskriptif pulangan saham sebelum pelaksanaan kawalan modal

Statistik Deskriptif	KLCI	JCI	PSI	TCI	STI
Min	-0.00429	-0.00265	-0.00277	-0.00326	-0.00291
Median	-0.00481	-0.00127	-0.00231	-0.00449	-0.00301
Maksimum	0.208473	0.127486	0.292808	0.113495	0.129391
Minimum	-0.14242	-0.12732	-0.30782	-0.10028	-0.09154
Sis. Piawai	0.032017	0.028759	0.042172	0.026048	0.021469
Kepencongan	1.173274	0.163696	-0.14488	0.979548	0.610234
Kurtosis	11.59663	6.298204	29.52369	6.106135	10.21637
Varians	0.001025	0.000827	0.001778	0.000678	0.000461
Jarque-Bera	1005.839	139.1476	8912.139	170.8243	678.4968
Probabiliti	0	0	0	0	0
LM(1)	4.083548**	0.009202*	51.35897*	31.9889*	17.00844*

Nota: simbol KLCI, JCI, PSI, TCI dan STI masing-masing mengacu pada indeks komposit Malaysia, Indonesia, Filipina, Thailand dan Singapura. Tanda * dan ** menunjukkan signifikan pada aras keertian 1 dan 5%.

JADUAL 2
 Statistik deskriptif pulangan saham selepas pelaksanaan kawalan modal

Statistik Deskriptif	KLCI	JCI	PSI	TCI	STI
Min	0.000696	0.000341	2.63E-05	0.000674	0.000492
Median	-0.00021	0	-0.00061	1.36E-05	-8.61E-05
Maksimum	0.202595	0.114909	0.161776	0.102285	0.171
Minimum	-0.24153	-0.10933	-0.07748	-0.0771	-0.16682
Sis. Piawai	0.016643	0.017679	0.015647	0.018248	0.016291
Kepencongan	-0.18736	0.204654	1.61957	0.360518	0.086058
Kurtosis	60.83272	8.969887	21.05142	6.440133	22.58859
Varians	0.000277	0.000313	0.000245	0.000333	0.000265
Jarque-Bera	179502.3	1921.647	18050.55	663.0199	20594.18
Probabiliti	0	0	0	0	0
LM(1)	608.8905*	18.29701*	6.722383*	50.05505*	226.2654*

Nota: simbol KLCI, JCI, PSI, TCI dan STI masing-masing mengacu pada indeks komposit Malaysia, Indonesia, Filipina, Thailand dan Singapura. Tanda * dan ** menunjukkan signifikan pada aras keertian 1 dan 5%.

signifikan menandakan bahawa kesemua siri mengandungi masalah heteroskedastisiti. Justeru, penggunaan model GARCH bagi menganggar kemeruapan pulangan saham lima negara ASEAN adalah sangat sesuai.

Jadual 3 dan 4 menunjukkan ujian kepegungan pada tahap aras bagi kedua-dua tempoh masa dengan menggunakan ujian ADF, tanpa tren dan dengan tren. Ujian ini sensitif terhadap jumlah lat, oleh itu penumpuan khas diberikan dalam memilih lat optimum berdasarkan Kriteria Maklumat Akaike (AIC). Nilai t-statistik ADF dibandingkan dengan nilai genting yang diberikan oleh MacKinnon (1991).

JADUAL 3

Keputusan ujian punca unit pulangan saham sebelum pelaksanaan kawalan modal

Pulangan saham	Aras	
	Tμ	Tτ
KLCI	-37.4601*(9)	-37.62123*(9)
JCI	-37.9721*(9)	-37.88982*(9)
PSI	-41.4252*(9)	-41.65356*(9)
TCI	-23.8871*(9)	-24.053847*(9)
STI	-35.7409*(9)	-36.300185*(9)

Nota: Penambahan Dickey-Fuller (ADF) Tμ adalah bagi pengujian tanpa trend, Tτ pengujian dengan tren. Tanda * menunjukkan signifikan pada aras keertian 1%. Nilai genting pada aras 1% bagi regresi tanpa trend adalah -3.4538 dan -3.9920 bagi regresi bertrend. Angka dalam kurungan adalah lat optimum dengan menggunakan maklumat kriteria akaike (AIC).

JADUAL 4

Keputusan ujian punca unit pulangan saham selepas pelaksanaan kawalan modal

Pulangan saham	Aras	
	Tμ	Tτ
KLCI	-24.6462*(9)	-24.78186*(9)
JCI	-105.699*(9)	11.74809*(9)
PSI	-42.6254*(9)	-42.684*(9)
TCI	-71.4749*(9)	-71.462*(9)
STI	-73.9018*(9)	-74.991*(9)

Nota: Tanda * menunjukkan signifikan pada aras keertian 1%. Nilai genting pada aras 1% bagi regresi tanpa tren adalah -3.4383 dan -3.9703 bagi regresi bertrend. Angka dalam kurungan adalah lat optimum dengan menggunakan maklumat kriteria akaike (AIC).

Keputusan dengan jelas menunjukkan kesemua siri pegun pada tahap aras I(0).

Keputusan Penganggaran M-GARCH: Analisis Sebelum Kawalan Modal

Jadual 5 memberikan keputusan penganggaran model AR(1)-GARCH(1,1) multivariat bagi tempoh sebelum pelaksanaan kawalan modal. Didapati bahawa pada pasaran Malaysia, kemeruapan hanya dipengaruhi oleh pasaran sendiri dan tidak wujud limpahan kemeruapan pada pasaran saham Malaysia. Nilai statistik LM yang tak signifikan menandakan model yang dibentuk bebas daripada masalah heteroskedastisiti.

JADUAL 5
Keputusan penganggaran M-GARCH sebelum kawalan modal

Persamaan Min	Malaysia	Indonesia	Filipina	Singapura	Thailand
μ	-0.003349	-0.002316	-0.00115	-0.00275*	-0.00581*
ϕ	0.16431**	0.236418*	0.020523	0.113086	0.149886**
Persamaan Varians	Malaysia	Indonesia	Filipina	Singapura	Thailand
α_0					0.00019*
α_1	0.172095*	0.179329**	0.115431	0.183987*	0.195263**
β	0.825875*	0.637584*	0.844464	0.644494*	0.477433*
γ_{Mal}		-0.0044*	0.001283	-0.00203**	0.002208*
γ_{Ind}	-0.000417		0.003042	-9.23E-05	0.002643*
γ_{Phil}	0.000589	0.000162		0.00022	0.000149
γ_{Sin}	-0.000414	-0.002604	-0.0065		-0.001544
γ_{Thai}	0.0029	0.004161	-0.00524	0.003421*	
$\alpha_1 + \beta$	0.99	0.82	0.96	0.83	0.67
LM	0.037567	0.217159	8.570842*	0.070498	0.052522

Nota: tanda * dan ** menyatakan signifikan pada aras keertian 1 dan 5%. LM mengacu pada Lagrange-Multiplier, ujian ini dilakukan untuk melihat ada atau tidaknya masalah heteroskedastisiti (ARCH) pada model, statistik ujian ini mengikuti taburan χ^2 .

Bagi pasaran saham Indonesia, selain dipengaruhi oleh faktor dalaman, kemeruapan pada pulangan sahamnya juga dipengaruhi kejutan daripada pasaran saham Malaysia. Nilai parameter limpahan yang negatif menandakan kejutan daripada pasaran Malaysia akan mengurangkan kemeruapan pada pasaran Indonesia. Wujud fenomena limpahan kemeruapan pada pasaran saham Indonesia menandakan adanya transmisi maklumat daripada pasaran saham Malaysia ke pasaran saham Indonesia. Nilai LM statistik yang tak signifikan menunjukkan tiada masalah heteroskedastisiti. Sementara itu, didapati tiada pengaruh kejutan pasaran serantau terhadap kedua-dua pasaran Filipina dan Thailand akan tetapi bagi kes Filipina, nilai statistik LM yang signifikan menunjukkan siri ini masih mengandungi masalah heteroskedastisiti.

Bagi pasaran Singapura, kemeruapan bukan hanya dipengaruhi oleh faktor dalaman, malahan kejutan daripada pasaran saham Thailand juga mempengaruhi tingkat kemeruapan pasaran sahamnya. Nilai parameter yang positif menandakan kejutan daripada pasaran saham Thailand meningkatkan kemeruapan pasaran Singapura. Wujudnya limpahan kemeruapan

pasaran serantau menandakan adanya transmisi maklumat daripada pasaran Thailand ke atas pasaran saham Singapura. Nilai statistik LM yang tak signifikan menandakan model yang dibentuk bebas daripada masalah heteroskedastisiti. Secara amnya, boleh dikatakan tidak wujud hubungan kemeruapan dua hala di antara indeks-indeks komposit negara ASEAN bagi tempoh sebelum pelaksanaan dasar kawalan modal.

Keputusan Penganggaran M-GARCH: Analisis Selepas Kawalan Modal

Jadual 6 pula menunjukkan keputusan penganggaran model multivariat AR(1)-GARCH(1,1) selepas pelaksanaan dasar kawalan modal. Bagi pasaran saham Malaysia, didapati hasil yang tidak berbeza dari tempoh sebelumnya, dengan kemeruapan hanya dipengaruhi oleh faktor dalaman. Nilai statistik LM yang tak signifikan menandakan model yang dibentuk dapat mengatasi masalah heteroskedastisiti.

Keputusan juga menunjukkan bahawa masih wujud limpahan kemeruapan pasaran saham Indonesia, akan tetapi pada tempoh ini ia datang daripada pasaran Thailand dan Singapura. Kejutan daripada Singapura yang bernilai positif

JADUAL 6
Keputusan penganggaran M-GARCH selepas kawalan modal

Persamaan Min	Malaysia	Indonesia	Filipina	Singapura	Thailand
μ	0.000488	0.00044	-0.000339	0.000548	0.000847
ϕ	0.156379*	0.11617*	0.05458	0.016747	0.057548
Persamaan Varians	Malaysia	Indonesia	Filipina	Singapura	Thailand
α_0	0.0000057*	0.000021*	0.000053**	0.0000618*	2.047E-07
α_1	0.112095*	0.147161*	0.158072	0.1543*	0.01214**
β	0.850364*	0.792154*	0.663414*	0.619677*	0.985102*
γ_{Mal}		0.000587	-3.55E-05	-0.000311	0.000913*
γ_{Ind}	-0.000379		-0.0016	-0.001113	-0.000288
γ_{Phil}	4.40E-05	-0.000307		0.002729*	0.00063**
γ_{Sin}	-0.000221	0.001263**	0.001571		-0.00068*
γ_{Thai}	5.15E-05	-0.001289*	0.001489	-0.000346	
$\alpha_1 + \beta$	0.96	0.94	0.82	0.77	0.99
LM	0.518713	0.575967	0.022488	0.655239	17.33075*

Nota: tanda * dan ** menyatakan signifikan pada aras keertian 1 dan 5%. LM mengacu pada Lagrange-Multiplier, ujian ini dilakukan untuk melihat ada atau tidaknya masalah heteroskedastisiti (ARCH) pada model, statistik ujian ini mengikut taburan χ^2 .

menandakan kemeruapan pasaran saham Indonesia semakin tinggi akibat adanya transmisi maklumat daripada pasaran saham Singapura. Nilai statistik LM yang tak signifikan menunjukkan tiada masalah heteroskedastisiti pada model yang dibentuk.

Bagi pasaran Filipina, didapati bahawa kemeruapan masih dipengaruhi oleh faktor-faktor dalaman sahaja, tiada pengaruh daripada maklumat luaran. Nilai statistik LM yang tak signifikan menunjukkan tiada masalah heteroskedastisiti pada model yang dibentuk.

Selain dipengaruhi oleh maklumat dalaman, kemeruapan pasaran saham Singapura juga dipengaruhi oleh kejutan daripada pasaran Filipina. Ini bermakna wujud limpahan kemeruapan pada pasaran saham Singapura. Kejutan pada pasaran saham Filipina menyebabkan kemeruapan yang semakin meningkat pada pasaran saham Singapura. Nilai statistik LM yang tak signifikan menunjukkan tiada masalah heteroskedastisiti pada model yang dibentuk.

Keputusan daripada Jadual 5 dan 6 juga memberikan bukti empirikal tentang perubahan dalam pengaruh limpahan kemeruapan antara pasaran saham ASEAN. Kesan limpahan

kemeruapan daripada Malaysia kepada pasaran Singapura adalah signifikan sebelum dasar kawalan modal ($\gamma_{Mal} = -0.00203^{**}$) tetapi menjadi tidak signifikan selepas dasar kawalan modal ($\gamma_{Mal} = -0.000311$).

Bagi pasaran Thailand pula, wujud kesan limpahan kemeruapan daripada pasaran Malaysia, Filipina dan Singapura. Nilai anggaran parameter limpahan kemeruapan daripada Malaysia dan Filipina adalah positif. Ini menunjukkan bahawa sebarang kejutan daripada kedua-dua negara ini akan meningkatkan kemeruapan dalam pasaran Thailand. Sementara anggaran parameter limpahan kemeruapan daripada Singapura pula adalah negatif. Statistik LM yang signifikan menunjukkan terdapat masalah heteroskedastisiti pada model yang dibentuk.

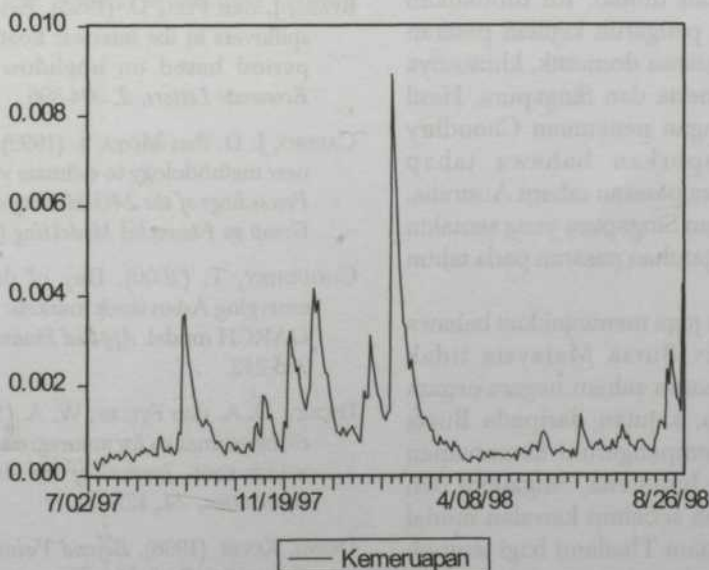
Keputusan daripada model M-GARCH(1,1) menunjukkan tiada hubungan dua hala di antara pasaran-pasaran saham ASEAN bagi tempoh selepas kawalan modal. Secara amnya, selepas kawalan modal tiada kesan limpahan dalam pasaran Malaysia. Walau bagaimanapun, terdapat limpahan kemeruapan dalam pasaran saham Thailand, Indonesia, dan Singapura.

Bagi kes Malaysia, tiada perubahan yang bererti bagi tempoh sebelum dan selepas kawalan modal yang menunjukkan tiada pengaruh pasaran saham negara serantau terhadap pasaran tempatan. Hal ini menunjukkan saham Malaysia tidak terintegrasi dengan pasaran saham serantau. Faktor ini mungkin disebabkan pelaburan asing di Malaysia hanya berjumlah 10% daripada jumlah transaksi di pasaran saham, selebihnya dilakukan oleh pelabur tempatan. Sebaliknya, bagi tempoh sebelum pelaksanaan dasar kawalan modal, Bursa Malaysia mampu mempengaruhi kemeruapan pada pasaran saham Indonesia, Singapura dan Thailand. Hanya pasaran Thailand sahaja mendapat pengaruh kemeruapan daripada pasaran saham di Bursa Malaysia selepas dasar kawalan modal dilaksanakan.

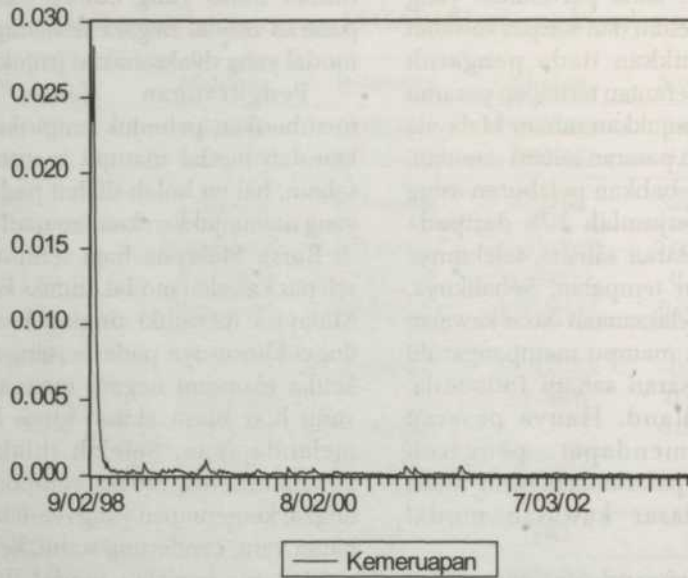
Meskipun tiada pengaruh pasaran saham negara serantau yang signifikan terhadap pasaran Malaysia, namun jika dilihat daripada parameter kejutan negara-negara lain, terdapat penurunan nilai yang cukup drastik, dengan pengaruh kejutan Filipina berkurang sebanyak 92.5% (daripada 0.000589 kepada 0.000044) dan pengaruh kejutan Thailand berkurang sebanyak 98.25% (daripada 0.0029 kepada 0.0000515). Peningkatan nilai kurtosis pada pasaran Bursa Malaysia yang melebihi 400% menunjukkan

tindak balas yang cukup ekstrem daripada pasaran modal negara terhadap dasar kawalan modal yang dilaksanakan (rujuk Jadual 1 dan 2).

Pengurangan dalam kemeruapan memberikan petunjuk empirikal bahawa dasar kawalan modal mampu menstabilkan pasaran saham, hal ini boleh dilihat pada *Rajah 1* dan *2* yang menunjukkan kemeruapan indeks komposit di Bursa Malaysia bagi tempoh sebelum dan selepas kawalan modal. Indeks komposit di Bursa Malaysia memiliki tingkat kemeruapan yang tinggi khususnya pada pertengahan tahun 1998 ketika ekonomi negara mengalami kegawatan yang luar biasa akibat krisis kewangan yang melanda Asia. Setelah dilaksanakan dasar kawalan modal, indeks komposit menunjukkan tingkat kemeruapan yang rendah dan pergerakan harga yang cenderung stabil, kecuali pada masa awal dasar kawalan modal dilaksanakan. Ini mungkin disebabkan kerana adanya tindak balas serta merta daripada pelabur terhadap dasar tersebut. Fenomena ini ada kemungkinan telah menyebabkan tingkat ketegaran kemeruapan ($\alpha_1 + \beta$) pasaran Malaysia tidak banyak berubah (daripada 0.99 kepada 0.96). Sebaliknya, bagi pasaran Thailand pula didapati ketegaran kemeruapan ($\alpha_1 + \beta$) pasaran semakin meningkat iaitu daripada 0.67 kepada 0.99. Keputusan ini disokong oleh bukti empirikal yang menunjukkan



Rajah 1: Kemeruapan indeks komposit sebelum dasar kawalan modal



Rajah 2: Kemeruapan indeks komposit selepas dasar kawalan modal

bertambahnya pengaruh kemeruapan daripada pasaran luar ke pasaran Thailand (sila rujuk Jadual 5 dan 6).

KESIMPULAN

Secara keseluruhan boleh dikatakan proses transmisi maklumat lebih terlihat pada tempoh selepas dasar kawalan modal. Ini dibuktikan daripada banyaknya pengaruh kejutan pasaran serantau terhadap pasaran domestik, khususnya bagi Thailand, Indonesia dan Singapura. Hasil ini hampir sama dengan penemuan Choudhry (2000) yang melaporkan bahawa tahap kebergantungan antara pasaran saham Australia, Hong Kong, Jepun dan Singapura yang semakin meningkat selepas kejatuhan pasaran pada tahun 1987.

Keputusan kajian juga menunjukkan bahawa kemeruapan indeks Bursa Malaysia tidak dipengaruhi oleh pasaran saham negara-negara serantau. Sebaliknya, kejutan daripada Bursa Malaysia mampu mempengaruhi kemeruapan pada pasaran saham Indonesia, Singapura dan Thailand bagi tempoh sebelum kawalan modal dan pada pasaran saham Thailand bagi tempoh selepas pelaksanaan kawalan modal. Hal ini menunjukkan adanya limpahan kemeruapan

atau transmisi maklumat daripada pasaran saham Malaysia ke pasaran saham negara-negara jiran.

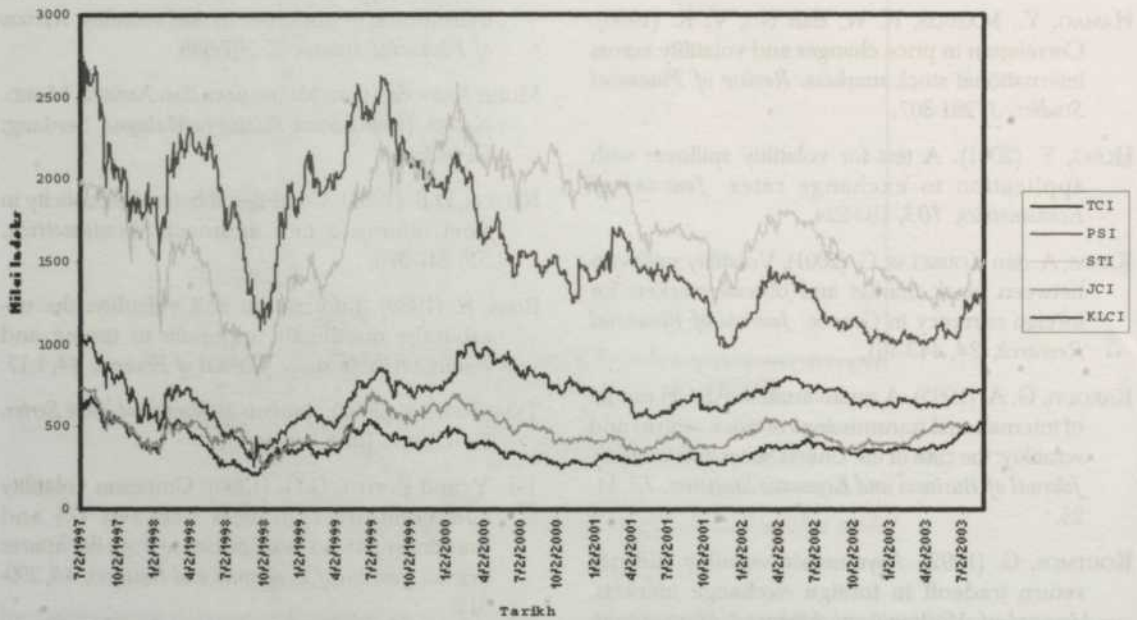
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APENDIKS

Pergerakan indeks saham ASEAN (7 Feb 1997 hingga 7 Feb 2003)



Wetland Landscape Conservation and Ecotourism in Malaysia

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Keywords: Wetland landscapes, ecotourism and conservation

ABSTRACT

Wetland provides diversity and beauty to the landscape. Wetlands include mangroves, freshwater and peat swamp forests, lakes, rivers and marshes and they can be developed as tourism and recreational areas. At present, tourism is an important source of revenue for economic growth of Malaysia. Therefore, these areas should be carefully preserved, conserved and protected for tourism. Without them, Malaysia will lose its natural heritage, which can be the basis of wealth, pride and joy of Malaysians and at the same time, efforts to preserve wetlands will help to contribute towards a healthier global environment. Recognizing the needs for wetlands conservation, Malaysia launched several policies and acts to guide and ensure the wise and sustainable use of wetlands. For instance, Malaysia introduced The National Ecotourism Plan in 2003 to promote ecotourism as a tool for conservation. Ecotourism can be an effective preservation tool if it is properly implemented. In 1994, Malaysia ratified the Ramsar Convention by listing Tasik Bera as a wetlands site of international importance. The ratification enables Malaysia to obtain advice and assistance on wise use of wetlands and to ensure that wetland landscapes and ecosystems continue to provide benefits to Malaysians. This paper highlights the importance of wetland landscapes conservation for ecotourism purposes including the status of conservation and benefits to the local communities. The paper also makes few recommendations that can be adopted for future conservation of wetlands.

INTRODUCTION

Malaysia is rich and diverse in her natural environment which includes wetlands. According to RAMSAR, there are 41 types of wetlands in Malaysia alone. Among them are mangrove swamps, peat swamps, mudflats and coral reefs. Generally, wetlands are defined by MNS (2003) as lands submerged or inundated by water all or for any period of time (Malaysia Nature Society, 2003). Wetlands are unique environments that could attract tourists and nature lovers both local and from overseas. The present policy of the Malaysian government is to preserve and conserve wetlands because of their environmental and economic significance.

Ecotourism is perceived as an effective tool for wetlands conservation in Malaysia. One of the main activities of ecotourism is nature appreciation, which can stimulate and enhance

people's awareness towards natural environments. This activity can maintain wetlands' ecosystem together with economic benefits. Ecotourism also involves the participation of locals in its many activities. Indirectly, it helps to preserve the cultural landscape of wetlands such as hunting, handicraft making, fishing, and others. Sustainable and wise use of wetlands will protect our ecosystems for the benefit of future generations.

This study relates wetlands conservation activities with ecotourism because these two activities are of great significance to the country and in dire need of proper management. Without proper planning and management, the country will lose wetlands as a natural heritage. Nevertheless, there is ongoing debate on whether the government's effort to develop tourism activities will destroy or reduce natural environments such as wetlands, in particular.

LANDSCAPE CONSERVATION DEFINITIONS

Conservation generally refers to activities that maintain resources to ensure their existence, for harmonious living and economic benefits. Said *et al.* (1999) defines landscape conservation as "The management of human use of the biosphere so that it may yield the greatest sustainable benefit to present generations, while maintaining its potential to meet the needs and aspirations of future generations. Thus conservation is positive, embracing preservation, maintenance, sustainable utilization, restoration and enhancement of the natural environment". Whitby (1974) defined conservation as "special steps to prevent depletion of resource", while (Dower, 1974) viewed conservation as "wise use of land and resources". Davidson (1989) viewed conservation as "the preservation and sensible use of the natural and man-made environment".

Webster's New Universal Unabridged Dictionary defines landscape as "a picture representing a section of natural, inland scenery, as of prairie, woodland, mountains...an expanse of natural scenery seen by the eye in one view." Wikipedia, the free encyclopedia (<http://en.wikipedia.org/wiki/landscape...>, 2007) defines landscape as visible features of an area of land, including physical elements such as landforms, living elements of flora and fauna, abstract elements such as lighting and weather conditions, and human elements, for instance human activity or the built environment. Landscape may also signify objects around a building.

From the above definitions, landscape conservation act can be defined as an activity to preserve, conserve, rehabilitate and protect as well as manage the natural environment from destruction. However, whatever definitions given to explain the meaning of landscape conservation, it is very important to conserve while the particular natural environment is still intact, because landscape is a valuable heritage given by God to human and once it is lost, it will be gone forever. Therefore, human as a "Khalifah"¹

on earth must preserve, conserve and manage wetlands for human benefits as best as they can through knowledge and technology. We have to remember that God lends natural resources to us and we need to maintain them in very good condition. The important thing is public awareness regarding conservation aspects. Through awareness, implementation of sustainable development should be easier.

ECOTOURISM DEFINITION

There are a number of definitions for ecotourism. Young (1994), defined ecotourism as "purposeful travel to natural areas; to understand the cultural and natural history of the environment; taking care not to alter the integrity of the ecosystem, while producing economic opportunities that make the conservation of natural resources beneficial to local people". Goeldner (1999) mentioned that ecotourism is "responsible travel to natural areas that conserves the environment and sustains the well-being of local people." The Malaysian National Ecotourism Plan (WWF, 2003), however, adopts Ceballos-Lascurain's (1996) definition, which is:

"Environmentally responsible travel and visitation to relatively undisturbed natural areas, in order to enjoy and appreciate nature (and any accompanying features, both past and present), that promotes conservation, has low visitor impact, and provides for beneficially active socio-economic involvement of local populations".

From the definitions, it is very clear that ecotourism includes activities on undisturbed natural environments for the purpose of appreciating and learning the natural ecosystem. Indirectly, ecotourism activity helps in increasing the locals' socio-economic level through the ecotourism and cultural activities.

AIM OF STUDY

The aim of this study was to explore the opportunity and potential of ecotourism in the wetland landscapes conservation areas in Malaysia and the objectives of this study were:

1. To study the current status of wetland conservation in Malaysia through ecotourism activities.

¹ Khalifah means representation. Humans – both men and women – according to Islam, are the representatives of Allah on earth, His vicegerents.

2. To study landscape features that enhance tourism or attract tourists in wetland areas.
3. To improve guidelines and recommendations for the planning and implementation of ecotourism activities within wetland landscapes conservation areas.

STUDY APPROACH

Based on the above objectives, the study was divided into three approaches as below:

1. Literature review – study and analysis of previous projects that have been done related to ecotourism activities in Malaysia.
2. Field observation – conducting a field observation on the status of wetlands conservation in Malaysia.
3. Case study – assessing Kg. Kuantan Firefly Reserve, Kuala Selangor, Selangor as a case study in order to analyze the success of ecotourism as a tool for conservation.

WETLANDS CONSERVATION STATUS IN MALAYSIA

In Malaysia, a number of locations (sites) have been identified as wetlands. These include:

Tasek Bera

Malaysia ratified Ramsar Convention for the purpose of wetlands conservation on the 10th of November 1994, by designating 31,120 hectares of Tasek Bera, Pahang, as a wetlands site of International importance. The ratification enables Malaysia to receive advice and assistance on the wise use of wetlands. Tasek Bera is the largest freshwater lake in Malaysia. Its unique features include a variety of plants and animals species. The site is also a place for waterfowls to breed and feed. There are 94 types of fishes, 10 types of tortoises and terrapins, 19 types of frogs, 67 types of mammals, 224 types of birds and 328 types of aquatic plants at Tasek Bera (MOSTE, 2003). In addition, 19 types of endemic plants have been found in this area. Tasek Bera is also a home for the Semelai tribe, a group of indigenous people, who still practise their traditional cultures and beliefs. Their daily activities such as fishing, collecting forest products, making handicrafts and hunting are still

conventional in nature and have not been influenced by modern technology.

Sungai Pulai

The Sungai Pulai Mangrove Forest, situated at the mouth of the Sungai Pulai River, Johor consists of many types of wetlands: estuarine, riverine, dryland, intertidal mudflats, sea grass bed, and freshwater riverine forests. This area also consists of the largest remaining intact riverine mangrove area in Peninsular Malaysia. MOSTE (2003) mentioned that there were 24 species of mangroves in this area with an abundance of fauna. Sungai Pulai also provides economic benefits including timber and fisheries especially for the local communities and most importantly the Sungai Pulai Mangrove Forest protects the coastal areas from strong coastal winds and waves.

Tanjung Piai

The Tanjung Piai mangrove forest in Johor consists of coastal mangroves and intertidal mudflats. It has a coastline of about 8 km in length and consists of approximately 400 ha of intertidal mudflats. Some threatened and endangered animals can be found here such as lesser adjutant storks (Malaysian Plovers), spoonbilled sandpipers, dusky leaf monkey, smooth otters and flying foxes. Large numbers of migratory birds also frequently stop at this area because it provides food such as crabs, shrimps, worms and juvenile fishes. This area is an important socio-economic enclave for the locals as the intertidal mudflats serve as nursery grounds for many commercial fishes and prawns. The main tourist attraction to this area is fireflies where they can be seen along the irrigation canal stretching for about 1.5 km from the Tanjung Piai Visitors Center.

Kukup Island

Kukup Island in Johor is located about 1 km off shore from mainland Peninsular Malaysia near Kukup town. It was officially announced as a state park in 1997. The island is almost entirely covered with mangroves and there are no human settlements in this area and fishermen from Kukup Laut, frequently stop at the island to catch fish and rest. Kukup Island is a good example of inhabited island mangrove forest. Kukup Island is also a refuge for migratory birds and the

globally threatened lesser adjutant stork; a type of seagulls. On the southwest coasts of Kukup Island, the mangrove forest is one of the tallest tidal forests with some as tall as 30 meters. In total, 30-mangrove species have been identified growing on the island.

From the examples above, it is clear that wetlands conservation is gaining prominence in Malaysia and becoming an important tool to balance natural ecosystems with the pressure of development. Therefore, research about wetlands is crucial in order to understand better the significance of wetlands to the country's ecosystem and economy

Kampung Endah

Kampung Endah in Banting, Selangor is another example where wetlands conservation is being practiced. This village is located in the district of Kuala Langat on an estuarine wetland area covered with mangroves and nipah palms. The surrounding area comprises of coconut, coffee, pepper and oil palm plantations. It is the first village in the state of Selangor where a community environmental awareness programme was started. An Environmental Awareness Activity Centre (PAKAS) was developed to organize and oversee environmental awareness programmes such as recycling campaigns, nature camps and day trips for tourists. This center is managed solely by the villagers of Kg. Endah. Indirectly, the organized activities motivated the villagers to protect their traditional lifestyle, culture and environment.

ECOTOURISM ATTRACTION IN WETLANDS

Wetlands areas have a good potential to become eco-tourism areas. The unique characteristics of wetlands in Malaysia are their vegetation, especially the mangrove species such as *Avicennia lanata* (Api-api Bulu), *Bruguiera cylindrica* (Berus), *Derris trifoliata* (Tuba Laut) and other species. Besides, combinations of mangrove with other plants such as nipah and peat swamp, forests plants such as *Gonystylus bancanus* (Ramin), *Dactylocladus stenostachys* (Jongkong), *Cratoxylum glaucum* (Geronggang Padang) and *Shorea spp.* (Meranti) give extra experience to the viewers. Other wetland plants can also be found such as *Pandanus helicopus* (Rasau), *Lepironia articulata*

(Kercut), and *Nymphaea pubescens* (Telepok Putih). These plants have been cultivated to become ornamental plants in artificial ponds and lakes. Wetlands also provide good recreational and leisure experience for visitors such as catching fishes and taking photographs of wetland sceneries. Through these activities, visitors can learn about the cultural landscape especially on how the local inhabitants use wetlands resources for their daily needs in sustainable ways. Visitors are also attracted to the wetlands areas for wildlife. There are approximately 460 resident bird species available in Malaysia (Malaysian Wetland Inventory, 1986) and many of these species are endemic to Malaysia such as Milky stork (*Mycteria cinerea*) and Lesser adjutant stork (*Leptotilos javanicus*).

Water is the main landscape element in the wetland which it gives a chance for tourists to go kayaking and canoeing. Water also acts as a transportation channel for visitors to explore wetlands. Indirectly, it makes wetlands a suitable place for active recreation and relaxation. Through this system, tourists can be closer to nature and subsequently they will appreciate the unique environment of wetlands better.

Plants in wetlands are a source of food to local people. For example, the ripe fruits of *Sonneratia alba* (Perepat) are eaten by locals who live in and around mangrove areas and the leaves are used as vegetable (Perbadanan Putrajaya, 2001). Visitors can learn to cook and taste traditional dishes and enjoy the aborigines' gourmet when they visit any traditional villages located around wetlands areas. The locals also use the resources found from wetlands such as pandan leaves to make mats and rattan for making baskets, fish traps and many other products. In other words, visitors can get first-hand information about the lifestyle of the natives who wisely use resources from wetland areas for their daily needs.

Fauna, another wetlands component are also important for ecotourism activities. Animal diversity of wetlands provides another special character to wetlands in terms of ecosystem and food chains. Among the fauna that can be found are birds such as *Butorides striatus* (Pucung keladi), *Casmerodius albus* (Bangau Besar), and *Chalcophaps indica* (Punai Tanah). The insects are *Crocothemis sp.* (Dragonfly/Pepatung), *Ishnura*

sp. (Narrow Winged Damselfly/Belalang Jarum), *Hydrometra sp.* (Water Measurer/Pengukur Air), *Cylindrostethus sp.* (Water Skater/Peluncur Air) and the most popular is *Pteroptyx sp.* (Fireflies/Kunang-kunang). In addition, many species of reptilians also exist such as *Varanus salvator* (Water monitor Lizard/Biawak Air), *Crocodilus porosus* (Estuarine Crocodile/Buaya Tembaga) and *Homalopsis buccata* (Water Snake/Ular Air). Amphibians that inhabit water areas and easily found in wetlands areas are *Rana erythraea* (Common tree frog) and *Rana blythii* (Malayan Giant Frog). Visitors can see their eggs (or spawn) laid in still water, sticking to the stems of water plants. Some species such as tree frogs spend most of their time in bushes and trees, making a foam nest for their spawn above water.

As far as dwellers of the wetlands areas are concerned, they normally have their own history, legend, tales and heritage. For example, the early settlers of Kuala Selangor who settled along the riverside of Selangor River, approximately 3 miles from the river's mouth were sailors. Originally, the history of Selangor and the evolution began with them, whether in terms of town development, sultanate, cultural and politic. Due to the nature of Kuala Selangor (wetland areas), large areas of paddy fields can also be found here especially at Tanjung Karang, Sungai Burung, Tiram Buruk and Sawah Sempadan. Since the people first settled at the wetland areas, some cultural myths and believes are related to the wetland environment or system. For instance, the Semelai people who live in Tasek Bera, Pahang believed that a pregnant woman as well as her husband should not touch a python for fear of misfortune to her unborn child. They also believed that if one sees two Burmese brown tortoise in the forest, one should only trap and collect one for fear of misfortune or bad luck.

CONSERVATION ASPECTS OF WETLAND LANDSCAPES

Wetlands are a unique but fragile ecosystem. They evolve over a long time but they can easily be destroyed and polluted, and once destroyed, it is forever. Hence, wetlands conservation is really needed and important for the benefit of mankind. The three important aspects of wetlands that require greatest attention for conservation are the

plants, soils, and hydrology. These aspects of wetland systems when combined together with cultural and historic elements make wetlands significant for ecotourism activities.

Wetland plants, the main component of wetland landscape, vary based on wetland types. Generally, wetland plants can be divided into two categories, namely Macrophytes (plants that can be seen easily) such as *Nelumbo nucifera* (The Sacred Lotus/Teratai), *Colocasia esculentum* (Keladi) and *Pistia stratiotes* (Water Lettuce/Kiambang) and secondly Microphytes (plants that are small in size) such as lichens and algae. Destruction of these vegetations will reduce the number of organisms that depend on it, so it will affect the wetlands ecosystem stability. The locals are also very dependent on wetland vegetation for their everyday needs. Therefore, it is argued, if wetland vegetations are destroyed, the cultural landscapes of the locals will also be destroyed and the efforts to improve their socio-economic well being will be impeded.

Wetlands soil is special and totally differs from other kinds of upland soil (dryland). Soil in wetlands areas is called hydric soil. The USDA Natural Resources Conservation Service (NRCS), define hydric soil as "A soil that formed under conditions of saturation, flooding or ponding long enough during the growing season to develop anaerobic conditions in the upper part". The soil layers in wetlands can be divided into two categories; organic or mineral layer. The organic layer is categorized by a deep layer of organic matter at the soil surface and it gets thicker due to the accumulation of dead plants faster than their decomposition. Meanwhile, the mineral layer is made of rock parent material and deformed into sand, silt, clay, and elements such as iron and manganese. Wetland soil horizons (soil forms) has a surface of dark organic matter, usually a mixture of organic and mineral soils and very acidic. Beneath the soil surface is a layer of mottled mineral soil that is sometimes dry because the water table changes variably within a year. Normally, the mottled layer is grey in color with specks of red or black or yellow. However, below the mottled layer is considered as gleyed mineral soil that is wet. This layer is usually grey, greenish grey, or bluish grey in color. Therefore, it is vital to conserve wetlands because the soils can provide home and foods to many fauna and

by conserving wetlands, the existence of many fauna will be protected.

Due to the uniqueness of wetlands in terms of their vegetations and soils, abundance of animal species can be found and animal diversity in wetland areas has its own role in the ecosystem. Some of them act as scavengers and nutrient dischargers. The animals and birds also act as flowering agents and seeds distributors. Others control pests in the ecosystem and stabilize organism population. Destroying and disturbing animals' function in the ecosystem through species elimination will change nutrient cycles, disturb the flowering of plants, causing uncontrolled pest growth, reducing water quality and affecting seeds distribution in wetlands ecosystem. Migratory birds will not come to wetland areas such as Kuala Selangor and Kuala Gula if there is a lack of food sources. Then, activities such as bird watching in wetland areas cannot be done due to the absence of these food sources.

Water or the hydrology system of wetlands is another important element of wetlands that must be conserved. This is to ensure that the water based activities such as kayaking, boating and others can be done without any problems and inflicting health hazards. Developments within wetland areas must be strictly monitored to prevent water pollution and reduction of water quality. Water pollution will disturb the fish breeding area and eventually kill the fishes. The locals will also lose their main source of protein as well as their income. Hence, developments within wetland areas must be fully controlled and managed.

Wetlands have been found to influence people's lifestyle, culture, and even spirit. For example, the aborigines such as the Semelai use wetland plants to make handicrafts and tools. In areas where rivers are important transportation systems in the past and present days, riverine wetlands form a unique lifestyles for the villagers and hence provide exclusive experiences for tourists to enjoy. Until now, fishermen's villages along the riverside have a unique culture of their own. Elimination of these cultures and lifestyles is a great disservice to the public and the country.

Some wetlands are also historically important and those historic landscapes should be preserved. Some wetlands were a battle place

during the early settlements or were part of the first town development. Many towns in Malaysia are developed on wetland areas such as Kuala Lumpur, Kuala Selangor, Muar, and others. Again, the significance of wetlands in Malaysia is inherent and the demands for wetlands conservation must be tactful and sensitively managed.

CASE STUDY: KAMPUNG KUANTAN FIREFLY RESERVE, KUALA SELANGOR, SELANGOR

Kampung Kuantan is located on the southern area of Sungai Selangor is about 15 km from the Kuala Selangor Nature Park². The village covers an area of approximately 1,383 ha and has a population of about 2,000 people (Hamzah and Mohkeri, 1997). The village head is appointed by and chairs the local Village Development and Security Committee (JKKK) in which the members are made up of senior and affluent villagers. The JKKK's main responsibility is to ensure the general security and upkeep of the particular village and the committee is under the administration of the Kuala Selangor District Officer.

Kampung Kuantan is an agricultural village surrounded by orchards, small farms, coconut trees and palm oil plantations. Most of the dwellings are made of wood and designed as traditional houses with a large compound. Seventy percent of the land area is covered with oil palm plantations (estates as well as smallholders) while the remaining 30% of the area comprise of coconut plantations and orchards. Some of the villagers still depend on the river for food where fishing was carried out on a sustainable and traditional basis. Meanwhile, many young people have opted for more secure and stable jobs such as working in factories or plantations nearby.

Kampung Kuantan is well known for its fireflies (*Pteroptyx tener*) and has generated worldwide interest. The abundant and dominant

² Mangrove a type of wetland and the Selangor River at Kampung Kuantan is mostly riverine wetlands.

mangrove³ species, *Sonneratia caseolaris* or known locally as 'Berembang' that grow abundantly along the Selangor river near Kampung Kuantan attracts fireflies which forms their habitat. Fireflies are known to emit some form of luminescence at night. They produce a synchronized flashing pattern, which resemble twinkling lights of a decorated Christmas tree. This species live in big colonies and each colony inhabits the trees with young leaves preferably in areas of minimal human intervention.

Before the late 70s, the natural phenomenon of the glowing fireflies was virtually unknown, except to the villagers of Kampung Kuantan and a few scientists. A Mr. Jalaluddin, who once worked for the Malayan Nature Society (MNS), started a small venture to promote firefly-related tourism. Initially, he started the tourism venture with four rowing boats and without any proper jetty facilities. He and his children managed the business for several years and during that span he received little support from outside. In 1990, during the Visit Malaysia Year Campaign, Kampung Kuantan was promoted by the government as a tourist area and thus attracting more visitors. Mr Jalaluddin was given financial support from the Ministry of Arts, Culture and Tourism to expand his business and he managed to own 24 rowing boats. Today, fireflies of Kampung Kuantan attract 2,000 visitors and over a month, with more than half being locals. Directly, it generates income to the villagers either as boat operators and tour guides or indirectly from the sale of local handicrafts and foods.

Realizing the potential tourism attraction of the area, the Selangor State Government through the Kuala Selangor District Office has developed a few facilities such as a wooden jetty, administration building, ticketing booth, visitor's center and others in 1995. In order to avoid danger and potential negative impact to the firefly

population, the use of motorized boats was banned by the state authority. Restrictions and regulations were imposed on tourists prohibiting them from collecting fireflies during their excursions. Recently, the Selangor State Government announced that the Selangor River, 15 km long at Kampung Kuantan would be gazetted as a "pollution prohibited area" (*Utusan Malaysia*, 2004). Rubbish traps will be built and motor boats are strictly prohibited. The move is to protect and conserve the fireflies' habitat.

Kelip-Kelip Trading which is owned by Mr Jalaluddin has maintained a traditional style of tour operation, which has been able to conserve both the mangrove and firefly populations. This traditional approach is adequate for visitors and the practice sustains the ecological balance of Kampung Kuantan fireflies' habitat.

The foregoing is an example of how operating ecotourism in a wetland area in a sustainable manner can conserve the natural environment from degradation. It also demonstrates that the maintenance of local cultural landscape by involving locals in the tourism industry helps to increase the income for local people. By involving local residents' and the indigenous people of an area, they understand better about the habitat and behavior of the fireflies in their localities. They are also committed to ensure that the habitat is not threatened.

RECOMMENDATIONS

The following recommendations are mainly based on definitions given by certain individuals, groups, organizations or non-government bodies. Most of the definitions stated that ecotourism is about visitation to an undisturbed natural area. Hence, the places that are allocated to be ecotourism sites should not be developed excessively with infrastructures and facilities. They must be left natural and undisturbed for tourists to enjoy, feel and appreciate the natural environment in its true sense.

Based on this idea and concept, some recommendations have been introduced as follows:

Minimize the Development within Wetland Areas

Based on synthesis of landscape conservation and ecotourism definitions, it is recommended, that

³ Kuala Selangor Nature Park is situated at the mouth of Selangor River, in the state of Selangor, Malaysia. It covers approximately 800 acres of mangroves and mudflats and is the home to various wildlife such as otters, monkeys, birds, mudskippers and crabs. It has chalets for overnight visitors, hostel for study groups, and a visitors center to provide information and sell souvenirs.

the management center and ecotourism activities planning unit be built and handled outside the area where ecotourism activities are conducted, maybe at the border or periphery of the natural area. All accommodations related to ecotourism areas must have good linkages and road systems that are sensitive to natural areas. In this way, it will be ensured that the natural environment of the suggested ecotourism areas is not disturbed by the infrastructure development such as roads, electric cables and drainage. It also protects wetlands from pollutions from the on-going development activities such as site clearance, earthworks and others. In terms of activities, only light developments should be allowed on site such as sightseeing tower, boardwalk, tracks, rest area or shelters. The development of these facilities must follow the natural topography by careful land grading and by minimizing cutting of trees. For example, the observation tower can be built on the tallest trees in that area without damaging the trees while the boardwalk is built in between the trees for accessibility.

Blend Ecotourism Facility at the Local Village

In order to improve the current status of facilities development in ecotourism site, it is recommended that administrative centers (specifically the place for receiving tourists and handling mass-ecotourism activities) be built in the nearest village or within the aborigines' village in that wetlands area. In this way, tourists can observe, learn, study and understand local cultures and at the same time interact indirectly with them. The most important thing is that the original landscape of this area is not disturbed by any building footprint. Tourists must enter the ecotourism area by walking. If they are interested to stay overnight inside the wetlands area, campsites can be provided at certain places but with optimal safety and comfort. There is no need to develop chalets or a hotel because these mass developments will disturb and destroy the quality of the wetlands environment. To cater for the needs of foreign tourists, accommodation can be provided and built in the small towns or villages that are located near the ecotourism areas. They can also be built inside existing settlements of that wetland area. The accommodation must harmonize with local styles and culture.

Management of these facilities should be given to local communities in order to enhance their local flair. This will indirectly preserve and conserve the local culture and will give a good opportunity to tourists to learn and study local culture. Encouragement should also be given to tourists to participate in local cultural and daily activities such as traditional fishing, rice planting, hunting and other chores during their stay. Through this concept, the involvement of locals in the running of the ecotourism activities can be ensured and this will help them improve their socio-economic levels.

Introduce 'Knowledge Based Visit'

Due to landscape features such as plants, wetland soils and hydrology system plays an important role in ecotourism sites, the management should increase tourists understanding of the local environment by giving a proper briefing. The distribution of information pamphlets related to local culture and history of wetlands area must be given before they are allowed to enter and start their journey in the ecotourism area. They should be aware of basic information on environment, ethics and responsibility towards nature. This helps in enhancing the conservation process. Some of the impacts of failing to love wetlands and nature should be displayed and shown creatively. Explanation on the importance of wetlands must be stressed during the briefing sessions.

In order to evaluate the success of ecotourism activities, a monitoring body has to be established. Through this body, the impacts from the activities for the purpose of conservation can be evaluated and assessed. Thus, a wise and sustainable use of the wetlands environment can be closely monitored. This body must also be responsible for making sure that the local people benefit from ecotourism.

The role of tourist guides is very important. Skillful, efficient and knowledgeable guides should be employed to assist tourists as well as to ensure that wetland areas are protected. In addition, tourist guides can help advice tourists on conservation awareness. It is advisable that guides are selected from among the local people and they should be properly trained to carry out their work professionally.

Security Should be Enhanced

Finally, it is recommended that ecotourism areas appoint security personnel to monitor and hinder any intruders into the area. The guards must patrol the entire area to protect it from activities such as poaching, stealing of forest products, illegal dumping, etc. By proper enforcement, conservation of wetlands and related vernacular landscapes can be better managed.

CONCLUSION

Conservation is one of the mechanisms in protecting wetland landscapes to ensure their sustainable existence. Conservation gives humans a chance to exploit the wetland resources in a sustainable way. Through this effort we can assure that the intangible resources of wetlands continuously benefits the country. The emphasis should be on increasing awareness and appreciation towards wetland areas. This is because of the vital role wetlands play in the culture, the livelihood of local people as well as the ecological functions provided.

When ecotourism is considered as a tool for landscape conservation strategy, well planned activities, good monitoring and efficient management need to be given priority. Studies on ecotourism impacts to the environment, culture, livelihood and landscapes must be carried out so that ecotourism activities can help to enhance conservation efforts. Weaknesses and failures in following ecotourism principles will result in the destruction of natural landscape resources. Hence, it is important for ecotourism to ensure that the natural landscapes of wetland areas are not over exploited. Secondly, to protect wetlands environment from undesirable human activities and thirdly, to involve the locals in conducting activities. Only well implemented ecotourism activities can achieve these goals. Currently, the government is serious in implementing ecotourism or nature-based tourism. Nevertheless, the involvement of the private sector is very much welcome and appreciated so that they can actively participate in this noble endeavor and be part of their social responsibility. Priorities on conservation are the utmost goal.

Integration of conservation and ecotourism is the best mechanism in conserving our natural

environments because the combination call protect our local cultural heritage and landscape together. The strategy will prevail because the current problems facing many cities in the world such as global warming, pollution, stress, moral degradation, and others have increased people's awareness on the importance of conserving nature including wetlands. In addition, people's respect and appreciation towards flora and fauna in their everyday lives have also increased. The demand for natural areas as a place to escape from busy cities has put pressure on ecotourism, which indeed has turned Malaysia into one of the countries in the world that is actively promoting the ecotourism industry. Therefore, it is important to manage the industry well and better.

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Kedudukan Tahap Perniagaan dan Faktor Halangan Usahawan Enterpris Kecil dan Sederhana (EKS) Bumiputera Johor

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Kata kunci: Usahawan Bumiputera, EKS, Model Kitaran Hidup Produk, perniagaan

ABSTRAK

Kajian ini bertujuan untuk meninjau kedudukan tahap perniagaan usahawan EKS dalam Model Kitaran Hidup Produk dan mengenal pasti faktor halangan usahawan EKS bumiputera di negeri Johor. Sampel kajian yang terlibat ialah seramai 208 usahawan EKS Bumiputera di daerah Johor Bahru, Muar dan Batu Pahat. Soal selidik telah digunakan sebagai instrumen kajian. Hasil kajian mendapati halangan utama yang dihadapi oleh usahawan ialah kekurangan modal, rekod kewangan yang tidak lengkap, peraturan bank yang ketat, kekurangan buruh, buruh tidak berkualiti dan kekurangan bahan mentah. Manakala kedudukan usahawan adalah pada tahap pertumbuhan dan kematangan mengikut Model Kitaran Hidup Produk.

ABSTRACT

The purpose of this study was to survey the entrepreneur level in The Product Life Cycle Model and to identify the constraints faced by Bumiputera Small Medium Enterprise (SME) in Johor. The research sample involved 208 Bumiputera SME in the district of Johor Bahru, Muar and Batu Pahat. A set of questionnaires was used as an instrument. Finding indicated that the prime constraint faced by Johor Bumiputera SME were related to lack of capital, incomplete record keeping, strict bank procedures, shortage of workers, nonskilled workers and shortage of raw materials. Furthermore, the finding also indicated that the level of Bumiputera SME in Johor based on the Product Life Cycle Model were in growth and maturity level.

PENGENALAN

Sebagai sebuah negara pengamal dasar ekonomi terbuka, Malaysia telah mengiktiraf usahawan kecil dan sederhana (EKS) sebagai pelengkap kepada kemajuan ekonomi sesebuah negara (Nickels dan McHugh, 1996; Pasenan 2003). Kemajuan usahawan EKS adalah jaminan kepada pengurangan kebergantungan ekonomi negara terhadap pelabur asing (Moha Asri, 2001). Golongan usahawan EKS ini juga telah dikenal pasti sebagai perantaraan penting yang menjayakan beberapa strategi pembangunan negara seperti peralihan teknologi dan pemantapan asas perindustrian negara (Khairiah *et al.*, 2003). Secara keseluruhan, usahawan EKS

telah menyumbang sebanyak 92.0% kepada aktiviti pengeluaran negara dan 34.0% kepada peluang pekerjaan di Malaysia (Ramraini dan Zatul, 2001).

Bagaimanapun, menurut bancian dan kaji selidik usahawan EKS 1993/1994 yang dianjurkan oleh Kementerian Perdagangan Antarabangsa Malaysia (MITI), jumlah keseluruhan usahawan EKS Malaysia ialah sebanyak 12,108. Namun hanya 19.0% iaitu 2,296 adalah syarikat yang dimiliki sepenuhnya oleh Bumiputera dengan pecahan 91.0% merupakan industri bersaiz kecil iaitu modal kurang daripada RM500,000.00 dan selebihnya 9.0% dalam kategori sederhana (Kassim, 1995).

Dalam laporan Rancangan Malaysia Kelapan pula, bilangan syarikat Bumiputera telah meningkat sebanyak 39.0% dalam tempoh rancangan kepada kira-kira 97,500 syarikat. Namun peratusan syarikat Bumiputera dalam semua sektor ekonomi adalah rendah, iaitu dalam lingkungan 8.0% hingga 33.0% dengan peratusan tertinggi dalam sektor pengangkutan diikuti oleh sektor utiliti, pembinaan dan pertanian. Di samping itu, daripada 97,500 syarikat tersebut didapati sebanyak 70.0% syarikat Bumiputera adalah bersaiz kecil dengan modal berbayar sebanyak RM100,000.00 ke bawah (Malaysia, 2001). Manakala selebihnya mempunyai modal berbayar tidak melebihi RM10,000.00 (Samsudin, 1999).

Berdasarkan laporan MITI dalam Mohd. Rosli (2000) negeri Johor dan Selangor merupakan dua buah negeri yang mencatatkan bilangan pertumbuhan EKS yang terbanyak iaitu masing-masing mempunyai 18.0% daripada 11,545 buah EKS yang dikaji selidik. Namun menurut statistik Pusat Bimbingan dan Latihan MARA Negeri Johor (2004), hanya 132 daripada 2,185 usahawan Bumiputera di Johor yang dikenal pasti berjaya manakala yang lain berada dalam kategori belum berjaya.

Kekurangan bilangan EKS dalam kategori belum berjaya disebabkan oleh beberapa halangan. Di antara halangan-halangan yang dialami oleh EKS ialah modal yang kecil (Ahmad Fauzi, 2003) dan pembukaan pasar besar borong runcit (Biro Pembangunan EKS Dewan Usahawan Muda Bumiputera Malaysia, 2002). Kajian Biro Pembangunan EKS Dewan Usahawan Muda Bumiputera Malaysia (BEPI-DUMBM) selama enam bulan pada tahun 2002, mendapati ekoran daripada pembukaan sebuah pasar besar borong runcit akan mengimplikasikan kemerosotan hasil perniagaan usahawan kecil Bumiputera di sekitar 50 kilometer sehingga 70 kilometer. Kejengkelan ini berlaku kerana tawaran harga pesaing yang jauh lebih murah. Fenomena ini jika dibiarkan berterusan akan menjerumuskan usahawan Bumiputera ke kancuh pembubaran perniagaan dan kepupusan dalam bidang peruncitan. Tambahan pula golongan EKS Bumiputera masih tidak peka dengan penggunaan perniagaan baru seperti e-dagang serta kurang menghayati istilah K-ekonomi. Menurut kajian ini lagi, usahawan

kecil Bumiputera yang dijangkakan terjejas jika AFTA (ASEAN Free Trade Area) dilaksanakan sepenuhnya pada tahun 2006 ialah perniagaan runcit, restoran, peralatan pejabat, perikanan, perkakasan dan komputer (Ahmad Fauzi, 2003).

Beberapa kajian lepas seperti Rahmah dan Zaini (1995) dan Hassan (2002) yang cuba mengupas secara terperinci halangan yang dihadapi oleh usahawan EKS, namun kajian mereka adalah secara umum dan tidak memfokuskan kepada usahawan Bumiputera. Justeru, satu kajian secara menyeluruh perlu dijalankan di Johor bagi mengenal pasti apakah faktor halangan yang telah merencat pertumbuhan usahawan Bumiputera EKS. Kajian ini juga selaras dengan agenda kerajaan untuk meluaskan perantaraan dan perangkaian ekonomi Bumiputera supaya meliputi dalam dan luar negara (Idris, 1997).

Oleh itu, kajian ini telah dilaksanakan bagi meninjau kedudukan tahap usahawan EKS dan apakah faktor halangan yang dihadapi oleh mereka. Ini adalah kerana menurut Gartner (1996) dan Pasenan (2003), faktor pertumbuhan/kejayaan dan faktor halangan saling berkait. Malah menurut Gartner (1996), dalam usaha merancang strategi pertumbuhan/kejayaan usahawan EKS, kajian tentang halangan dan kegagalan perniagaan perlu dijalankan. Sehubungan itu, kajian ini boleh dijadikan sebagai panduan kepada pembuat polisi dalam usaha merangka garis panduan atau perancangan pertumbuhan usahawan EKS. Kajian ini juga secara tidak langsung dapat menghasilkan kefahaman yang mendalam tentang faktor-faktor yang mempengaruhi pembangunan usahawan EKS dan memperbaiki kefahaman tentang proses pertumbuhan.

Dalam usaha mencapai tujuan kajian ini, dua objektif kajian telah dibentuk iaitu; pertama, mengenal pasti kedudukan tahap perniagaan usahawan Bumiputera EKS dalam Model Kitaran Hidup Produk berdasarkan jualan; dan kedua, mengenal pasti faktor halangan utama yang dihadapi oleh usahawan Bumiputera EKS.

Berikutan itu, dua persoalan kajian telah dibina. Persoalan kajian pertama ialah di manakah kedudukan tahap perniagaan usahawan Bumiputera EKS di Johor dalam Model Kitaran Hidup Produk berdasarkan jualan?; dan

persoalan kedua pula ialah apakah faktor halangan utama yang dihadapi oleh usahawan Bumiputera EKS di Johor?

MODEL KITARAN HIDUP PRODUK

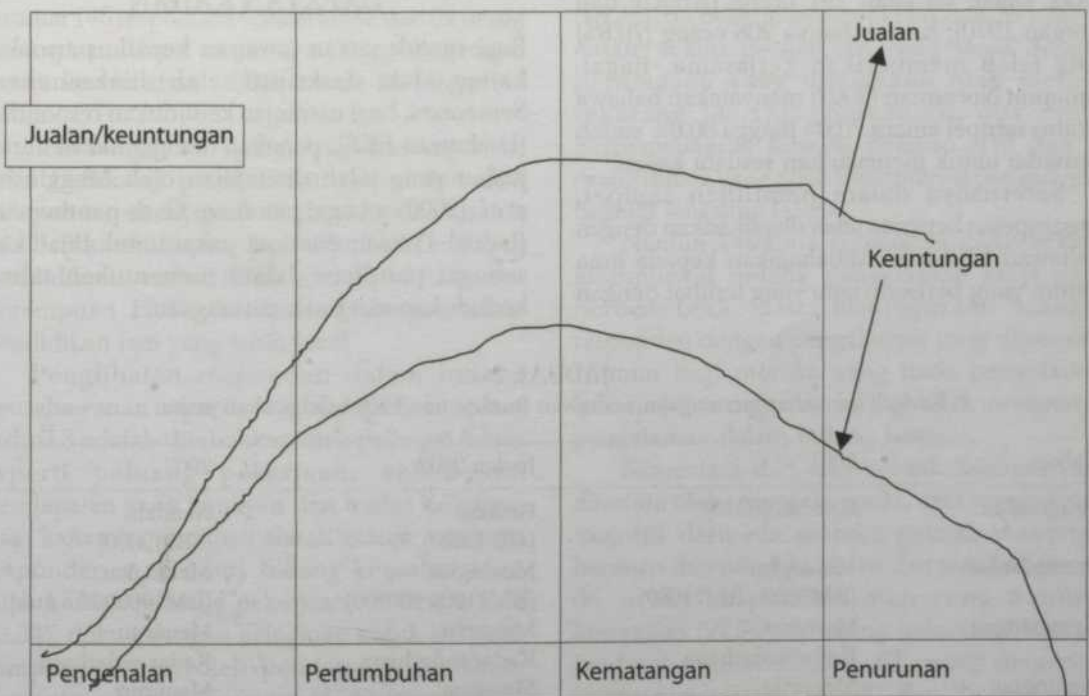
Model Kitaran Hidup Produk sangat penting kepada semua jenis industri terutamanya usahawan EKS. Kitaran ini adalah petanda aras kepada penilaian dan perubahan strategi dalam konteks harga, pemasaran, promosi yang perlu dilaksanakan oleh usahawan EKS. Berdasarkan *Rajah 1* didapati terdapat empat tahap dalam kitaran iaitu tahap pengenalan, pertumbuhan, kematangan dan penurunan (Megginson *et al.*, 2000). Tahap pengenalan bermula apabila usahawan memperkenalkan produk baru. Petanda-petanda melalui maklum balas yang diperoleh daripada pelanggan berkaitan dengan produk baru perlu diambil perhatian agar segala kekurangan berkaitan dengan produk tersebut berjaya diatasi dengan segera oleh usahawan.

Pada tahap pertumbuhan, jualan telah meningkat dengan pesatnya dan keuntungan adalah memuncak. Sebaik sahaja pesaing memasuki pasaran, usahawan berusaha

menghasilkan reka bentuk produk yang menarik. Sementara strategi pemasaran pada tahap ini menjurus kepada kewujudan pelanggan yang berkonsepkan kesetiaan jenama (*brand loyalty*). Kelebihan produk telah dikenal pasti dan persaingan sengit telah berlaku di antara usahawan.

Seterusnya, pada tahap kematangan, persaingan menjadi semakin sengit serta diikuti dengan penurunan harga dan keuntungan. Di samping itu, kos promosi telah meningkat diselangi dengan penurunan harga bagi memberangsangkan perniagaannya. Dijangka berlaku peningkatan dalam persaingan dan perniagaan baru telah mula memasuki pasaran. Malangnya, bagi pesaing lemah akan tersingkir dalam arena perniagaan dan usahawan yang sentiasa memperbaharui promosi serta berusaha dalam pengedaran produk akan terus kekal.

Pada tahap penurunan pula jualan telah menjunam dengan pesatnya apabila terdapat penglibatan teknologi baru dan produk yang dihasilkan perlu mengikuti peredaran zaman. Pertimbangan untuk mencantas item-item daripada lini produk bagi pengurusan.



Rajah 1: Kitaran hidup produk dalam jualan dan keuntungan
 Sumber: Nickels dan McHugh (1996) dalam Megginson *et al.* (2000, ms. 175)

Penekanan kepada bantuan perniagaan seperti promosi mungkin dihapuskan dan rancangan untuk meningkat produk akan dilaksanakan. Namun ada kalanya produk dapat diselamatkan dengan membuat pembungkusan semula atau menukar kepada produk lain (Megginson *et al.*, 2000).

METODOLOGI

Reka Bentuk

Kajian ini menggunakan kaedah tinjauan dengan menggunakan soal selidik sebagai instrumen. Menurut Jackson (2003), kaedah tinjauan bersesuaian dan menjimatkan kerana keupayaannya mendapatkan maklumat daripada soalan yang sama daripada kumpulan populasi yang besar. Populasi kajian ini terdiri daripada usahawan EKS Bumiputera di Daerah Muar, Batu Pahat dan Johor Bahru. Daerah ini dipilih dalam kajian kerana memiliki jumlah EKS yang ramai berbanding dengan daerah lain (Laporan Bancian Unit Latihan dan Bimbingan MARA (PUSMA), 2004). Menurut PUSMA, jumlah usahawan Bumiputera di semua daerah ini ialah 1,177 orang. Justeru, saiz sampel yang bersesuaian untuk kajian ini ialah 291 orang (Krejcie dan Morgan 1970); namun hanya 208 orang (70.8%) yang telah memberikan kerjasama. Bagaimanapun Norasmah (2002) menyatakan bahawa peratus sampel antara 70.0% hingga 80.0% sudah memadai untuk menjalankan sesuatu kajian.

Seterusnya dalam pemilihan sampel, pensampelan berstrata telah diaplikasikan dengan usahawan EKS telah dibahagikan kepada lima stratum yang berbeza iaitu yang terlibat dengan

sektor pembuatan, pertanian, perkhidmatan dan pembinaan. Namun, kajian ini hanya melibatkan sektor pembuatan dan sektor perkhidmatan. Pemilihan ini disebabkan usahawan Bumiputera mempunyai kecenderungan yang tinggi mengusahakan sektor tradisional seperti pemakanan, kayu dan *fabricated mental products* (Kassim, 1995). Kesemua hasil ini adalah dalam kategori sektor pembuatan. Pemilihan sektor perkhidmatan pula disebabkan sektor ini telah mencatat penyertaan bilangan usahawan EKS yang tertinggi di Malaysia (Kementerian Pembangunan Industri Kecil dan Sederhana (SMIDEC), 2004). Kaedah pensampelan secara rawak telah dilaksanakan bagi tujuan pemilihan sampel kajian.

Instrumen kajian telah dibentuk dengan mengadaptasi instrumen Hassan (2002) dan Pasenan (2003). Bagi mendapat kebolehpercayaan dan kesahan instrumen, kajian rintis telah dijalankan. Hasil kajian rintis menunjukkan indeks kebolehpercayaan instrumen ini ialah 0.77. Ini bermakna instrumen ini boleh digunakan kerana ia melebihi nilai minimum iaitu 0.60 (Mohd Majid, 2000).

DAPATAN KAJIAN

Bagi mendapatkan jawapan kepada persoalan kajian, data deskriptif telah dilaksanakan. Sementara, bagi meninjau kedudukan responden (Usahawan EKS), pengkaji menggunakan aliran jualan yang telah ditetapkan oleh Megginson *et al.* (2000) sebagai panduan. Garis panduan ini (Jadual 1) telah diterima pakai untuk dijadikan sebagai panduan dalam menentukan tahap kedudukan sesebuah perniagaan.

JADUAL 1
Kedudukan tahap perniagaan usahawan Bumiputera EKS berdasarkan jualan

Tahap	2001	Jualan 2002	2003
Pengenalan	Rendah (RM0)	Rendah (£RM2000)	Rendah (£RM2000)
Pertumbuhan	Meningkat (RM3000 - RM71000)	Meningkat (RM71000-100000)	Meningkat (RM100000 ke atas)
Kematangan	Menurun Kadar sederhana	Menurun Kadar sederhana	Menurun Kadar sederhana
Penurunan	Menurun Kadar pantas	Menurun Kadar pantas	Menurun Kadar pantas

Sumber: Megginson *et al.* (2000)

JADUAL 2
Profil responden

Pembolehubah	Lelaki		Perempuann	
	n	%	n	%
Jantina	146	70.2	62	29.8
Umur				
< 25 th	13	6.3	4	1.9
26 - 35 th	38	18.3	15	7.2
36 - 45 th	49	23.5	17	8.2
46 - 55 th	34	16.3	22	10.6
>55 th	10	4.8	6	2.9
Latar belakang pendidikan				
Sek. Dewasa	3	1.4	4	1.9
Sek. Rendah	16	7.7	13	6.3
SRP	21	10.1	6	2.9
SPM	56	26.9	26	12.5
STPM	13	6.3	3	1.4
Sijil	10	4.8	1	0.5
Diploma	19	9.1	2	1.0
Ijazah	9	4.3	6	2.6

Profil Responden

Jadual 2 menunjukkan taburan responden mengikut jantina, umur dan latar belakang pendidikan responden. Berdasarkan jadual, seramai 146 responden adalah lelaki dan 62 orang perempuan. Umur responden yang paling ramai secara keseluruhan adalah antara 36 hingga 45 tahun.

Sehubungan itu, Jadual 2 juga menunjukkan latar belakang pendidikan responden dan didapati ramai daripada responden kajian sama ada lelaki mahupun perempuan mendapat pendidikan setakat SPM (lelaki =26.9% dan perempuan 12.5%) berbanding dengan tahap pendidikan lain yang lebih kecil.

Penglibatan responden dalam bidang keusahawanan seperti yang dipaparkan dalam Jadual 3 adalah disebabkan oleh pelbagai faktor seperti peluang pekerjaan, kebebasan, pendapatan yang lumayan dan tradisi keluarga. Bagi kajian ini, didapati alasan utama mengapa responden menceburi bidang keusahawanan ialah kerana peluang pekerjaan (90 orang atau 43.3%), diikuti dengan keinginan untuk bebas di samping memperoleh pendapatan lumayan. Sementara hanya 15 orang (7.2%) menyatakan bahawa mereka menceburi bidang perniagaan kerana ingin meneruskan tradisi keluarga.

Seterusnya, Jadual 3 juga menunjukkan pengalaman kerja yang ada dalam kalangan responden. Data menunjukkan seramai 38 responden pernah bekerja dengan kerajaan (18.3%), 63 bekerja swasta (30.3%) dan 73 bekerja dalam sektor perniagaan yang sama dengan perniagaan yang dijalankan oleh mereka sekarang (35.1%). Sementara dua orang berpengalaman sebagai nelayan (1%) dan 32 orang sahaja yang tidak mempunyai pengalaman bekerja langsung (15.3%).

Namun kesemua responden yang bekerja mempunyai bidang pengalaman kerja yang berbeza-beza. Data menunjukkan bilangan responden dengan pengalaman yang diperoleh. Namun bagi mereka yang tiada pengalaman bekerja (32 orang), mereka juga tidak mempunyai pengalaman dalam bidang kerja.

Sementara dari segi bentuk bantuan yang diterima oleh responden pula, data menunjukkan majoriti daripada mereka pernah menerima bantuan dari pihak kerajaan dan swasta. Seramai 66 orang responden menerima bantuan kewangan (27.5%), 80 orang menerima bantuan khidmat nasihat (33.3%), 67 orang menerima bantuan peralatan (27.9%) dan 27 orang lagi bantuan penempatan untuk berniaga (11.3%). Jumlah bantuan yang diterima jika dikira ialah

JADUAL 3
Pengalaman responden

Pembolehubah	n	%
Alasan menceburi perniagaan		
Peluang pekerjaan	90	43.3
Kebebasan	80	38.4
Pendapatan lumayan	23	11.1
Tradisi keluarga	15	7.2
Pengalaman bekerja		
Kerajaan	38	18.3
Swasta	63	30.3
Bekerja dalam perniagaan	73	35.1
Nelayan	2	1.0
Tiada	32	15.3
Bidang pengalaman kerja		
Pemasaran	58	27.9
Perkhidmatan	22	10.6
Pengurusan	13	6.3
Kewangan	35	16.8
Pengeluaran	34	16.3
Pengangkutan	14	6.7
Tiada	32	15.4
Bentuk bantuan yang diterima		
Kewangan	66	27.5
Khidmat nasihat	80	33.3
Kemudahan tempat berniaga	27	11.3
Peralatan mesin	67	27.9

240 iaitu melebihi jumlah responden. Ini adalah kerana sesetengah responden menerima lebih daripada satu bantuan. Maklumat yang lebih terperinci boleh dirujuk pada Jadual 3.

Profil Perniagaan Responden

Jadual 4 mempamerkan usia perniagaan responden di mana didapati kebanyakan perniagaan responden berusia antara 3 hingga 5 tahun (68 orang/ 32.7%) dan lebih 12 tahun (64 orang/30.8%). Sementara jangka usia perniagaan lain boleh dirujuk dalam jadual. Dari 208 orang responden kajian, bilangan perniagaan yang didaftarkan sebagai milikan perniagaan ialah 140 buah (67.3%), 22 buah perkongsian (10.6%), 40 buah sendirian (19.6%) dan 6 buah tidak berdaftar (2.9%). Jadual juga menunjukkan majoriti perniagaan mempunyai modal tidak lebih daripada RM500,000 (201 buah/96.6%) dan hanya 7 buah perniagaan atau 3.4% yang mempunyai modal lebih RM500,000. Sehubungan itu,

JADUAL 4
Profil perniagaan

Pembolehubah	n	%
Usia Perniagaan		
< 2 th	-	-
3 hingga 5 th	68	32.7
6 hingga 8 tahun	50	24.0
9 hingga 11	26	12.5
> 12 th	64	30.8
Status Perniagaan		
Milikan Tunggal	140	67.3
Perkongsian	22	10.6
Sendirian Berhad	40	19.2
Tidak berdaftar	6	2.9
Modal Perniagaan		
< RM500,000	201	96.6
RM500,000 hingga RM2.5juta	7	3.4
> RM2.5 juta	-	-
Bilangan Pekerja sepenuh masa		
< 50 orang	206	99.0
51 hingga 200 orang	2	1.0
Lokasi perniagaan		
Johor Bahru	75	36.1
Muar	66	31.7
Batu Pahat	67	32.2
Kekerapan Melaksanakan Aktiviti Pemasaran Setahun		
Tiada	67	32.3
Kurang daripada 3 kali	78	37.5
Antara 4 hingga 6 kali	26	12.5
Antara 7 hingga 10 kali	8	3.8
Lebih daripada 11 kali	29	13.9

seramai 206 responden memiliki pekerja kurang 50 orang (99%) dan hanya 2 responden mempunyai bilangan pekerja antara 50 hingga 200 orang (1%). Sementara lokasi perniagaan responden untuk kajian ini juga telah dikelompokkan kepada dua kawasan iaitu bandar dan luar bandar. Bagi lokasi bandar, bandar raya Johor Bahru telah dipilih dengan catatan 75 responden (36.1%) dan luar bandar sebanyak 123 responden iaitu Muar seramai 66 responden (31.7%) dan Batu Pahat seramai 67 responden (32.2%). Maklumat secara terperinci boleh dirujuk pada Jadual 4.

Seterusnya dari segi kekerapan melaksanakan aktiviti pemasaran dalam tempoh setahun juga dapat dilihat pada Jadual 4 yang

menunjukkan 67 responden (32.3%) mengabaikan aktiviti pemasaran, diikuti 78 responden (37.5%) melaksanakan aktiviti pemasaran kurang daripada tiga kali setahun, 26 responden (12.5%) melakukan aktiviti pemasaran antara empat hingga enam kali setahun, 8 responden (3.8%) melakukan aktiviti pemasaran antara tujuh hingga sepuluh dan hanya 29 responden (13.9%) melakukan aktiviti pemasaran lebih daripada 11 kali setahun.

Jadual 5 pula menunjukkan penglibatan responden dalam industri mengikut jantina. Data menunjukkan industri pembuatan adalah pilihan utama responden dengan perolehan 100 responden lelaki (48.1%) dan 53 responden perempuan (25.5%). Manakala industri perkhidmatan mencatat sejumlah 46 responden lelaki (22.1%) dan sembilan responden perempuan (4.3%). Bagi maklumat secara terperinci tentang jenis perniagaan yang diceburi oleh responden lelaki dan responden perempuan, data menunjukkan bahawa jenis perniagaan yang paling banyak diceburi mereka ialah jenis perniagaan memproses makanan iaitu 46 lelaki (22.1%) dan 43 perempuan (20.8%). Kedua, responden lelaki banyak terlibat dalam jenis perniagaan perkhidmatan baiki kenderaan (38 orang /18.3%).

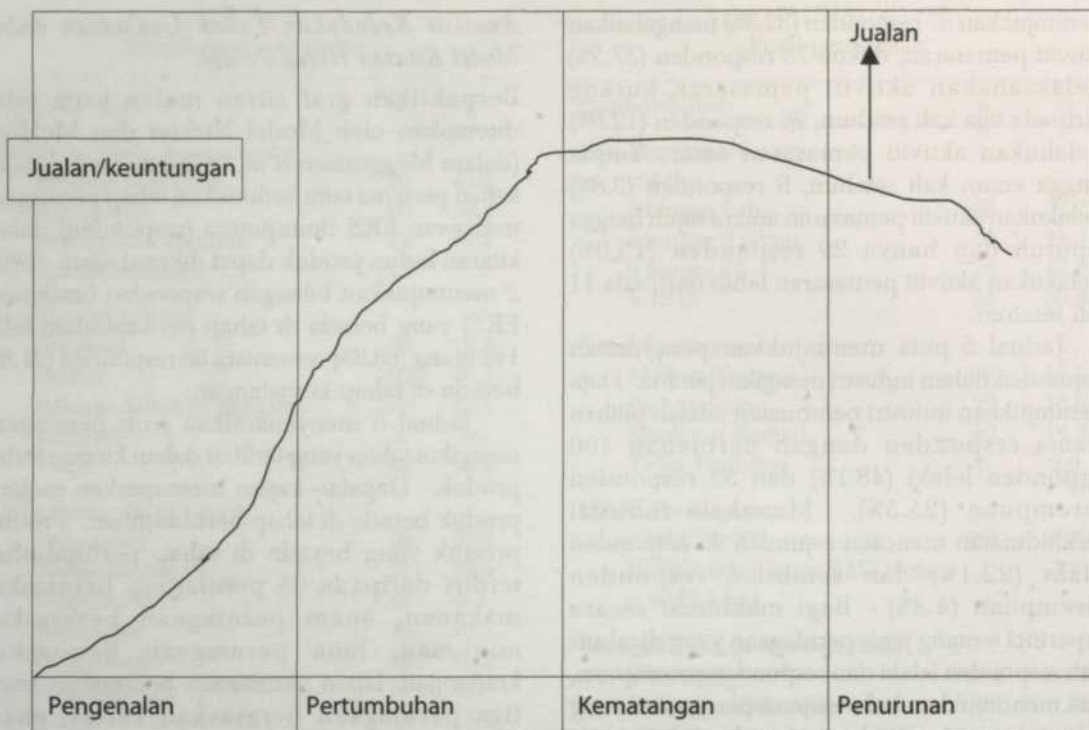
Analisis Kedudukan Tahap Usahawan dalam Model Kitaran Hidup Produk

Berpaksikan graf aliran jualan yang telah ditetapkan oleh Model Nickles dan McHugh (dalam Megginsson *et al.*, 2000) maka persoalan kajian pertama iaitu kedudukan tahap perniagaan usahawan EKS Bumiputera (responden) dalam kitaran hidup produk dapat dikenal pasti. *Rajah 2* menunjukkan bilangan responden (usahawan EKS) yang berada di tahap pertumbuhan ialah 142 orang (68.2%) sementara 66 responden (31.8%) berada di tahap kematangan.

Jadual 6 menyenaraikan jenis perniagaan mengikut tahap yang terlibat dalam kitaran hidup produk. Dapatan kajian memaparkan majoriti produk berada di tahap pertumbuhan. Produk-produk yang berada di tahap pertumbuhan terdiri daripada 65 perniagaan berasaskan makanan, enam perniagaan berasaskan minuman, lima perniagaan berasaskan kraftangan, lapan perniagaan berasaskan kayu, tiga perniagaan berasaskan kertas, enam perniagaan berasaskan jahitan, sembilan perniagaan berasaskan elektrik, 12 perniagaan berasaskan kimpalan besi dan satu perniagaan berasaskan kelengkapan. Sementara industri perkhidmatan pula ialah 20 perniagaan bengkel kereta, dua pengiklanan dan lima perundingan.

JADUAL 5
Jenis industri/perniagaan berdasarkan jantina

Pembolehubah	Lelaki		Perempuann	
	n	%	n	%
Pembuatan	100	48.1	53	25.5
Perkhidmatan	46	22.1		
Jenis perniagaan				
Memproses makanan	46	22.1	43	20.8
Memproses minuman	6	2.9	4	1.9
Kraftangan	4	1.9	5	2.4
Asas kayu	12	5.8	-	-
Berasaskan kertas	7	3.4	-	-
Mesin kelengkapan	10	4.8	-	-
Jahitan	2	0.9	5	2.4
Perkhidmatan baiki kenderaan	38	18.3	-	-
Elektrik	8	3.8	-	-
Kimpalan besi	9	4.3	-	-
Pengiklanan	3	1.4	-	-
Perunding	1	0.5	-	-
Rawatan kecantikan	-	-	5	2.4



Rajah 2: Analisis kedudukan tahap perniagaan usahawan dalam Model Kitaran Hidup

JADUAL 6
Jenis industri mengikut tahap kitaran hidup dalam jualan

Pembolehubah	Tahap pertumbuhan		Tahap kematangan	
	n	%	n	%
Pembuatan				
Memproses makanan	65	31.3	33	15.8
Memproses minuman	6	2.9	-	-
Kraftangan	5	3.4	1	0.5
Asas kayu	8	3.8	4	1.9
Berasaskan kertas	3	1.4	1	0.5
Mesin kelengkapan	-	-	1	0.4
Jahitan	6	2.9	4	1.9
Elektrik	9	4.3	2	1.0
Kimpalan besi	12	5.8	2	1.0
Kelengkapan kenderaan	1	0.5	-	-
Perkhidmatan				
Bengkel kenderaan	20	9.6	10	4.8
Pengiklanan	2	1.0	2	1.0
Perunding	5	2.4	4	1.9
Rawatan kecantikan	-	-	2	1.0

Bagi produk yang berada di tahap kematangan terdiri daripada 33 buah perusahaan memproses makanan, sebuah perusahaan kraftangan, empat perusahaan berasaskan kayu, sebuah perusahaan mesin, empat perusahaan jahitan, dua perusahaan elektrik, dua perusahaan kimpalan besi, sebuah perusahaan berasaskan kertas, sepuluh perusahaan bengkel kenderaan, dua perkhidmatan pengiklanan, empat perkhidmatan perundangan dan dua perkhidmatan kecantikan. Maklumat ini boleh dirujuk pada Jadual 6.

Jadual 7 pula memaparkan halangan-halangan yang dihadapi oleh responden (usahawan EKS). Paparan halangan dalam jadual dibuat mengikut keutamaan. Seperti yang ditunjukkan, halangan utama yang dihadapi oleh usahawan EKS ialah kekurangan sumber kewangan, diikuti dengan kesukaran mencari pasaran barangan, rekod kewangan dan pengurusan tunai yang lemah, kekurangan kelengkapan kedai, peraturan bank yang ketat, kekurangan buruh, buruh yang berkualiti dan yang terakhir ialah kekurangan bahan mentah.

PERBINCANGAN DAN KESIMPULAN

Perniagaan EKS didapati banyak diceburi oleh golongan lelaki berbanding perempuan (Pasenan, 2003). Kenyataan ini selari dengan catatan profil responden dengan lebih 50% usahawan EKS di Johor ialah usahawan lelaki (146 orang) dan hanya 29.8% usahawan perempuan. Ketidakeimbangan ini mungkin disebabkan jenis perniagaan yang dikaji seperti perusahaan berasaskan kayu, kertas, mesin kelengkapan, perkhidmatan baiki kenderaan, kimpalan besi, pengiklanan bukan menjadi pilihan kaum

perempuan di Johor. Pandangan ini turut dipersetujui Zarina *et al.* (2004) apabila mereka mendapati usahawan perempuan di Malaysia mempunyai kecenderungan tinggi dalam perniagaan berkonsepkan tradisional seperti penyediaan makanan, pusat kecantikan, jahitan, mengusahakan taman asuhan kanak-kanak dan perniagaan runcit. Bagaimanapun menurut Hisrich *et al.* (1997), penglibatan usahawan wanita dalam perniagaan kerana keperluan ekonomi serta untuk pengiktirafan berbanding usahawan lelaki. Menurut Meggission *et al.* (2000) pula, ketidakseimbangan ini mungkin disebabkan usahawan wanita masih dibelenggu oleh halangan seperti kesukaran mendapat pinjaman, tidak mendapat sokongan moral, didiskriminasi oleh pembekal dan terpaksa membahagikan di antara masa pengurusan rumah tangga dengan kerjaya.

Di samping itu, kajian juga mendapati majoriti EKS lelaki dan wanita iaitu 137 daripada 208 responden berlatarbelakangkan pendidikan SPM ke bawah, serupa seperti kajian oleh Zalina (2002). Justeru, stigma yang dinyatakan oleh Moha Asri (2001), EKS adalah sumber pendapatan lumayan kepada individu berpendidikan rendah dan tidak formal ternyata benar. Pandangan ini diperkukuhkan lagi dengan dapatan kajian Mohd Nor *et al.* (2004) apabila mendapati 144 EKS yang berlatarbelakangkan pendidikan SPM mempunyai jualan kasar yang lebih tinggi berbanding mereka yang berpendidikan tinggi. Kurangnya penglibatan EKS dalam kalangan golongan berpendidikan tinggi kerana mereka lazimnya mempunyai peluang cerah untuk menjawat jawatan yang menawarkan pendapatan lumayan di sektor swasta dan kerajaan.

JADUAL 7
Faktor halangan

Faktor halangan	Kekerapan	Peratus	Kedudukan
Kekurangan sumber kewangan	132	63.5	1
Sukar mencari pasaran	75	37.1	2
Rekod kewangan dan pengurusan tunai yang lemah	70	33.7	3
Kekurangan kelengkapan kedai	65	31.3	4
Peraturan bank yang ketat	64	30.8	5
Kekurangan buruh	61	29.3	6
Buruh yang berkualiti	44	21.2	7
Kekurangan bahan mentah	38	18.3	8

Kajian juga mendapati kebanyakan EKS lelaki dan perempuan berada pada julat umur antara 26 hingga 55 tahun; EKS lelaki antara umur 36 hingga 45 tahun seramai 49 orang (23.5%) dan EKS perempuan antara umur 46 hingga 55 tahun seramai 22 orang (10.6%). Kebanyakan EKS melibatkan diri dalam dunia perniagaan pada julat usia tersebut kerana menurut Storey (1994) usahawan pertengahan umur mempunyai kelebihan iaitu mampu meningkatkan perniagaan kerana bertenaga, berkredibiliti dan bijak mencari sumber. Sementara Strokes (1999) berkeyakinan usahawan berusia di antara 35 hingga 50 tahun mempunyai pengalaman, latar belakang dan kedudukan kewangan yang kukuh. Bagaimanapun terdapat juga segelintir EKS yang berusia 56 tahun ke atas. Menurut Stanworth dan Gray (1991), penglibatan golongan ini mungkin disebabkan kesukaran mencari pelapis bagi meneruskan perniagaan atau menjadikan kerjaya usahawan sebagai alternatif sumber pendapatan baru selepas bersara.

Kajian ini juga mendapati bilangan EKS yang pernah bekerja ialah 176 orang (84.6%). Justeru kepentingan pengalaman kerja sebelum memulakan perniagaan tidak dapat dinafikan (Gartner, 1996). Manakala sejumlah 73 responden mempunyai majikan menjalankan perniagaan yang hampir sama (35.1%) dan 63 responden (30.3%) pernah bermajikan sektor swasta. Di samping itu, semua responden mempunyai kemahiran pemasaran, pengurusan dan kewangan.

Dari segi profil perniagaan, hasil kajian mendapati kesemua perniagaan berusia lebih daripada tiga tahun ke atas. Situasi ini berlaku kerana pemilihan responden dalam kajian berasaskan kepada ciri-ciri seperti berpotensi dan telah beroperasi lebih daripada tiga tahun. Menurut Jenning dan Banefield (1993), pertumbuhan sesuatu perniagaan hanya dapat dikesan selepas beroperasi lebih 24 bulan. Selain itu, pemilihan responden daripada pelbagai peringkat usia perniagaan iaitu daripada julat 3 hingga 12 tahun ke atas bagi memudahkan pengkaji mengenal pasti kedudukan tahap responden dalam Model Kitaran Hidup Produk.

Pemilihan kepada perniagaan milikan tunggal merupakan salah satu kecenderungan perniagaan EKS bumiputera. Menurut Nik Intan (2004), keengganan mereka beranjak ke status

sendirian berhad kerana perpindahan status akan menyebabkan responden EKS terpaksa mengubah status cukai sendirian berhad. Status baru ini menyebabkan mereka terpaksa membayar cukai pendapatan sebanyak 25% daripada keuntungan. Di samping itu, masalah kekurangan modal turut menghalang perpindahan status perniagaan dengan dapatan kajian menunjukkan sejumlah 201 responden mempunyai modal tidak lebih daripada RM500,000.

Kajian menunjukkan bahawa terdapat kecenderungan pemilihan perniagaan berdasarkan jantina. Responden lelaki lebih cenderung menceburi bidang perniagaan yang bercorak bukan tradisional dan melibatkan fizikal seperti berasaskan kayu, mesin, bengkel kenderaan, elektrik, kimpalan besi dan pengiklanan. Sementara responden EKS perempuan kepada corak tradisional dan sesuai dengan naluri wanita seperti bidang memproses makanan dan minuman, kraftangan dan rawatan kecantikan. Kecenderungan pemilihan perniagaan berdasarkan jantina ini juga turut diperakui oleh Mergenhagen (1996).

Halangan adalah suatu isu global yang dihadapi oleh semua responden EKS di seluruh dunia (Chey, 2000). Perancangan untuk memasuki frasa pertumbuhan menyebabkan responden EKS melalui titik krisis pertumbuhan (Gray 1998). Bagaimanapun dapatan kajian telah menyenaraikan kekurangan modal adalah halangan yang paling utama dihadapi oleh responden EKS. Dapatan ini selari dengan dapatan Idris *et al.* (1990), Unit Pembangunan Usahawan Negeri Selangor (1998) dan Moha Asri (2001). Di antara masalah kewangan yang dihadapi oleh responden dan pengkaji lepas ialah bank perdagangan dan institusi kewangan tidak berminat memberi pinjaman kepada responden EKS kerana kurang menguntungkan dan pihak bank terpaksa menanggung kos pentadbiran yang tinggi. Kenyataan ini disokong oleh statistik MITI (dalam Zaleha, 2004) yang melaporkan majoriti iaitu 7,326 usahawan EKS menghadapi masalah kekurangan kewangan (modal).

Halangan kedua ialah kesukaran mencari pasaran kerana ketiadaan kajian pemasaran serta tiada pengabungjalinan elemen campuran pemasaran dalam aktiviti perniagaan. Masalah yang bersifat universal ini turut diperolehi dalam

kajian Wyer (1996) dan Moha Asri (2001); begitu juga dalam kajian ini apabila penemuan kajian mendapati usahawan EKS di Johor kurang memberi penekanan kepada aktiviti pemasaran. Masih terdapat responden mengabaikan pemasaran dalam aktiviti perniagaan sedangkan menurut Meggision *et al.* (2000), aktiviti pemasaran adalah laluan pintas ke arah pertumbuhan dan peningkatan keuntungan. Di samping itu, jadual tersebut turut melaporkan penggunaan kaedah promosi yang tidak lagi relevan dengan era pasaran global. Penekanan penggunaan teknik lama seperti papan tanda dan memberi sampel percuma menyempitkan lagi ruang lingkup pasaran. Kaedah ini gagal memperkenalkan produk mereka ke persada dunia. Justeru responden perlu mengubah *mindset* dan memberi penekanan kepada perniagaan bercorak e-dagang.

Halangan ketiga ialah rekod kewangan serta pengurusan kewangan yang lemah. Dapatan ini selari dengan kajian Bank Negara Malaysia (1995) yang menyatakan pengurusan kewangan adalah masalah yang dihadapi oleh usahawan Bumiputera. Hujahan ini diperkukuhkan melalui temu ramah spontan yang telah dijalankan terhadap 10 pengusaha makanan yang berlokasi di daerah Muar. Kesemua responden ini tidak mencatat dan mengasingkan hasil jualan dengan perbelanjaan harian kerana tidak mahir tentang sistem perakaunan.

Halangan keempat ialah kekurangan kelengkapan kedai yang boleh mengganggu kelancaran operasi pengeluaran. Masalah ini kerap berlaku kepada industri pembuatan yang memerlukan ruang kedai yang besar untuk menjalankan aktiviti pengeluaran. Dapatan ini disokong oleh kajian Mohd. Khairuddin dan Syed Azizi (2002) yang menyatakan lazimnya ruang kedai yang sempit dan kekurangan kelengkapan mesin akan membantutkan pertumbuhan.

Halangan kelima yang biasanya dialami oleh responden bersaiz kecil ialah peraturan bank yang ketat. Dapatan ini turut dipersetujui oleh kajian Mohar *et al.* (2001) apabila mereka menyatakan faktor kegagalan mendapatkan pinjaman adalah akibat penulisan kertas cadangan pinjaman (*business plan*) yang tidak jelas serta meragukan dan laporan penyata kewangan yang tidak memberangsangkan.

Masalah seterusnya ialah kekurangan buruh serta buruh tidak berkualiti. Sektor pembuatan khususnya pengusaha makanan, pengusaha minuman dan pengusaha pakaian lazimnya menghadapi masalah kekurangan buruh di musim-musim perayaan apabila tempahan meningkat. Pendekatan yang diambil untuk menyelesaikan masalah ini ialah mengambil pekerja sambilan. Halangan yang dihadapi oleh responden ini turut dihadapi oleh dapatan kajian SME Bank di Pakistan (2004).

Halangan kelapan ialah kekurangan bahan mentah yang dialami dalam kalangan pengusaha makanan. Memandangkan negeri Johor adalah pusat pengeluaran makanan ringan ketiga terbesar di Malaysia (Othman, 2004), maka adakalanya permintaan daripada negara jiran iaitu Singapura tidak dapat dipenuhi. Langkah ini diatasi dengan mengimport bahan mentah seperti keledak, ubi kayu dan sebagainya dari Indonesia. Halangan yang dihadapi oleh responden EKS di Johor ini turut ditemui dalam kajian Unit Pembangunan Usahawan Negeri Selangor (1998).

Kesimpulannya kesemua halangan yang dihadapi oleh responden merupakan laluan-laluan yang perlu ditempuhi dalam Model Titik Krisis Pertumbuhan (Rujuk *Rajah 1*). Kronologi yang pasti berlaku sebelum responden memasuki frasa pertumbuhan dapat digambarkan melalui keluk dalam model tersebut. Namun pelbagai pendekatan boleh dilaksanakan agar responden berupaya melepasi halangan-halangan tersebut. Sebaik sahaja responden memasuki laluan keluk dalam model tersebut halangan-halangan yang telah dikenal pasti dalam kajian seperti kekurangan bahan mentah, kesukaran mencari pasaran, rekod kewangan serta pengurusan kewangan yang lemah, kekurangan kelengkapan kedai, peraturan bank yang ketat, kekurangan buruh serta buruh tidak berkualiti dan kekurangan bahan mentah perlu dilepasi sebelum berada dengan selesanya di tahap pertumbuhan. Pendekatan yang dicadangkan oleh model ialah menambahkan bilangan pekerja supaya pengkhususan tugas dapat dilaksanakan dengan berkesan kerana usia perniagaan semakin meningkat. Di samping itu, inovasi terhadap keluaran perlu dilakukan kerana di penghujung laluan keluk penurunan keluaran tunggal pasti berlaku. Justeru, kepelbagaian produk melalui

penginovasian mampu meletakkan responden di tahap pertumbuhan.

Manakala alternatif yang dicadangkan oleh Fisher (1997), khusus untuk responden yang menjual produk dan perkhidmatan yang sama dengan pesaing ialah berusaha mengalahkan pesaingnya dengan meluaskan pasaran dengan cara meningkatkan pengeluaran serta mengurangkan kos. Strategi yang kedua memperbaiki mutu produk tersebut dengan menggunakan teknologi terkini atau menggunakan perkhidmatan penyelidikan (R&D). Seterusnya produk tersebut dijual pada harga yang sama serta disasarkan kepada pelanggan baru yang mempunyai kuasa beli tinggi seperti pelancong, golongan pertengahan dan untuk tujuan pengeksportan. Strategi yang ketiga ialah menjual produk dan perkhidmatan yang baru tetapi pada kos pengeluaran yang rendah.

Seterusnya Plan Pembangunan EKS 2001 hingga 2005 turut mengutarakan beberapa cadangan untuk membantu responden melepasi halangan-halangan tersebut bagi memasuki frasa pertumbuhan. Di antara cadangan tersebut ialah mempertingkatkan kualiti produk melalui R&D yang disediakan oleh pihak kerajaan seperti SIRIM. Di samping itu, masalah kekurangan pekerja perlu diatasi agar permintaan sentiasa mencukupi. Bilangan pekerja boleh ditambah atau dikekalkan sama ada dengan cara pengrekrutan baru atau menambah insentif pekerja bagi mengurangkan kadar lantik henti.

Usahawan EKS juga disarankan menambahkan kemahiran pemasaran sama ada melalui kursus-kursus yang dianjurkan oleh pihak kerajaan atau pihak swasta. Kemahiran pemasaran boleh dijadikan perisai untuk melepasi saingan bagi membesarkan skop pasaran domestik serta menembusi pasaran global. Kepentingan kemahiran pemasaran dalam meningkatkan pertumbuhan telah ditegaskan oleh Strokes (1999). Saranan yang seterusnya ialah perlu mempunyai sistem jaringan bahan mentah yang mantap agar tidak berlaku ketandusan bekalan di saat genting seperti lonjakan permintaan di musim perayaan. Saranan yang terakhir ialah mempertingkatkan kemudahan infrastruktur sama ada di lokasi perniagaan atau menggunakan kemudahan

logistik yang disediakan oleh pihak kerajaan atau pihak swasta.

Sementara strategi-strategi yang dicadangkan oleh 'Certified Management Accountants of Canada' (2004) ialah utamakan kejituan rancangan perniagaan dengan sentiasa menyemak, tumpuan kepada penghasilan proposal kewangan yang efektif supaya tidak ketinggalan dalam merebut peluang-peluang kewangan, pertingkatkan kemahiran pengurusan, andaian-andaian atau idea-idea responden perlu dicabar dengan kerap, sanggup menyesuaikan perubahan infrastruktur perniagaannya supaya dapat dipadankan dengan tahap pertumbuhan perniagaannya dan memprofesionalkan infrastruktur perniagaannya sebaik sahaja perniagaannya berjaya melepasi halangan-halangan tersebut.

Secara amnya, peluang untuk mengatasi titik-titik krisis pertumbuhan agar tidak tergelincir dari keluk tersebut banyak bergantung pada keupayaan usahawan mengenal pasti dengan tepat sasaran pelanggan dan sentiasa memastikan keluaran memenuhi cita rasa pelanggan (Gray, 1998). Usahawan EKS juga disarankan supaya menggunakan kemudahan-kemudahan atau bantuan-bantuan yang disediakan oleh pihak kerajaan dalam mengatasi halangan tersebut.

Berpandukan kepada Model Kitaran Hidup Produk di *Rajah 2* pula, didapati sebanyak 142 entiti perniagaan usahawan EKS di Johor pada tahun 2004 berada di tahap pertumbuhan. Manakala selebihnya iaitu 66 buah perniagaan berada di tahap kematangan. Industri pembuatan mencatat jumlah yang terbesar berada di tahap pertumbuhan dan tahap kematangan. Fenomena ini mungkin disebabkan usahawan EKS telah menyahut seruan kerajaan yang menggalakkan orang Melayu supaya menceburkan diri dalam sektor pembuatan yang mempunyai kadar peningkatan pertumbuhan sebanyak 30.0 % setahun (Norraesah, 2004).

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Pertanika accepts submission of mainly four types of manuscripts. Each manuscript is classified as **regular** or **original** articles, **short communications**, **reviews**, and proposals for **special issues**. Articles must be in English and they must be competently written and argued in clear and concise grammatical English. Acceptable English usage and syntax are expected. Do not use slang, jargon, or obscure abbreviations or phrasing. Metric measurement is preferred; equivalent English measurement may be included in parentheses. Always provide the complete form of an acronym/abbreviation the first time it is presented in the text. Contributors are strongly recommended to have the manuscript checked by a colleague with ample experience in writing English manuscripts or an English language editor. Lingually hopeless manuscripts will be rejected straightaway (e.g., when the language is so poor that one cannot be sure of what the authors really mean). This process, taken by authors before submission, will greatly facilitate reviewing, and thus publication if the content is acceptable.

The instructions for authors must be followed. Manuscripts not adhering to the instructions will be returned for revision without review. Authors should prepare manuscripts according to the guidelines of Pertanika.

1. Regular article

Definition: Full-length original empirical investigations, consisting of introduction, materials and methods, results and discussion, conclusions. Original work must provide references and an explanation on research findings that contain new and significant findings.

Size: Should not exceed 5000 words or 8-10 printed pages (excluding the abstract, references, tables and/or figures). One printed page is roughly equivalent to 3 type-written pages.

2. Short communications

Definition: Significant new information to readers of the Journal in a short but complete form. It is suitable for the publication of technical advance, bioinformatics or insightful findings of social and behavioural sciences as well as the humanities.

Size: Should not exceed 2000 words or 4 printed pages, is intended for rapid publication. They are not intended for publishing preliminary results or to be a reduced version of Regular Papers or Rapid Papers.

3. Review article

Definition: Critical evaluation of materials about current research that had already been published by organizing, integrating, and evaluating previously published materials. Re-analyses as meta-analysis and systemic reviews are encouraged. Review articles should aim to provide systemic overviews, evaluations and interpretations of research in a given field.

Size: Should not exceed 4000 words or 7-8 printed pages.

4. Special issues

Definition: Usually papers from research presented at a conference, seminar, congress or a symposium.

Size: Should not exceed 5000 words or 8-10 printed pages.

5. Others

Definition: Brief reports, case studies, comments, Letters to the Editor, and replies on previously published articles may be considered.

Size: Should not exceed 2000 words or up to 4 printed pages.

With few exceptions, original manuscripts should not exceed the recommended length of 6 printed pages (about 18 typed pages, double-spaced and in 12-point font, tables and figures included). Printing is expensive, and, for the Journal, postage doubles when an issue exceeds 80 pages. You can understand then that there is little room for flexibility.

Long articles reduce the Journal's possibility to accept other high-quality contributions because of its 80-page restriction. We would like to publish as many good studies as possible, not only a few lengthy ones. (And, who reads overly long articles anyway?) Therefore, in our competition, short and concise manuscripts have a definite advantage.

Format

The paper should be formatted in one column format with the figures at the end. A maximum of eight keywords should be indicated below the abstract to describe the contents of the manuscript. Leave a blank line between each paragraph and between each entry in the list of bibliographic references. Tables should preferably be placed in the same electronic file as the text. Authors should consult a recent issue of the Journal for table layout. There is no need to spend time formatting your article so that the printout is visually attractive (e.g. by making headings bold or creating a page layout with figures), as most formatting instructions will be removed upon processing.

Manuscripts should be typewritten, typed on one side of the ISO A4 paper with at least 4cm margins and double spacing throughout. Every page of the manuscript, including the title page, references, tables, etc. should be numbered. However, no reference should be made to page numbers in the text; if necessary, one may refer to sections. Underline words that should be in italics, and do not underline any other words.

Authors are advised to use Times New Roman 12-point font. Be especially careful when you are inserting special characters, as those inserted in different fonts may be replaced by different characters when converted to PDF files. It is well known that 'µ' will be replaced by other characters when fonts such as 'Symbol' or 'Mincho' are used.

We recommend that authors prepare the text as a Microsoft Word file.

1. Manuscripts in general should be organised in the following order:
 - **Page 1: Running title.** Not to exceed 50 characters, counting letters and spaces.
 - **Corresponding author.** Street address, telephone number (including extension), fax number and e-mail address for editorial correspondence.
 - **Subject areas.** Most relevant to the study. Select one or two subject areas from (refer to Referral Form A-attachment).
 - **Number of black and white figures, colour figures and tables.** Figures submitted in colour will be printed in colour at the authors' expense. See "6. Figures & Photographs" for details of cost.
 - ***Authors of Short Communications** should state the total number of words (including the Abstract)
 - **Page 2: Authors.** Full names, institutions and addresses
 - **Abbreviations.** Define alphabetically, other than abbreviations that can be used without definition. Words or phrases that are abbreviated in the introduction and following text should be written out in full the first time that they appear in the text, with each abbreviated form in parenthesis.
 - **Footnotes.** Current addresses of authors if different from heading.
 - **Page 3: Abstract.** Less than 250 words for a Regular Paper, and up to 100 words for a Short Communication. For papers submitted to *Pertanika Journal of Tropical Agricultural Science (JTAS)* and *Pertanika Journal of Science and Technology (JST)*, submissions should be made in English. *Pertanika Journal of Social Sciences and Humanities (JSSH)* accepts submissions in both English and Bahasa Melayu. However, if the paper is submitted in Bahasa Melayu, an abstract in English should be provided by the author submitting the paper.
 - **Keywords.** Not more than eight in alphabetical order.
 - **Page 4 and subsequent pages:** Text - Acknowledgments - References - Tables - Legends to figures - Figures.
2. **Authors' addresses.** Multiple authors with different addresses must indicate their respective addresses separately by superscript numbers:
George Swan¹ and Nayan Kanwal²
¹Department of Management, University of Nebraska-Lincoln, Lincoln, USA.
²Research Management Centre, Universiti Putra Malaysia, Serdang, Malaysia.
3. **Text.** Regular Papers should be prepared with the headings **Introduction, Materials and Methods, Results and Discussion, Conclusions** in this order. Short Communications should be prepared according to "9. Short Communications." below.
4. **Tables.** All tables should be prepared in a form consistent with recent issues of *Pertanika* and should be numbered consecutively with Arabic numerals. Explanatory material should be given in the table legends and footnotes. Each table should be prepared on a separate page. (Note that when a manuscript is accepted for publication, tables must be submitted as data - .doc, .rtf, Excel or PowerPoint file- because tables submitted as image data cannot be edited for publication.)
5. **Equations and Formulae.** These must be set up clearly and should be typed triple spaced. Numbers identifying equations should be in square brackets and placed on the right margin of the text.
6. **Figures & Photographs.** Submit an original figure or photograph. Line drawings must be clear, with high black and white contrast. Each figure or photograph should be prepared on a separate sheet and numbered consecutively with Arabic numerals. Appropriate sized numbers, letters and symbols should be used, no smaller than 2 mm in size after reduction to single column width (85 mm), 1.5-column width (120 mm) or full 2-column width (175 mm). Failure to comply with these specifications will require new figures and delay in publication. For electronic figures, create your figures using applications that are capable of preparing high resolution TIFF files acceptable for publication. In general, we require 300 dpi or higher resolution for coloured and half-tone artwork and 1200 dpi or higher for line drawings. For review, you may attach low-resolution figures, which are still clear enough for reviewing, to keep the file of the manuscript under 5 MB. Illustrations will be produced at extra cost in colour at the discretion of the Publisher; the author will be charged Malaysian Ringgit 50 for each colour page.
7. **References.** Literature citations in the text should be made by name(s) of author(s) and year. For references with more than two authors, the name of the first author followed by 'et al.' should be used.

Swan and Kanwal (2007) reported that ...

The results have been interpreted (Kanwal et al. 2006).

- References should be listed in alphabetical order, by the authors' last names. For the same author, or for the same set of authors, references should be arranged chronologically. If there is more than one publication in the same year for the same author(s), the letters 'a', 'b', etc., should be added to the year.
 - When the authors are more than 11, list 5 authors and then et al.
 - Do not use indentations in typing References. Use one line of space to separate each reference. For example:
 - Mellers, B. A. (2006a). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126, 910-924.
 - Mellers, B. A. (2006b). Treatment for sexually abused children and adolescents. *American Psychologist*, 55, 1040-1049.
 - Hawe, P. (2005). Capturing the meaning of "community" in community intervention evaluation: Some contributions from community psychology. *Health Promotion International*, 9, 199-210.
 - Braconier, H. and Ekholm, K. (2006). Swedish multinationals and competition from high and low wage location. *Review of International Economics*, 8, 448-461.
 - In case of citing an author(s) who has published more than one paper in the same year, the papers should be distinguished by addition of a small letter as shown above, e.g. Mellers (2006a); Mellers (2006b).
 - Unpublished data and personal communications should not be cited as literature citations, but given in the text in parentheses. 'In press' articles that have been accepted for publication may be cited in References. Include in the citation the journal in which the 'in press' article will appear and the publication date, if a date is available.
8. **Examples of other reference citations:**
 - **Monographs:** Kalimapour, Y.R. (2004). *Images of the U.S. Around the World: A Multicultural Perspective*. Albany, NY: State University of New York Press.
 - **Chapter in Book:** Bjork, R. A. (2007). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hull: Hull University Press.

Proceedings: Amir Awang. (2006). Counseling, human resources development and counseling services. In Sulaiman M. Yassin, Yahya Mat Hassan, Kamariah Abu Bakar, Esah Munji and Sabariah Mohd. Rashid (Eds.), *Proceedings of Asia Pacific Conference on Human Development* (p. 243-246). Serdang: Universiti Putra Malaysia.

9. **Short Communications** should include **Introduction, Materials and Methods, Results and Discussion, Conclusions** in this order. Headings should only be inserted for Materials and Methods. The abstract should be up to 100 words, as stated above. Short Communications must be 5 printed pages or less, including all references, figures and tables. References should be less than 30. A 5 page paper is usually approximately 3000 words plus four figures or tables (if each figure or table is less than 1/4 page).

*Authors should state the total number of words (including the Abstract) in the cover letter. Manuscripts that do not fulfill these criteria will be rejected as Short Communications without review.

STYLE OF THE MANUSCRIPT

Manuscripts should follow the style of the latest version of the Publication Manual of the American Psychological Association (APA). The journal uses British spelling and authors should therefore follow the latest edition of the Oxford Advanced Learner's Dictionary.

SUBMISSION OF MANUSCRIPTS

All articles submitted to the journal must comply with these instructions. Failure to do so will result in return of the manuscript and possible delay in publication.

The original manuscript and one copy, four copies of photographic figures, as well as a disk with the **electronic copy** (including text and figures) and a **declaration form** and **referral form A**, together with a **cover letter** need to be enclosed. They are available from the *Pertanika's* home page at <http://rmc.upm.edu.my/pertanika> or from the Executive Editor's office.

Please do **not** submit manuscripts directly to the editor-in-chief or to the UPM Press. All manuscripts should be submitted through the executive editor's office to be properly acknowledged and rapidly processed:

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Laser quality print is essential. Authors should retain copies of submitted manuscripts and correspondence, as materials can not be returned.

Cover letter

All submissions must be accompanied by a cover letter detailing what you are submitting. Papers are accepted for publication in the journal on the understanding that the article is original and the content has not been published or submitted for publication elsewhere. This must be stated in the cover letter.

The cover letter must also contain an acknowledgement that all authors have contributed significantly, and that all authors are in agreement with the content of the manuscript.

The cover letter of the paper should contain (i) the title; (ii) the full names of the authors; (iii) the addresses of the institutions at which the work was carried out together with (iv) the full postal and email address, plus facsimile and telephone numbers of the author to whom correspondence about the manuscript should be sent. The present address of any author, if different from that where the work was carried out, should be supplied in a footnote.

As articles are double-blind reviewed, material that might identify authorship of the paper should be placed on a cover sheet.

Electronic copy

For preparation of manuscripts on disk, articles prepared using any one of the more popular word-processing packages are acceptable. Submissions should be made on a double-density or high-density 3.5" disk but a CD or DVD is preferable. The format, word-processor format, file name(s) and the title and authors of the article must be indicated on the disk/CD. The disk must always be accompanied by a hard-copy version of the article, and the content of the two must be identical. The disk text must be the same as that of the final refereed, revised manuscript. Disks formatted for IBM PC compatibles are preferred, though those formatted for Apple Macintosh are acceptable. The article must be saved in the native format of the word processor used, e.g. Microsoft Word (office version), etc. Although most popular word processor file formats are acceptable, we cannot guarantee the usability of all formats. If the electronic copy proves to be unusable, we will publish your article from the hard copy. Please do not send ASCII files, as relevant data may be lost. Leave a blank line between each paragraph and between each entry in the list of bibliographic references. Tables should be placed in the same electronic file as the text. Authors should consult a recent issue of the *Journal* for table layout.

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