

The Mastery of Malay Language among Tamil School Students

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Abstract: This analysis centers on characterizing the degree of verbal mastery of the verb in the Malay language using the questionnaire by Tamil school students. The target of study is to assess the verb mastery in Malay language among Tamil school students through the use of Test application. Besides, this study analyzed the factors that influence verb dominance in the Malay language. The quantitative survey research design was utilized to convey questionnaires among 100 Tamil students. The outcomes show that Tamil students are as yet weak on Malay verb data while utilizing the test ($N = 1.96$; $SD = 0.46$). This shows that Tamil students are as yet unfit to offer enormous displays and are truly impacted by their primary language. Its essentials are feeble in Malay because of its attitude, absence of teaching materials, teacher attitude, and parental point of view. The consequences of this study shows that all groups ought to assume a part in further developing the verb dominance of the Malay verb utilized by Tamil students. This implies that they don't keep away from training, particularly in issues of the Malay language. Later on the verb mastery of English language can be investigated using test application.

Keywords: Verb, Malay language, Tamil Students, Attitude, Teachers Approach

Introduction:

The educating and learning of Malay dialects has been led in Malaysian schools for quite a while. Albeit the utilization of the Malay language locally is limitless, there are still mistakes in its utilization. Along these lines, abilities and verbal mastery of more than one language are fundamental in the present training. The craving to make capable bilingual social orders in the essential language and the subsequent language ought to be encouraged by exploring student surveys. Educating and learning the first and second lingos is critical to open the space of the teacher and the students who communicate data

and develop in all areas. All Malaysians are accepted to have Malay as their essential language, but some utilize it as an optional language. For individuals who utilize Malay as an optional language, there is an essential language of a few kinds, eg. Tamil, Mandarin, Siam, Bajau, Iban, and so on. The point of the preparation in Malaysia is to make the Malay language an undeniable language, whether at the essential level or at the more significant level of concentrates in 1983. Despite the fact that the Malay language is for the most part utilized authoritatively or not authoritatively, various non-Malaysian students utilize the test application thinking about that the Malay language as a resulting language is as yet impacted by their public language (Andini, 2018).

There are various difficulties that teachers face in accomplishing the principal objective of teaching the second language through survey applications. Teachers not just try to accomplish homeroom objectives to empower students to comprehend and convey discourse, perusing and composing abilities, and even teachers, yet additionally guarantee that students structure syntactic sentences and language planning abilities at the make a level discussion. Along these lines, Muhsin (2015) underlined that the instructive circumstance in Malaysia in the 21st century was impacted by the quick changes that happened in all parts of Malaysian life because of consistent and creative advances as well as canny exercises. Simultaneously, Malaysians have confronted new difficulties in accomplishing Malaysia's particular objective of turning into a nation made in the space of money, governmental issues, social, profundity, outlook and social. Thusly, preparing is one of the main establishments to further develop Malaysia.

Problem Statement:

The principal issue that the researcher needs to address as per the Tamil school study is that the issue of dominating the Malay verb in non-Malay students by utilizing the test application is precisely expected. The Malay shoptalk used to make exercises, for sample, sentence composing and article composing is restricted. Likewise, with regards to language and limited words and affected by the principal language in everyday discourse. Moreover, students likewise commit spelling errors and join sentences in a solid state and non-Malaysian students use survey applications to perform different discourse blunders, specifically morpho descriptive, syntactic and specialized mistakes recorded as articulation. Tamil students at SJKT neglected to work on their explanation and creation of the Malay language and found that issues with the first language were the principal factor that drove students to commit errors in learning verbs (Arjulayana, 2015).

This finding additionally shows that students' mentalities and worries about the verb lead them to commit errors in language. As recommended by Emzir (2017), the need to see the issue of learning the Malay language as a recognized later language with attitude and inspiration is more clear in light of the fact that at last everything is achieved

by non-Malaysian students. Involving a test application in Malay subjects are as yet restricted. While considering the investigation of phonetic lacks in the organization of the respondents and observed that the degree of capability in a moment language among the neighborhood occupants of Sabah was impacted by friendly, monetary and local elements (Eragamreddy,2015).Through the survey, she observed that respondents were profoundly subject to the school and teachers, particularly Malay language teachers. Certainty should be adapted to students to be careful. Broad openness to the utilization of the Malay language through school phonetic measures assumes a significant part in the improvement of a standard Malay language culture.

This analysis shows that psycholinguistic data and language instructing are undefined. One of the pieces of the language that urges non-Malaysian students to comprehend Malay by utilizing test applications is learning the Malay verb well. Subsequently, it is an issue for non-Malaysians to comprehend the design of the Malay language to have an exact order of the Malay language and the Malay language is everything except challenging to adjust, regardless of whether it is hard to reach. Regardless of the way that, as expressed by Wati (2018), the reinforcement of this language happens in view of specific occasions. Reliable nonchalantly communicated his thoughts in the language of the people of the immense local area. Likewise, with non-Malaysian youth. Where the language communicated verbally by the local area at large is the principal language, the secured in youth becomes agonizing.

Literature Study:

As per Wahyuni (2018), albeit the Malay language has been utilized as a direction system starting around 1983, there is still proof that there are a few students and the people who utilize the Malay language in this country actually have theirs. Impacts of the primary language. Despite the fact that the Malay language approach and utilization has been applied in the Tamil public sort grade school (SJKT) or the Tamil-public sort school (SJKC), a large portion of these students are as yet impacted by their language public. It is as yet taboo to give lower electives to Tamil and Indian students in Malay subjects, despite the fact that they have been concentrating on Malay starting from the principal year.

The issue of dominance of verbs in the language is likewise connected with the pieces of the reinforcement and the framework that are utilized to get familiar with the language, either as an essential language or as a subsequent language, every one of which has its concerns. Subsequently, as a language teacher, it means a lot to share data to have inner and outer data and abilities to tackle issues that emerge during class and study time. As examined, these issues and concerns should be thought of and tended to as it not just influences the destiny of students because of disillusionment in the Malay

language, yet in addition influences the destiny of the Malay language. The circumstance of Malay as an aide in nearby schools is stressing. This consistently extending indication of a Malay language is the second asset for non-Malay students by utilizing the test application (Wati, 2018).

As indicated by Mahmood (2015), teachers ought to add to raising the inspiration of students to ideal levels. Wilson. (2016) referred to a relative report that expresses that up to 89% of non-Malay students are feeble in dominating syntactic verbs. Once more, respondents' blunders in verb parts, particularly verbs and other language parts, imply that their ensuing sentences are not etymodescriptive. As per Wilson (2016), 80% of teachers or speakers plainly concur that the native language is the principal factor that drives students to make syntactic blunders. Exhaustively, the researchers found that the primary element behind non-Malaysian students' mistake in utilizing the test application to work on the Malay verb by utilizing the test was that they were not keen on the Malay language and without him and get familiar with the Malay language as a middle language while conversing with one another. Tamil and Indian students communicate in their public language when they talk. This brought about confined utilization of her Malay verb (Arikunto, 2015).

Research Methodology:

In this study researcher has embraced a quantitative survey research strategy to direct the flow study. The analysis design used to involve the study survey as an exploration instrument. The complete sample size of this study is 100 in which 40 are male and 60 are female students. The populace and sample size were taken from Students of SJKT students in the Manjung, Perak region. The validity and reliability of the tool underlines the adequacy of the studies utilized. As indicated by Mohd. Majid Konting (2005) research is to explain a wonder. This exploration is truly sensible for the researcher since it is connected with learning in school. As verified over, this analysis has brought about the decay of the verb level of the verb in Malay language using surveys, especially among non-Malaysian students, using questionnaire applications in grade schools.

This descriptive study endeavors to decide the degree of non-Malaysian students involving the test application in SJK (Tamil). This exploration had the potential chance to find replies to issues researched by non-Malaysian students utilizing the test application to gain proficiency with the Malay verb. The exploration test comprised of 100 students in schools that enlisted students of Tamil and Malaysian students. Notwithstanding, the chose research test to be utilized as audit material is for the most part comprised of non-Malaysian students utilizing the test application, as it were. Respondents were chosen based on a purposive inspecting. The justification behind this sample is to work with the researcher to associate with the respondents who center on that exploration. Subsequent

to group the data through study survey then researcher will utilize a SPSS programming to do the investigation to approve the ongoing data (Mahmood, 2015).

When the class is chosen as a sample for the analysis, the researcher conveys the study for the students to break down and complete. As referenced above, there are four segments that students should finish. Researchers have separated all studies in light of transmission constrained by the past examiner. Considering the questionnaire, the analyst has recently gathered the data to be found concerning reiteration, mean, and standard deviation. Given the analysis, the analyst can make inferences related to this assessment.

Findings:

Given the data got, the respondents can be separated into two segments by gender. The quantity of male respondents was 40 individuals, 40%, while the female respondents were 60 individuals, 60%. The outcomes show that a more prominent number of women surveyed were concentrated than men. This exploration centers exclusively on Tamil students. Along these lines, the quantity of Tamil respondents was 100 individuals, 100 percent of the quantity of qualified respondents. The outcomes show that in excess of 20 guardians or guardians of the respondents are government representatives.

Level of Mastery	Frequency	Percentage (%)
Good	10	10
Poor	57	57
Not Good	33	33
Total	100	100

Table 1: The experience of the respondents depends on the equity and the square of the verbal command of the Malay language at home

The parent or guardian of the respondent going about as a confidential laborer comprises of 32 individuals. The guardians of the respondents who function as cash chiefs are 25 individuals. Guardians of a few respondents who have been prepared showed the quantity of 23 individuals. This suggests that the monetary base of the respondents to be assessed be essentially equivalent in number. Table 1 shows that the degree of verb mastery in the Malay language in the respondents' homes is still very low. The data got shows that the standard for the genuine area at home is 10% at the most reduced rate. While the most un-common level shows the best augmentation of 57%. The unprotected degree of order of the verbs of the Malay language shows a moderate degree of 33%.

The outcomes at the degree of dominance of the Malay language verb by involving the survey for non-Malay students involving the questionnaire application in the comparing schools. Table 2 shows that the general outcomes show that respondents are not yet completely acquainted with the Malay verb. The outcomes show that the most remarkable mean from this analysis is that non-Malaysian students often read books written in Malay utilizing the test application (mean = 2.13; SP = 0.69). Most respondents differ that they frequently read books written in Malay. This is on the grounds that they like to purchase magazines and books in Tamil and English. Considering this, the outcomes show that the degree of capability in Malay verbs is still low, as they seldom read books written in Malay.

Item	Mean	Standard Deviation
I....		
About the school in Malay	2.02	0.55
Communicate with friends in Malay	1.97	0.67
Speak Malay at home	1.73	0.75
Comfortable speaking in Malay	1.91	0.72
Likes to buy magazines or newspapers in Malay	1.96	0.58
Proficient in Malay	1.95	0.72
Able to detect grammatical errors in Malay language scripts	1.97	0.62
Able to produce the Malay language well	2.07	0.67
Often read books written in Malay	2.13	0.69
	1.96	0.46

Table 2: Level of Grammar Mastery in Malay Language Students

Moreover, the outcomes demonstrate the way that students can make an incredible Malay language with the most wonderful mean of 2.07 (SP = 0.67). The majority of the respondents can't resist the urge to go against their capacity to make a genuine Malay language. This shows the mistake of non-Malaysian students in utilizing the test application to show a genuine Malay language as they are not yet dominating the Malay verb by utilizing the test. The consequences of the terms involved by the students in touch with the school show the third most noteworthy mean of 2.02 (SP = 0.55). This shows that the majority of the students utilize this mother to run the school since they

are not familiar with the Malay language and are not certain about speaking Malay. Likewise, the school involves Tamil as an aide. While the language that respondents use while talking with partners shows the mean = 1.97 (SP = 0.67). This shows that the students are not capable in the Malay language and hence decide to show Tamil and English in peer the executives. The students who concurred were students who were exceptionally gifted at speaking Malay and were individual Malay students.

The point-by-direct decree on the capacity of students toward recognize logical mistakes found in Malay work shows a normal of 1.97 (SP = 0.62). This reality shows that the students couldn't perceive semantic blunders in the Malay language. This is on the grounds that they are unequipped for the Malay verb and accordingly can't recognize assuming the Malay language sythesis contains a mistake. Nonetheless, magazine or paper results, which are for the most part purchased by respondents, likewise show the mean worth = 1.96 (SP = 0.58). These students appreciate purchasing magazines in Tamil in light of the fact that, not at all like magazines purchased in Malay, they are everything except challenging to peruse and comprehend. Malay magazines make it challenging for them to comprehend content when there are words that are hard to comprehend. The students' capacity level scores in Malay show a mean score of 1.95 (SP = 0.72). The students said they were not conversant in Malay.

As to student's reassurance in Malay, the procured mean is 1.91 (SP = 0.72). Non-Malaysian students utilizing test applications find it hard to speak Malay because of their low degree of Malay. They likewise needed to find and gather Malay words prior to expressing. This makes them more open to communicating in the essential language, as it is more natural and precise. The students who spoke Malay at home with a normal of 1.73 (SP = 0.75) were the littlest. The greater part of the respondents pick the size of the descriptive inconsistency and obviously contrast in that they speak Malay at home. The greater part of the respondents routinely utilize the public language and English as the language of conversation at home. No matter what this, numerous respondents utilize 100 percent of the essential language as their primary language. This proposes that they can't speak Malay and will generally involve the language as the language of discourse. Generally, the level of Malay verb verbal predominance utilizing the test among non-Malay students utilizing the test application is 1.96 (SP = 0.46). This shows that the level of verbal mastery of the verb in Malay using surveys is still low. The greater part of the respondents didn't comprehend the Malay verb well in spite of everything.

The outcomes showed that the respondents involved their first language as the language of talk, with their companions having the most noteworthy mean of 4.41 (SP = 0.57). The attitude of the students, who favored the principal language while talking with their companions, was the primary driver of the frail Malay verb, using surveys. Likewise, the majority of the friends are individual Tamils. Accordingly, these students just

communicate in their local language. This has brought about them being not able to make suitable Malay verbs and cues while expressing. The outcomes on the utilization of the public language for transmission at home likewise arrived at the second most noteworthy estimation of 4.35 (SP = 0.57). This is on the grounds that these non-Malaysian students decide to utilize the test application to show at home in their nearby language. This is because of the making of a family that main purposes the native language as day to day existence in the language. Therefore, these students just communicate in their local language. This shows the nurturing capability at home that isn't in accordance with the advancing requirements of the student. As far as student energy for Malaysian subjects, the third most noteworthy mean was 4.07 (SP = 0.57).

This shows that a few respondents are not roused by the subjects showed in school. This shows that students who are not entranced by Malaysian subjects are the wellspring of lacks in the Malay verbal utilization of the surveys. Results from guardians of students who seldom speak Malay show that the passing score is high at 4.03 (SP = 0.48). The greater part of the respondents said that their kin seldom speak Malay at home. This is the justification for the absence of students in the Malay verb, as guardians don't uphold their kids. While the job of guardians to peruse materials in Malay has a typical worth of 3.96 (SP = 0.76). The outcomes show that your kin are not doing their part to assist your youngsters with dominating Malay. The bought perusing materials in Tamil and English will actuate students to grasp the materials in Malay. To that end they are not keen on the Malay language. Also, the aftereffects of Malay language teachers frequently utilize Malay words that are hard for students to comprehend. The base got is 3.94 (SP = 0.56).

This shows that Malaysian teachers routinely use words that are challenging to comprehend while teaching subjects in Malay. Thus, students don't have any idea and are not enlivened by what the teacher instructs. This additionally makes the students not ace the Malay verb well. In the event that it alludes to a Malay teacher who doesn't right the syntactic disarray of the substitute. Mine shows 3.74 (MP = 0.82). This suggests that students feel that teachers are not amending their syntactic blunders. This shows that Malay language teachers are not yet conversant in the Malay verb at school, hence they are not delicate to language blunders by students. Besides, the consequences of the Malay language teacher job showed a mean of 3.58 (SP = 0.95).

Countless students contrast in that their Malay language teachers give the chance to address questions. This is on the grounds that teachers concur that students can't answer the solicitation. While she relates to the piece of Malay language teachers who push students to learn. The base gained is 2.53, (SP = 1.00). Most students vary in that their Malay teacher doesn't push them to study. Regardless, there are extra students who concur that their Malay teachers don't constrain them to study since they are not near

one another and they couldn't care less about Malay language teachers. The outcomes show that Malaysian teachers are not pushing to sort out some way to get the least mean of 2.53 (SP = 1.00). This depicts how teachers provide guidance and backing to students not to exit Malay investigations. By and large, the subject of causes that make non-Malaysian students powerless while utilizing the test application on the Malay verb utilizing the test is 3.79 (SP = 0.34). This shows that respondents feel feeble to dominate the Malay language verb through the survey. See Table 3 underneath.

Item	Mean	Standard Deviation
I'm not interested in Bahasa Melayu subject	4.07	0.57
I use my native language as Language Communication at home	4.35	0.57
I and my peers speak Mother's tongue	4.41	0.57
My Malay teacher did not give me an answer to questions	3.58	0.95
My Malay teacher did not encourage me to learn	2.53	1.00
My Malay teacher often uses words that are difficult to understand	3.94	0.56
My Malay teacher did not correct the mistake of language I did	3.74	0.82
My parents rarely say in Malay	4.03	0.48
My parents did not get a high education	3.32	0.94
My parents did not buy reading materials in Malay	3.96	0.76
	3.79	0.34

Table 3: Causes of Weak students in Malay Language Grammar

The outcomes showed that the teachers who paid the students when the students addressed got the very most noteworthy mean of 3.89 (SP = 0.66). This shows that the job of the teacher is significant in empowering students to utilize the Malay verb. Malay

teachers can work on the Malay verb by utilizing these non-Malaysian students' test, utilizing the test application, remunerating them for tests, acclaim, favors, and so on to ignite your energy for Malay language subjects. Moreover, research results on students continually planning support and homework to work on the Malay verb by utilizing the survey show the second most elevated mean of 3.82 (SP = 0.86). The outcomes show that students' attitude towards Malaysian subjects should be regarded. Non-Malaysian students utilizing test applications need to foster decided attitudes and work reliably with support and homework to work on their order of the Malay verb through tests.

Then again, the aftereffects of the adjustment of semantic mistake show the third generally significant mean of 3.81 (SP = 0.86). By far most of students concur that they right the verb of the Malay language overall by utilizing the survey they are taking. Thusly, teachers should continually be useful in giving directions to students to utilize the test they will take to talk the Malay verb. The consequences of planning students to inquire as to whether they don't comprehend a word show 3.76 (SP = 0.88). This shows that students have the movement of meeting or inquiring as to whether they don't grasp a word. In like that, teachers should be open and proposition extraordinary help to students so they won't hesitate to ask the teacher. Related to the utilization of word references to find the significance of meddling words. Min is 3.74 (SP = 0.81). This is on the grounds that most students allude to the word reference to find the significance of words that make it hard for them to comprehend what the teacher is teaching in the homeroom. In view of this, teachers ought to give a word reference at each instructing and getting the hang of meeting so students can get on irrelevant words that are not taken note. Additionally, a few reactions to guardians requesting that students speak Malay mean 2.22 (SP = 0.78).

The outcomes show that the students' folks didn't constrain them to play Malay. They likewise urge their youngsters to consider science and math subjects in Malay language subjects. Along these lines, guardians play a significant part to play in aiding students and empowering them to speak Malay. The outcomes on the situation with non-Malaysian students who utilized a test application to inspect practices with Malaysian students showed a mean of 2.19 (SP = 0.74). Most non-Malaysian students utilizing a test application don't investigate practices with Malaysian students. This is on the grounds that the school is a predominant piece of the Tamil students and uses Tamil as a manual for convert the quantity of Malaysian students into one piece. Concerning guardians of students who speak Malay at home, Min shows 1.96 (SP = 0.53), this shows that most of guardians don't impart in Malay at home. Thus, guardians ought to attempt to speak Malay reliably so their kids can speak Malay at home. The general mean of the consequences of the inquiries on factors that can build the level of the Malay verb while utilizing the questionnaire with non-Malay students is 2.94 (SP = 0.23). The ordinary

worth of this mean is moderate in light of the fact that the respondents utilized a little application region. This shows that there are significant factors and theoretical parts in research. See Table 4 beneath.

Item	Mean	Standard Deviation
I will often use the dictionary to find the meaning of difficult words	3.74	0.81
I will often do homework to improve Malay language skills	3.82	0.86
I will always correct my grammar errors	3.81	0.86
I will repeat the lessons with Malay friends	2.19	0.71
I want to be a Malay teacher	2.09	0.71
I will ask the teacher if I do not understand the word	3.76	0.88
Teacher rewards me when I answer correctly.	3.89	0.66
My parents speak Malay at home.	1.96	0.53
My parents gave me a teaching aid in Malay	1.92	0.58
My parents encouraged me to be proficient in Malay	2.22	0.78
	2.94	0.238

Table 4: Factors that Can Improve the Grammar of Malay Language Grammar

Discussion:

The outcomes show that basically all respondents say they can't speak Malay. This demonstrates the way that Tamil students can't speak Malay with regards to morphology and syntactic points of view. This finding is upheld by Zamri et al. (2006) non-Malaysian students use questionnaire applications to perform different discourse blunders, specifically morphodescriptive, syntactic and specialized mistakes recorded as articulation. The outcomes additionally show that most of respondents expressed that they couldn't recognize syntactic blunders in the Malay language. Accordingly, the Tamil students didn't perceive or address the syntactic mistakes in the Malay language. As

indicated by Nursidah Stomach muscle. Hamid et al. (2010) Up to 89% of non-Malaysian students utilizing a test application have powerless verb control. As per him, the respondents' mistakes in the pieces of the verb, particularly in verbs and different parts of language, imply that their resulting sentences are not semantic. The outcomes additionally show that students seldom read books written in Malay. This is the justification for why they can't impart well in the Malay language. They additionally can't learn about right Malay creation since they read Malay books less.

This finding is steady with the presumption made by Bite and Lee (2009) that Tamil students in SJKT have neglected to work on their enunciation and arrangement of the Malay language. The following thing about students who are frail in the Malay verb is that Tamil students are not keen on Malay language subjects. The vast majority of the respondents said they were not entranced by the Malay language since it was delayed to learn and they were making an effort not to further develop their Malay language abilities. As per Jyn (2005), the mindsets and inspirations of students are significant while learning a language. Meanwhile, as recommended by Abdul Rasid Jamian and Zulkifli Abu Zarin (2008), the need to look all the more carefully at the subject of learning the Malay language as a reliable language related to attitude and inspiration is becoming more clear, since for the most part en The accomplishment of non-Malaysian students by involving a test application in Malay subjects isn't yet permitted.

This the truth is affirmed by Siti Baidura (2012). Students' points of view and worries about the verb ask them to commit semantic errors. Notice the components that can work on the verbal order of the verb in Malay by utilizing the students' test. These non-Malaysian students utilizing test applications for the most part inquire as to whether they don't figure out a word. This reality exhibits the certainty of the students in the teacher who manages their learning issues. In this sense, the teacher assumes a significant part toward students with learning handicaps. As Rosalind (2009) shows, respondents depended intensely on the school and teachers, particularly Malay language teachers. Certainty should be adapted to students to be careful. Wide portrayal of Malay language use through school semantic measures assumes a significant part in the improvement of a standard Malay language culture. Nurul Huda Ong Abdullah (2010) likewise affirms this finding that teachers ought to add to upgrading student inspiration to an optimal level.

Conclusion:

The job of teachers among themselves can resolve the issues of their students. Thus, any wrongdoing revealed by students, especially verbally, should be communicated or demonstrated fully intent on making students mindful of it. Students are likewise expected to stay away from steady redundancy of comparative disarrays. If the Malay verb capability issue is ignored by the utilization of the questionnaire by non-Malay students, the students' work has clearly been essentially engaged with fostering the designs and disregarded parts of depreciation. While giving an ideal arrangement, you want to guarantee that issues related to Verb are not neglected. In spite of the fact that students take their perspectives on the powerful utilization of verbs, they commit errors among the people who don't realize that this view consistently commits errors. Particularly while composing paper. Numerous students envision that the right utilization of verbs while composing paper has demonstrated not to be a significant issue. Along these lines, the exploration assists non-Malaysian students with understanding the slip-ups they have recently made. The issues related to the Malay verb do exclude just the pieces of creation.

There are various inquiries that students and teachers should learn and reply. This is to guarantee that the issues related to the Malay verb don't represent an issue in the verb dominance of the Malay language right now. As a matter of fact, the data on the Malay verb utilizing the survey is the expertise to be accomplished at the essential level. The Malay verb dominance cycle using tests is a seriously monotonous expertise for non-Malaysian students, as test application is utilized to conquer other social abilities. Hence, the verbal order of the verb in Malay language using the questionnaire is the commitment of the teachers. This expectations that teachers will be more clever, essential and imaginative in finding teaching helps and strategies that incorporate the best techniques that can assist teachers with settling the supporting difficulties in the Malay verb schooling and learning cycle utilizing the survey screen and rule.

Factors, for sample, language issues, absence of consideration and inspiration from students, and nature in schools were an essential for students to dominate the Malay language. Thus, these parts ought to be utilized essentially by teachers to guarantee that the pattern of educating and learning the Malay language in non-Malay students turns out to be more suitable and dynamic using questionnaire applications. For instance, any Malay language program requires extra guidance from teachers, blended media learning, and legitimate practice for spot checks, tests, plays, introductions, paper competitions, visits, and so on, and consistence by the presidents. The school should likewise give palatable language labs applicable to the further improvement of the Malay language learning cycle in schools.

The school is attempting to further develop 2nd grade driving, so guardians ought to join in and talk with the teacher. Discussions among guardians and guardians can

assist guardians with making the right strides while observing and controlling their kids at home. Guardians ought to contemplate working on their kids' learning and, in doing as such, helping their youngsters. Furthermore, guardians ought to be ready to be condemned and talk with the teacher about their kid's show, viewpoints, and accomplishments corresponding to their kid's descriptive, group, and social execution, conduct, and control. Participation among guardians and teachers can shape youngsters, as should be visible in the definite reference to training.

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