



**BULETIN
PENYELIDIKAN**
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**MELESTARIKAN PENYELIDIKAN
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PUSAT PEMBELAJARAN BAHASA

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Dari Meja Dekan

Bismillahirrahmannirrahim.
Assalamualaikum wrh. wbt.

Salam Sejahtera.

Salam UTEmku Sayang, Menjajar Universiti Melonjak ke Hadapan.

Alhamdulillah, setinggi-tinggi kesyukuran dipanjatkan ke hadrat Allah SWT kerana diberi kesempatan untuk merakamkan sekalung tahniah kepada sidang editor yang telah berjaya menerbitkan Buletin Penyelidikan Cendekia. Buletin Penyelidikan Cendekia ini ialah buletin pertama Pusat Pembelajaran Bahasa (PPB).

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Edisi pertama buletin tahunan ini telah diterbitkan pada bulan Oktober 2023, dalam bentuk bercetak dan elektronik. Versi elektronik yang dimuat naik dalam laman web dan media sosial PPB seperti Facebook dan Instagram, boleh juga dikongsi melalui aplikasi WhatsApp dan Telegram. Langkah menerbitkan buletin secara elektronik adalah untuk meningkatkan kebolehlihatan penyelidikan dan penulisan warga akademik PPB.

Akhir kata, saya berharap agar semua warga akademik PPB dapat merebut peluang ini sebaik mungkin untuk menerbitkan hasil penyelidikan dalam buletin ini. Saya merakamkan setinggi-tinggi penghargaan kepada semua yang terlibat secara langsung atau tidak langsung dalam menjayakan Buletin Penyelidikan Cendekia ini.

Sekian, terima kasih.

NURLISA LOKE BINTI ABDULLAH
DEKAN
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Tinta Ketua Editor



Assalamualaikum wrh. wbt. dan Salam Sejahtera.

Alhamdulillah, syukur kepada Allah SWT kerana buletin sulung Pusat Pembelajaran Bahasa (PPB), UTeM yang dikenali sebagai Buletin Penyelidikan Cendekia telah berjaya diterbitkan pada tahun ini.

Keluaran Buletin Penyelidikan Cendekia diinspirasikan daripada semangat para penyelidik PPB untuk bersama-sama memeriahkan dunia penyelidikan. Justeru itu, diharapkan buletin ini dapat dijadikan sebagai penyuntik semangat warga akademik di PPB untuk terus menjalankan penyelidikan dan menjadi pemangkin dalam memupuk semangat kerja berpasukan dalam kalangan warga akademik di PPB.

Isi kandungan buletin ini memaparkan penulisan merentas pelbagai bidang seperti bahasa, komunikasi, kepimpinan, kemahiran insaniah dan kokurikulum. Setiap hasil penyelidikan yang dijalankan semestinya memberi impak tinggi kepada komuniti, universiti dan para sarjana. Besarlah harapan saya agar koleksi hasil penyelidikan yang dikompilasikan dalam Buletin Penyelidikan Cendekia dapat dijadikan bahan rujukan akademik pada masa hadapan.

Sekalung penghargaan diucapkan kepada YBhg. Prof. Datuk Ts. Dr. Massila Kamalrudin, Naib Canselor UTeM selaku penaung dan Puan Nurlisa Loke binti Abdullah, Dekan PPB yang banyak memberi semangat untuk merealisasikan Buletin Penyelidikan Cendekia.

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Selamat membaca dan bertemu lagi dalam keluaran yang akan datang.

DR. NOR FAZILAH BINTI ABDUL HAMID
KETUA EDITOR
BULETIN PENYELIDIKAN CENDEKIA

Greenwashing In Higher Education: Assessing Accuracy In Sustainability Reports And Its Impact On University Reputation And Rankings

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INTRODUCTION

In recent times, a growing number of businesses have embraced eco-friendly initiatives to enhance their public standing. However, in their zeal to project an eco-conscious image, some tend to exaggerate their environmental achievements which leads to the controversial practice of "greenwashing." Similarly, universities, traditionally seen as pillars of knowledge and ethics, are also highlighting their sustainable practices, using them more as a promotional tool than a genuine commitment. This poses a question: Are universities genuinely embracing sustainability, or are they merely using greenwashing as a marketing strategy to attract more students? This research aims to study this issue through three specific objectives.

RESEARCH OBJECTIVES

- i. To identify the linguistic patterns and characteristics frequently associated with greenwashing, such as the use of ambiguous language or inflated claims, within university marketing materials.
- ii. To evaluate the alignment between universities' sustainability claims and their actual practices to determine whether sustainability efforts are genuinely implemented or predominantly used as a promotional strategy
- iii. To investigate if universities with prominent sustainability initiatives witness an increase in student enrollment and if these efforts improve their reputation.

RESEARCH METHODOLOGY

To investigate the nuances of greenwashing practices in the context of higher education marketing strategies, we have devised a methodology that combines Huckin's (1997) Critical Discourse Analysis Framework with a corpus-assisted discourse analysis approach to scrutinize potentially greenwashed reports. In the initial phase of our research, we will utilize corpus linguistic tools along with the WordSmith Tools 7 software to perform a primary analysis of the text corpus. Following this, we will employ Huckin's Critical Discourse Analysis Framework, which stands as a robust method for an in-depth examination of the greenwashing instances potentially present within the corpus. This framework is segmented into four vital aspects: Textual Analysis, Interpretative Analysis, Contextual Analysis, and Social Analysis.

FINDINGS

- i. The linguistic patterns associated with greenwashing demonstrate a prevalence of ambiguous terms, a tendency to overemphasize minor achievements, and a frequent use of emotional appeals.
- ii. There is a discrepancy between claims and actions made by universities, as only a handful have thorough plans in active implementation. However, genuine efforts do exist, where marketing materials truthfully depict the broad sustainability measures undertaken.
- iii. Universities that publicize their sustainability practices with certain degree of greenwashing show an increase in student applications and enrollments. "green" efforts tend to enhance their public image.

CONCLUSION

In summary, greenwashing can technically be viewed as a marketing strategy when universities present themselves as more environmentally conscious or socially responsible than they actually are. Such practices in higher education reporting can enhance the institution's image momentarily. However, in the long term, this could potentially have adverse consequences on students' actual wellbeing. When the reported actions diverge from reality, students may not receive the genuine support and services they require. A further research needs to be conducted to closely scrutinize and monitor the authenticity of these sustainability claims, which in turn would provide better insights into the genuine commitment of the university.

AN EPORTFOLIO FRAMEWORK FOR UNIVERSITY STUDENTS

CENTRE FOR LANGUAGE LEARNING
UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Linda Khoo Mei Sui, Nurlisa Loke Abdullah, B. Subatira



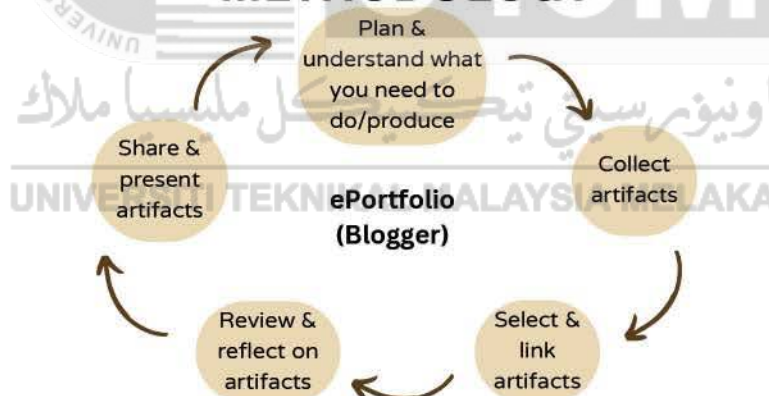
BACKGROUND

Students have problems to acquire communication skills in English language. The recent job market in Malaysia requires the graduates to be more competent thus needing the necessary graduate attributes. However, many employers have complained graduates lack the required graduate attributes vital for employment such as communication, problem solving, and team work skills. Thus, there is a need to design an innovative teaching and learning approach that allows students to participate actively in the learning process.

OBJECTIVES

- To identify the features of ePortfolio framework that can enhance written communication skills for technical university students.
- To design an ePortfolio framework to be embedded into an Academic Writing course syllabus for technical university students
- To evaluate the effectiveness of the ePortfolio framework among technical university students.

METHODOLOGY



RESULTS AND DISCUSSION

The anticipated results will display the features to be included in the framework. The ePortfolio framework will be tested on students and the data collected via questionnaire, interviews and document analysis can answer the research objectives. This research is expected to lead to the development of an innovative teaching method, a student-centered learning method that applies online technologies.

CONCLUSION

- Specifically, this study intends to design an ePortfolio framework that can be embedded into an Academic Writing course.
- This study adopts a three-stage of research process: concentrates on finding features of the ePortfolio framework; designs the ePortfolio framework and evaluates the newly designed ePortfolio framework.

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THE NEED FOR INTEGRATING COMMUNITIES OF PRACTICE AND MOBILE LEARNING FOR DIGITAL LITERACY DEVELOPMENT AMONG TVET STUDENTS

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INTRODUCTION

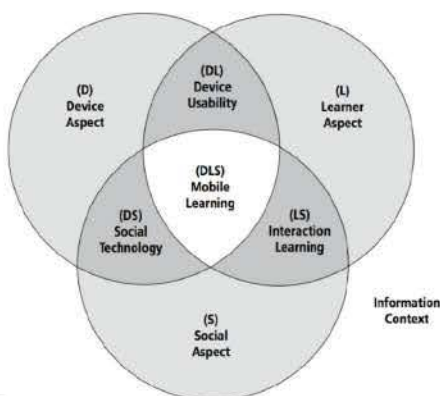
In the modern world, digital environment has become so empowering that computers and other digital technologies have become such a basic part of life. To prepare themselves for the challenges in the workplace, Technical and Vocational Education and Training (TVET) students need to develop their digital literateness. An integrated concept of Communities of Practice (CoP) and Mobile Learning (ML) is proposed as a pedagogical model to improve TVET students' digital literacy mirroring the criteria of the International Standards of Technology in Education (ISTE).

BACKGROUND

The problems faced by TVET's undergraduates nowadays are concerning their transition from school to work. According to surveys, TVET graduates are lacking basic skills to get by in the workplace, thus the blame was instinctively placed on education system and schools as being inadequately meeting the demands of industry. The mismatched between literacy skills needed at the workplace, and the ones offered by TVET institutions have prompted to the spending of billions of ringgit by the industry on employee training programs "so that all will be able to perform their jobs better if they are technologically literate."

OBJECTIVES

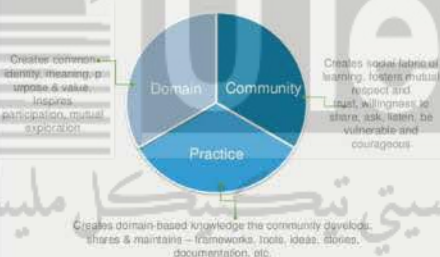
- Provide an understanding and appreciation on the integrated concept of CoP with ML for the purpose of developing students' digital literacy (DL)
- Disclose the implications and benefits that this understanding has for taking up DL practices in formal and informal learning environments in TVET institutions



Koole's Framing of Mobile Learning (2009)

Koole's Framework for the Rational Analysis of Mobile Education, defines ML in terms of three distinct aspects: device, learner, and social, and what occurs at the intersections of these aspects. He states that key defining features of ML are that it "... provides enhanced collaboration among learners, access to information, and a deeper contextualization of learning." The highlight of this paper is on the Social Aspect (S), Learner Aspect (L) and intersection of both; namely Interaction Learning (LS). There are three criteria of LS; interaction, situated cognition and learning communities. One of the concepts of learning communities is Communities of Practice (CoP). This concept effectively provides an enhanced cognitive ML environment in which distance learners can interact with their instructors, peers, course materials, or even their physical and virtual environments.

CoP structural elements



Communities of Practice Framework (Wenger, McDermott & Snyder, 2002)

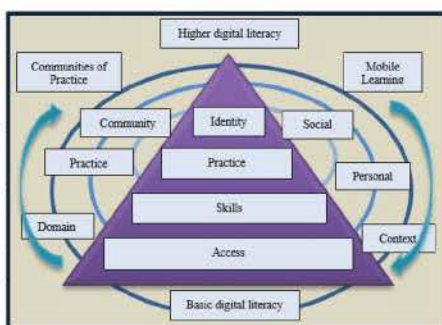


Figure 3: Research proposed model

CONCLUSION

Sharpe and Beetham's framework (2010) describes four stages of digital literacy development, from the lowest level soaring upwards; access to skills, to practice, and on the highest top is identity. Synchronizing this development process with the integrated ML-CoP framework, a proposed combined education technology to a higher level is depicted in Figure 3.

DISCUSSION

The International Standards of Technology in Education has laid out the 2016 ISTE standards which indirectly stressing on ML and CoP among students; for them to become empowered learners, digital citizens, knowledge constructors, creative communicators and global collaborators.



FAKTOR KONTEKSTUAL UTAMA YANG MEMPENGARUHI AMALAN KITAR SEMULA PENJAWAT AWAM NEGERI MELAKA

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https://www.researchgate.net/publication/356414287_FACTOR-FAKTOR_KONTEKSTUAL_YANG_MEMPENGARUHI_AMALAN_KITAR_SEMULA_PENJAWAT_AWAM_NEGERI_MELAKA_Contextual_Factors_Affecting_the_Recycling_Practices_of_Melaka_State_Civil_Servants

Pengenalan

Kesan daripada pertambahan penduduk, kepesatan pambangunan, ekonomi yang pesat membangun dan peningkatan taraf hidup telah mempercepatkan kadar dan jumlah penajanan sisa pepejal terutamanya di kawasan perbandaran. Mengamalkan kitar semula, mengurangkan kebergantungan penggunaan kereta dan kenderaan persendirian, memperbanyakkan projek landskap dalam taman, menghentikan penebangan hutan secara tidak terkawal, mengurangkan penggunaan tenaga elektrik dan digantikan dengan tenaga yang diperbaharui serta menggiatkan aktiviti penanaman pokok adalah langkah bijak mengurangkan pemanasan global. Kajian ini membincangkan perkaitan tingkah laku dalam kalangan penjawat awam (kakitangan/staf) kerajaan terhadap amalan kitar semula disebabkan mereka menghabiskan banyak masa sekitar di antara satu pertiga sehari di pejabat.

Metodologi

- Dalam kajian ini penggunaan reka bentuk tinjauan secara keratan rentas dengan mengaplikasikan pendekatan kuantitatif dan kuantitatif iaitu temu bual telah dipilih oleh pengkaji.
- Responden kajian adalah dalam kalangan penjawat awam yang berkhidmat secara tetap di 21 jabatan kerajaan negeri Melaka. Jumlah populasi penjawat awam negeri Melaka adalah berjumlah 4174 orang. Soal selidik telah diedarkan kepada 365 responden mengikut Formula Yamane (1967). Data kuantitatif yang dikumpulkan dianalisis menggunakan perisian SPSS 20.

Dapatan Kajian

Pengkaji telah menggunakan analisis deskriptif bagi menjelaskan beberapa faktor kontekstual yang mempengaruhi amalan kitar semula yang mendapat skor yang tinggi iaitu (1) faktor pengetahuan, (2) faktor menjaga alam sekitar, (3) menajana pendapatan sampingan dan (4) faktor kempen kitar semula yang mempengaruhi tingkah laku penjawat awam terhadap amalan kitar semula.

Perbincangan

- Pengkaji mendapati faktor pengetahuan memperoleh skor yang tertinggi serta mempengaruhi tingkah laku penjawat awam terhadap amalan kitar semula iaitu ($P=4.41$, $SP=0.65$) disebabkan pendedahan tentang pendidikan alam sekitar yang telah diberikan dari peringkat kanak-kanak di awal persekolahan. Ini membuktikan bahawa pendidikan alam sekitar yang diberikan dalam sistem pendidikan negara terutamanya dalam mata pelajaran Bahasa Melayu, Sains, Pendidikan Agama Islam dan Geografi telah berjaya memberi pemahaman yang mendalam tentang kepentingan untuk menjaga alam sekitar.



<https://www.fn.com.my/fn-continues-raising-awareness-about-recycling-through-partnership-with-swcorp-malaysia/>

Kesimpulan

Penjawat awam adalah sebahagian daripada komuniti yang berperanan penting sebagai agen perubahan dalam usaha membudayakan amalan kitar semula ke arah menjadikan Malaysia sebuah negara bersih. Kini pelaksanaan Perolehan Hijau Kerajaan (Government Green Procurement) dalam sektor awam telah dijalankan bagi tujuan untuk mengurangkan pembaziran dalam pembelian produk, menjimatkan kos perkhidmatan dan operasi di samping mewujudkan persekitaran tempat kerja yang kondusif, dapat mengekalkan imej korporat di dalam jabatan kerajaan dan ianya juga sebagai langkah awal untuk menggalakkan penjawat awam melakukan kitar semula.

Perbincangan

- Faktor kontekstual menjaga alam sekitar memperoleh skor yang kedua tertinggi iaitu ($P=4.29$; $SP=0.66$). Ini disebabkan oleh kesinambungan pengenalan pendidikan alam sekitar yang menjadi pembelajaran yang berupaya meningkatkan pengetahuan dan kesedaran tentang anugerah alam sekitar. Secara tidak langsung ianya dapat melahirkan kakitangan kerajaan yang mempunyai sikap bertanggungjawab untuk memelihara, menjaga dan melindungi sumber alam semula jadi negara.



<https://en.vietnamplus.vn/green-office-initiative-to-help-reduce-greenhouse-gas-emissions/141458.vnp>

- Faktor yang ketiga tertinggi yang mempengaruhi tingkah laku penjawat awam terhadap amalan kitar semula adalah pengasingan sisa pepejal dengan skor ($P=3.75$; $SP=0.69$). Penjawat awam yang berkhidmat dalam jabatan kerajaan di Malaysia menyambut baik arahan daripada pihak berkepentingan untuk melaksanakan program pengasingan sisa di punca tetapi masih ramai yang tidak mengetahui bagaimana untuk mengasingkan sisa pepejal baik di tempat kerja mahupun di rumah dengan cara yang betul.



<https://ajun2104.wixsite.com/kempen-3r-kehad/kompleks-pejabat-kerajaan-citi1>

- Faktor yang keempat tertinggi yang mempengaruhi tingkah laku penjawat awam terhadap amalan kitar semula adalah kempen kitar semula ($P=3.71$; $SP=0.70$). Terdapat banyak kempen kesedaran yang dianjurkan oleh pihak yang bertanggungjawab bagi meningkatkan kesedaran penjawat awam untuk melakukan amalan kitar semula seperti kempen larangan penggunaan plastik dan polistirena diwartakan di kawasan bangunan kerajaan negeri dan jabatan kerajaan serta di premis makan.



<https://www.facebook.com/CityofTH/photos/a.4968699274789/10159147786884770/?type=3>

AN OVERVIEW OF MOTIVATION IN SECOND LANGUAGE LEARNING

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1. Introduction

Motivation is a predictor of L2 learning success. Motivation as the key factor of successful language learning because it initiates learning the L2 and drives a learner to sustain the long and often tedious learning process (Dörnyei, 1998).

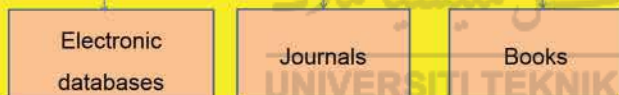
Enthusiasm + Commitment + Persistence = Accomplish long-term goals (mastering L2).

2. Objectives

- ❑ To explain the definitions, types and roles of motivation in L2 learning
- ❑ To introduce the theories of motivation in L2 learning

3. Methods

(Secondary Sources)



4. Reviews

Table 1. Definitions of Motivation

Researcher	Definition
Gardner (1985)	Combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.
Crookes & Schmidt (1991)	The learner's orientation with regard to the goal of learning L2.
Dörnyei (2001)	Energizes human being and provides direction.
Feldman (2004)	Factor that directs and energizes the behavior of humans and other organisms.

Motivation is a complex and multifaceted construct (Dörnyei, 1998)

Integrative Motivation (desire to become familiar and integrate in the L2 community and culture)

Instrumental Motivation (desire to achieve goal for practical needs)

Intrinsic Motivation (interest and satisfaction when doing a task)

Extrinsic Motivation (to get a reward)

Figure 1. Types of Motivation



Figure 2. Roles of Motivation

Table 2. Theories of Motivation in L2 Learning

The Social Psychological Period (1959-1990)	The Cognitive-Situated Period (1990's)	The Process-Oriented Period (since 2001)
<ul style="list-style-type: none"> ➢ Socio-Educational Model (Gardner) ➢ Attitude Motivation Test Battery (Gardner) ➢ Linguistic Self-Confidence (Clément & associates) 	<ul style="list-style-type: none"> ➢ Self-Determination Theory (Noels & colleagues) ➢ Attribution Theory (Ushioda) ➢ Social Constructivist Model based on Jean Piaget's work 	<ul style="list-style-type: none"> ➢ Process Model (Dörnyei & Ottó) ➢ L2 Motivational Self System (Dörnyei)

5. Conclusion

The understanding of L2 motivation can promote interest in learning and improve self-confidence among the learners.

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SIGNIFICANCE OF TECHNOLOGY-ENABLED TEACHING AND LEARNING IN TIMES OF DISRUPTIVE CRISES



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ABSTRACT

The COVID-19 pandemic caught the world by surprise. The mundane scenario was pushed towards a new normal demanding reeducation of norms. The Malaysian Higher Education scene required a new narrative. Virtualization and customization of teaching and learning became an expectation - not an exception. Universiti Teknikal Malaysia Melaka (UTeM) presented in its five-year Strategic Plan circa 2012, the preferred scenario of maximizing technology-enabled teaching and learning, replacing the litany of face-to-face methods. The key outputs were mapped using the Causal Layered Analysis (CLA) framework and the Integrated Scenario Approach.

METHOD

The research process involved a review of the preceding scenario planning followed by a comparative analysis of tangibles from the pre and post-2012 discourse and the canvassing of the University's pedagogical way forward from 2021-2025.

RESULTS & DISCUSSION

	UTeM SOHO	UTeM@APPS UNIVERSITY	UNIVERSITY-INDUSTRY INTEGRATED	UTeM OPEN UNIVERSITY
Litany	UTeM staff working from home, resulting in savings of utilities and space.	Programmes available globally, functional and accredited internationally	UTeM collaborates in industry-driven and advanced technologies	UTeM offers education for all
Systemic	Implementation of new policies, staff monitoring systems.	Compliance with the needs of industries & accredited by international accreditation bodies.	Hosting industries within the university environment@'Teaching Factory' model.	Advancement of technology & infrastructure.
Worldview	Out of sight, out of responsibility.	Globally recognized university & globally marketable graduate.	University educate; industry trains.	Internationalization of industry-based learning.
Myth/Metaphor	Fishing from home	UTeM On-Deck	Partners for growth, 'Together as one'.	Mangrove Ecosystem
Strategy	Retain dedicated staff and offer suitable incentives.	Attract top academics and students globally.	Structured collaborations with industries.	Introduce broad-based academic programmes alongside existing programmes.

CONCLUSION

Scenario planning played a substantial role in enabling UTeM to sustain its pedagogical narrative favorably throughout the disruptive COVID19 crisis. With all resolutions from the workshops factored in, the uncertain has become apparent and the University was able to realign steadily to the predicament while other universities had a lot more ground to cover. The strength of a technology-enabled university which was foresighted for UTeM as the preferred model of an agile technical university had not only pulled UTeM out of the distracting pandemic but also reinforce its buoyancy as an accomplished technical university.

Full text is available at: Mathematical Statistician Engineering Applications 2326-9865
<http://philstat.org.ph>

KESEIMBANGAN KERJA KEHIDUPAN (KKK) BAGI MENINGKATKAN KEPUASAN KERJA AHLI AKADEMIK DI UNIVERSITI TEKNIKAL MALAYSIA MELAKA

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1. PENGENALAN

KKK ialah konstruk multi dimensi yang menggabungkan sentimen pekerja tentang komponen kerja yang berbeza termasuklah reka bentuk kerja, tekanan kerja, keselamatan kerja, sistem gaji dan ganjaran, sokongan organisasi, penglibatan dalam membuat keputusan, persekitaran kerja, kesihatan dan keselamatan yang berkaitan dengan kerja, latihan dan peluang pembangunan kerjaya dan keseimbangan antara kehidupan peribadi dan urusan pekerjaan.

2. OBJEKTIF KAJIAN

1. Mengkaji elemen-elemen keseimbangan kerja kehidupan dalam kalangan ahli akademik UTeM.
2. Mengenalpasti peranan unit pembangunan sumber manusia UTeM dalam memastikan keseimbangan kerja kehidupan membantu kepuasan kerja dalam kalangan ahli akademik UTeM.
3. Menyediakan model keseimbangan kerja kehidupan bagi meningkatkan kepuasan kerja dalam kalangan ahli akademik UTeM

3. METODOLOGI

Reka bentuk kajian ini adalah berbentuk kuantitatif deskriptif dengan menggunakan 300 borang soal selidik sebagai alat untuk mengumpul data. Reka bentuk kajian merupakan rancangan yang khusus bagi kaedah dan prosedur untuk mengumpul dan menganalisis data. Menurut Mohd Majid Konting (2000) pula, reka bentuk kajian merupakan satu tatacara pengolahan data yang dipungut berdasarkan hubungan pemboleh ubah antara pemboleh ubah-pemboleh ubah yang terlibat dalam sesuatu kajian. Data dianalisis dengan SPSS bagi mendapatkan bilangan, mean, std. dan peratusan.

4. DAPATAN KAJIAN

Lima elemen utama yang mempengaruhi KKK ahli akademik di Universiti Teknikal Malaysia Melaka adalah seperti berikut. elemen Kerjaya menunjukkan peratusan yang tinggi manakala yang terendah adalah elemen kesihatan.

Item	N	Mean	Std	Peratus (%)
Kerjaya	300	3.043	.2955	84.68
Perhubungan Dengan Orang Lain	300	2.703	.2440	62.26
Keluarga	300	2.799	.3318	62.68
Kesihatan	300	2.527	.4443	47.92
Kewangan	300	2.504	.2345	53.84
Peranan Organisasi	300	2.772	.3565	62.29
Kepuasan Kerja Ahli Akademik UTeM	300	2.716	.1805	64.88

5. KESIMPULAN

Dapatan kajian ini telah memfokuskan definisi KKK dan juga elemen-elemen yang terdapat dalam keseimbangan kerja kehidupan iaitu seperti kerjaya, kewangan, perkembangan peribadi, perhubungan, kesihatan, keluarga, kehidupan sosial dan sikap. Oleh yang demikian dapatan kajian dapat digunakan dalam kajian seterusnya bagi menentukan indikator yang sesuai dalam menentukan faktor yang mempengaruhi kepuasan kerja ahli akademik di Universiti Teknikal Malaysia Melaka.

6. PENGHARGAAN

Kajian ini dibiayai oleh Universiti Teknikal Malaysia Melaka (UTeM) melalui Geran Top-Down IPTK-Pejabat Pendaftar 2022, Penyelidikan Jangka Pendek, No: (PJP/2022/TD/IPTK/S01837). Penulis juga ingin mengucapkan terima kasih kepada Universiti Teknikal Malaysia Melaka (UTeM) atas segala sokongan.

Hubungan antara Kecergasan Fizikal dan Pencapaian Akademik dalam Kalangan Murid Sekolah Urban di Malaysia

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Konsep	Pendahuluan
<p>Kecergasan Fizikal Berlandaskan Kesihatan :</p> <ul style="list-style-type: none"> • Kemampuan untuk melakukan aktiviti fizikal yang KUAT tanpa dibatasi oleh kesan risiko penyakit & GANGGUAN yang mempengaruhi individu <p>Pencapaian Akademik:</p> <ul style="list-style-type: none"> • Sesuatu yang DICAPAI melalui usaha dan ketekunan individu dalam penguasaan ilmu @ kemahiran yang dipelajarinya. 	<p>Kementerian Pendidikan Malaysia memberi keutamaan kepada pembangunan Kemahiran Berfikir Aras Tinggi (HOTS) yang selari dengan prinsip pembelajaran abad ke-21 untuk meningkatkan pencapaian akademik di semua peringkat pendidikan (Kementerian Pendidikan Malaysia, 2013).</p> <p>Kecergasan fizikal dan aktiviti fizikal mempunyai peranan yang penting dalam membentuk kecemerlangan akademik individu sekaligus memberi kesan positif dalam meningkatkan kejayaan akademik (Bezold et al., 2014; Howie & Pate, 2012; Marques, Santos, Hillman & Sardinha, 2017).</p> <p>Mengkaji hubungan antara tahap kecergasan fizikal dan pencapaian akademik dapat memberi maklumat kepada dasar pendidikan praktikal dan pendekatan pengajaran, serta berpotensi untuk peningkatan program pendidikan jasmani dan kesihatan di dalam sekolah (Han, 2018; Khan & Hilman, 2014; Mura et al, 2015).</p>
Metodologi Kajian	<h3>Dapatan Kajian</h3>
<p>Reka Bentuk Kajian Tinjauan Silang-Rentas</p> <p>Instrumen Kajian</p> <ul style="list-style-type: none"> • Standard Kecergasan Fizikal Kebangsaan untuk Murid Sekolah Malaysia (SEGAK) • Keputusan Peperiksaan Akhir (Sains) <p>Populasi & Sampel</p> <ul style="list-style-type: none"> • Murid Perempuan di sekolah Petaling Jaya • 16 - 17 tahun • 3 buah sekolah perempuan pencapaian akademik (Sains) terbaik <p>Penganalisan Data</p> <ul style="list-style-type: none"> • Analisis Deskriptif • Analisis Inferensi - Korelasi Pearson 	
<p>Kecergasan Fizikal Berlandaskan Kesihatan</p>	<p>Indeks Jisim Badan</p> <p>Hubungan Kecergasan Fizikal & Pencapaian Akademik</p>
Rumusan	
<p>Penglibatan dalam aktiviti fizikal yang seimbang mengikut keupayaan dapat meningkat kecergasan fizikal yang mana ia berhubung kait dengan pencapaian akademik bagi kalangan murid.</p> <p>Invididu juga perlu melakukan senaman bebanan semasa melakukan aktiviti fizikal untuk meningkatkan daya tahan badan.</p> <ul style="list-style-type: none"> • Aktiviti Fizikal Berintensiti Sederhana - Lebih 150 minit/minggu • Aktiviti Fizikal Berintensiti Tinggi - Lebih 75 minit/minggu • Jumlah Aktiviti Fizikal - 900 ke 1500 kcal/minggu 	

LEARNING STYLE PREFERENCES OF ENGINEERING UNDERGRADUATES

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INTRODUCTION

- Educators have their own preferred way of delivering their lessons.
- Their students will have their own preferred way of learning.
- There is bound to be matches and mismatches between the teaching styles of the educators and the learning styles of their students.

OBJECTIVES

This study aimed to:

- Profile the learning styles preference of engineering undergraduates at Universiti Teknikal Malaysia Melaka.
- Determine whether the undergraduates' learning style preferences were influenced by their field of study, gender and ethnic backgrounds.

METHODOLOGY

Felder and Solomon's Index of Learning Styles was distributed to a total of 107 engineering undergraduates from three faculties:

- Faculty of Electrical Engineering (FKE)
- Faculty of Electronics and Computer Engineering (FKEKK)
- Faculty of Engineering Technology (FTK)

LEARNER

- Active learners
- Reflective learners
- Sensing learners
- Intuitive learners
- Visual learners
- Verbal learners
- Sequential learners
- Global learners

PREFERENCE

- Learning by doing and working with others
- Prefer to work alone
- Preference for facts
- Preference for theories
- Learn more from the things they see
- Learn more from written and spoken words
- Learning something step by step
- Learning in a holistic way

RESULTS

Table 1 General Learning Styles Preferences of UTeM Students (% Count)

Act.	Bal.	Ref.	Sns.	Bal.	Int.	Vis.	Bal.	Vrb.	Seq.	Bal.	Glo.
23	65	12	25	61	14	69	27	4	14	76	10

Act. = Active, Ref. = Reflective, Sns. = Sensing, Int. = Intuitive, Vis. = Visual, Vrb. = verbal, Seq. = Sequential, Glo. = Global, Bal. = Balanced

Table 2 Learning Styles Preferences of UTeM Students: According to Field of Study (% Count)

Fac	Act	Bal	Ref	Sns	Bal	Int	Vis	Bal	Vrb	Seq	Bal	Glo
FKE (N=36)	19	68	13	32	58	10	61	32	7	16	81	3
FKEKK (N=40)	31	58	11	22	64	14	69	31	0	11	75	14
FTK (N=31)	20	68	12	23	60	17	75	20	5	15	73	12

Fac = Faculty, Act. = Active, Ref. = Reflective, Sns. = Sensing, Int. = Intuitive, Vis. = Visual, Vrb. = verbal, Seq. = Sequential, Glo. = Global, Bal. = Balanced

Table 3 Learning Styles Preferences of UTeM Students: According to Gender (% Count)

Gender	Act	Bal	Ref	Sns	Bal	Int	Vis	Bal	Vrb	Seq	Bal	Glo
Male (N=66)	24	62	14	23	60	17	70	27	3	12	76	12
Female (N=41)	22	68	10	29	61	10	68	27	5	17	76	7

Act. = Active, Ref. = Reflective, Sns. = Sensing, Int. = Intuitive, Vis. = Visual, Vrb. = verbal, Seq. = Sequential, Glo. = Global, Bal. = Balanced

Table 4 Learning Styles of UTeM Students: According to Ethnic Background (% Count)

EB	Act	Bal	Ref	Sns	Bal	Int	Vis	Bal	Vrb	Seq	Bal	Glo
B (N=85)	27	61	12	27	56	17	72	26	2	17	74	9
C (N=17)	12	71	17	18	76	6	47	41	12	6	88	6

EB = Ethnic Background, B = Bumiputera, C. = Chinese, Act. = Active, Ref. = Reflective, Sns. = Sensing, Int. = Intuitive, Vis. = Visual, Vrb. = verbal, Seq. = Sequential, Glo. = Global, Bal. = Balanced

CONCLUSION

- The students' learning style preferences did not seem to be influenced by their field of study, gender and ethnic backgrounds.
- Their generally balanced preferences for three learning styles dimensions and a marked preference for the visual learning style point to the possibility of having a balanced teaching approach. There should be variety in the learning activities in the engineering classroom as a means of enriching the students' learning experiences.
- Such an approach is believed to be able to improve student learning by maintaining students' interests and widening student learning experiences as they use their less preferred learning styles.

METAFORA KRITIKAN DALAM MENGASOSIASIKAN NARATIF PAK KADUK DENGAN KONTEKS POLITIK TEMPATAN: ANALISIS PRAGMATIK

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1. PENGENALAN

Pengarangan cerita rakyat sering menggunakan metafora dalam menyampaikan kritikan. Hal ini kerana pengarang terbatas dengan sistem pemerintahan feudal, di mana raja berkuasa penuh terhadap rakyat. Jadi, tiada sebarang kritikan atau teguran secara terus terhadap golongan atasan supaya mereka tidak ditimpa “tulah”. Untuk menjaga keterbatasan ini pengarang Melayu bersikap berwaspada dalam menyampaikan cerita. Kini, pengkajian mengenai cerita rakyat lebih berwibawa kerana penyelidik telah menggunakan pelbagai teori atau pendekatan dalam menganalisis cerita-cerita tersebut. Dalam masa yang sama, kritikan dalam cerita-cerita rakyat ini dapat diasosiasikan dengan konteks semasa (contohnya: politik, psikologi, ekonomi, sosial, perubatan, kejuruteraan dan sebagainya). Maka, tujuan utama bagi kajian ini, pengkaji akan menganalisis metafora kritikan (MK) dalam cerita jenaka Melayu iaitu Pak Kaduk (PK) dengan konteks politik tempatan berpandukan analisis pragmatik.

2. METODOLOGI

Kajian ini merupakan kajian kualitatif (analisis teks). Korpus cerita jenaka diperoleh daripada *Cerita Jenaka* (Yahya, 1963), manakala korpus politik tempatan diperoleh daripada media massa (media cetak, media luaran, ucapan umum dan media digital) dan media sosial. Pensampelan bertujuan dilakukan bagi mencerminkan metafora kritikan dalam cerita jenaka Melayu (Pak Kaduk) dengan konteks politik tempatan. Bagi analisis kajian, pengkaji mengaplikasikan pendekatan pragmatik, iaitu: Teori Relevans (Sperber & Wilson, 1986, 1995).

3. HASIL DAPATAN (PAK KADUK)

Terdapat enam (6) data telah dikenal pasti dalam naratif Pak Kaduk yang mempamerkan metafora kritikan (MK). Berikut merupakan metafora kritikan yang disuarakan pengarang:

1. MK mengenai etika pemakaian (baju kertas PK).
2. MK mengenai sabung ayam PK dengan sultan/raja.
3. MK mengenai pemakanan (nasi dingin) PK.
4. MK mengenai PK mengayuh sampan.
5. MK mengenai PK membunuh isterinya.
6. MK mengenai PK berhijrah atau keluar kampung.

4. ASOSIASI METAFORA KRITIKAN NARATIF PAK KADUK DENGAN KONTEKS POLITIK TEMPATAN: ANALISIS PRAGMATIK

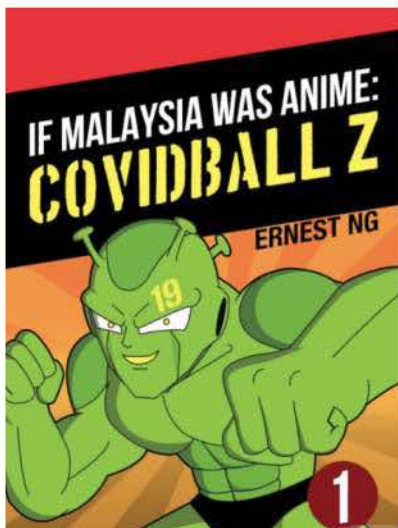
Metafora Kritikan	Andaian Implikatur	Kesimpulan Implikatur	Makna sebenar	Konsep Ad Hoc	Contoh Konteks/isu Politik Tempatan
1. Etika pemakaian baju kertas PK	Pakaian yang koyak	Perasaan yang koyak (hampa/kecewa/tertipu)	Kritikan terhadap sikap seseorang yang tidak serius dalam mengerjakan sesuatu perkara	Peluasan	UMNO tempah baju “Pak Kaduk” pada PRU15 (Yacob, 2021)
2. Sabung ayam PK dengan sultan/raja	Sabung ayam PK dengan sultan	Kemenangan dan perjanjian yang tidak rasional	Kritikan terhadap sikap seseorang yang tidak berfikir panjang dalam sesebuah perjanjian (tipu muslihat)	Peluasan	Anwar Ibrahim, partinya menang, tapi musuhnya menjadi Perdana Menteri (Gobek, 2019)
3. Pemakanan (nasi dingin) PK	Gastronomi pemakanan harian PK	Hubungan dingin PK dengan isteri	Kritikan terhadap sikap seseorang yang tidak menghargai usaha orang lain	Peluasan	‘Cah keting’ gugat akaun bersumpah – Sikap tidak bersyukur (Mohamed, 2020)
4. PK mengayuh sampan	Waktu yang sesuai	Merancang sebelum lakukan sesuatu	Kritikan terhadap sikap seseorang yang tidak menggunakan akal fikiran yang baik dalam kehidupan	Peluasan	Membubarkan parlimen ketika musim banjir – drama politik Rafizi Ramli (Mutalib, 2022)
5. PK membunuh isterinya	Amarah	Bertindak di luar rasional	Kritikan terhadap sikap seseorang yang bertindak secara melulu	Peluasan	Menyokong perjuangan Parti Komunis Malaya (Bangkit, 2018)
6. PK berhijrah atau keluar kampung	Perubahan	Hilang segala-galanya	Kritikan terhadap sikap seseorang yang terpaksa terima takdir dengan keadaan sekeliling/semasa	Peluasan	Setiausaha BERSATU Tanjung Piai umum letak jawatan (Ashana, 2023)

5. KESIMPULAN

Kajian ini telah membuktikan bahawa, makna sebenar dalam metafora kritikan Pak Kaduk melalui Teori Relevans oleh Sperber dan Wilson (1986, 1995) dapat diperluas dengan konteks politik semasa. Melalui perspektif pragmatik (Teori Relevans), kewujudan konteks dalam mempertalikan naratif PK dengan politik tempatan adalah baik dan berwibawa, maka kesan kognitif dan usaha memproses pembaca terhadap kedua-dua disiplin menjadi rendah. Kajian ini adalah kajian alternatif yang baharu dan dapat dijadikan rujukan pengkaji akan datang supaya menganalisis sastera rakyat berpandukan perspektif multidisiplin.

Creative Intermingling of Translingualism in Comic "If Malaysia was Anime: Covidball Z"

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Source: Ernest NG

ABSTRACT

Malaysia is a Southeast Asian country with Malay as the official national language and English as the second language. Malaysia is home to a diverse community that includes Malay, Chinese, Indian, and others who often speak two or more languages while frequently employ translinguaging in both spoken and written speech. In this study, the use of translinguaging in written discourse was explicitly investigated in the comic book "If Malaysia was Anime: Covidball Z" by a Malaysian artist, Ernest Ng. This comic book adopts the written form of Malaysian spoken language to discuss real Malaysian situations, such as the recent Covid-19 outbreak and political scenes. This study examines how translinguaging is used in the comic book by adopting Jakobson's (1987) six language functions as the theoretical framework. The findings of this study showed out of the six language functions listed by Jakobson, five were discovered in the comic book, with the exception of the phatic function.

1

Translinguaging VS Code-switching

Code-switching & translinguaging can be defined as the use of two or more languages in discourse.

Code-switching is historically viewed negatively whereby according to past western scholars, they defined the term as a sign of incompetency in the second language in which the speakers rely on their first language to make meaning in their speeches.

Translinguaging is a complex discursive behavior bilinguals, multilinguals or plurilingual use when discoursing with others and is acknowledged as a controllable cognition that already exists.

Code-switching is sociolinguistic (social + linguistic)

Translinguaging is sociocognitive (social + cognitive)

2

Theoretical Framework

Jakobson's (1987) six (6) language functions:

1. **Directive** - to build an intimate relationship between speaker & listener
2. **Expressive** - to express emotions/feelings & bilingual identity
3. **Referential** - to maintain/facilitate conversation, deliver accurate meanings of words and elaborate ideas/habitual terms
4. **Phatic** - non-referential language to express feelings/create sociable atmosphere
5. **Metalinguistic** - to further clarification & compare languages
6. **Poetic** - compressed form of words for attention with meaning

CONCLUSION

The comic book displays five out of six language functions described by Jakobson (1987). The comic book's most important language features are poetic and referential, as the author tries to convey his Malaysian identity through his work. On the other hand, the phatic function was not employed. When used by multilingual speakers, code-switching and translinguaging should be regarded as standard practices, allowing speakers to use their linguistic skills in a single form of communication.

Link to full article and author's email

 <https://www.researchgate.net/publication/369559820>

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Source: Ernest NG

Mastering Chinese Numbers from Basics to Conversations: Through a Micro Credential Course

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1. Introduction

According to Malaysian Qualification Agency (MQA), Micro Credential Courses refer to digital certification of assessed learning acquired through a short course or a narrow area for personal, professional, technical, and academic development. This single micro credential course may provide an alternative for traditional teaching and learning methods. It is also a stackable course that can potentially lead to a credit transfer for a basic Mandarin language course.

2. Learning Objectives

- Identify numbers 0 to 9,999 and the common measure words in Mandarin.
- Ask and give telephone numbers, age, and price in Malaysian currency.

3. Methodology

- This micro credential course is developed on Ucreds online learning platform. The course is divided into three lessons which are Numbers, Measure Words, and Shopping.
- Each lesson includes lecture notes, videos, dialogue recordings, and exercises to help the learners practice what they have learned.
- Once the learners have completed all the lessons, activities, exercises, and forums, they can take the test.
- In order to pass and receive a badge, a score of at least 70% is required.



4. Characteristics

- Flexible
- Open
- Self-paced
- Highly interactive
- Interdisciplinary
- Cost-reducing



5. Income Generation

MYR10.00 per participant

6. Acknowledgment

This study is funded by Universiti Teknikal Malaysia Melaka (UTeM) through the Micro Credentials Grant 2022, Center for Research and Innovation Management - Center for Instructional Resources and Technology, Short-Term Research, No: (PJP/2022/PPB/MC/S01949). The researcher would also like to express her gratitude to Universiti Teknikal Malaysia Melaka (UTeM)

UTILIZATION OF UBIQUITOUS TECHNOLOGY AMONG ENGINEERING GRADUATES

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BACKGROUND

The types of use of ubiquitous technology either for learning or leisure purposes will open to a thousand possibilities for the engineering students, in creating an open environment and connecting classes around the world and providing more individualized instruction for students.

OBJECTIVES

- To identify the types of ubiquitous technology that are used among Engineering undergraduates.
- To represent the use of ubiquitous technology at the higher institution.

METHODOLOGY

- 5 point-Likert scale questionnaire (0.901 reliability)
- SPSS 25 for statistical analysis

DISCUSSION

- Most of the students used the ubiquitous technology for general use and inquiry (completing assignments and downloading notes).
- The least types of technology use were for construction purposes (constructing music and creating new innovation).

RESULTS

Purposes	Mean/ SD	Category of Technology Use
Complete assignment	4.90 / .691	Inquiry
Download lecture notes	4.89 / .834	Inquiry
Chat online	4.78 / .808	Communication
Save files	4.74 / .787	General
Post comment online	4.60 / .922	Expression
Capture and record picture	4.60 / .821	General
Read online books/newspaper	4.55 / .848	Inquiry
Watch live broadcast	4.54 / .863	General
Find location of friends and family	4.46 / .903	Communication
Analyze data	4.44 / .797	Inquiry
Play online games	4.43 / .871	Expression
Write personal diary	4.40 / 1.029	General
Construct music	4.35 / .884	Construction
Express feeling in blog	4.30 / .951	Expression
Shop online	4.25 / 1.057	Construction
Create new innovation	4.24 / .781	Construction

CONCLUSION

- The central type of ubiquitous technology use is for inquiry and general use, followed by communication use, expression use and construction use.
- The ubiquitous technology was used fully among the Engineering undergraduates.
- The ubiquitous technology is a useful technology that might help them to attain benefits in their job performance and learning process.

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FACTORS INFLUENCING EFFECTIVENESS OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN UTeM



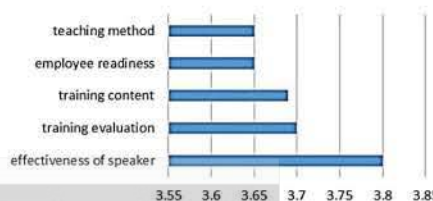
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ABSTRACT

Incorporate active learning methods, feedback, and reinforcement in training design and delivery. Foster employee motivation through job satisfaction, goal setting, and self-efficacy beliefs for better training-to-job performance transfer. Cultivate a supportive organizational culture and provide necessary resources for successful training programs.

RESULT AND DISCUSSION

Factors influence the effectiveness of training



INTRODUCTION

Training and development programs are vital for improving employee performance in universities. They offer opportunities for employees to learn new skills, gain knowledge, and develop the necessary competencies for effective job performance. In universities, faculty members and staff play crucial roles in delivering high-quality education and conducting research, contributing to knowledge advancement. Therefore, providing them with professional development opportunities through training programs can significantly impact the overall university performance.

Similarly, in Universiti Teknikal Malaysia Melaka (UTeM) and other organizations, training and development programs are essential for enhancing employee performance and overall organizational effectiveness. However, their effectiveness depends on factors like employee readiness, speaker effectiveness, training content, methods, and evaluation. These factors influence the effectiveness of training and development programs on employee performance in UTeM.

MATERIALS AND METHOD

This study employed a quantitative method.

- First, the study sample is the human resource or university staff (academics and non-academics staff).
- Second, the samples were selected using the purposive sampling method because the study requires data from respondents who have 1 to 5 years of work experience in a university.
- Finally, data focused on measuring the perception towards learning organization practices held by staff in the case study universities belonging to the three work groups.

CONCLUSION

This study suggests that UTeM should consider these factors when designing and implementing training and development programs to enhance employee performance. By understanding these factors, UTeM can create effective training and development programs that meet the needs of its employees and ultimately improve their performance.

OPERATIONAL DEFINITION

- **EMPLOYEE READINESS:** The Employee's motivation to learn new skills and knowledge (CHEN & LIN, 2019)
- **SPEAKER:** The trainer should have necessary expertise to deliver the content (BECTON, CARR, BROWN & HAUSTEIN, 2018)
- **TRAINING CONTENT:** The content should be Designed to meet the specific needs of the employees (NOE, 2017)
- **TRAINING METHODS:** The training methods used should be appropriate (COLQUITT, LEPINE & WESSON, 2021)
- **TRAINING EVALUATION:** To measure their effectiveness and identify areas that need improvement (BRINKERHOFF & MONTESINO, 2017)

HUKUM MEROKOK DALAM KALANGAN MASYARAKAT ISLAM DI MASJID TANAH, MELAKA

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1. PENGENALAN

Merokok merupakan perbuatan menghisapkan sesuatu yang bahan asasnya daripada tembakau. Merokok menimbulkan persoalan dan perbahasan yang panjang semenjak dari kurun ke 9 Masehi lagi apabila tembakau digunakan sebagai bahan asas menghasilkan rokok. Merujuk kepada keputusan Muzakarah Jawatankuasa Fatwa, Majlis Kebangsaan Bagi Hal Ehwal Ugama Islam Malaysia Kali Ke-37, yang bermesyuarat pada 23 Mac tahun 1995 memutuskan merokok adalah perbuatan haram yang merugikan dan membazir selain membawa mudharat ke atas penghisapnya serta memberi kesan terhadap perokok pasif juga. Untuk itu, usaha mengenalpasti pemahaman hukum merokok dalam kalangan masyarakat Islam di daerah Masjid Tanah, Melaka perlu untuk menilai pemahaman seta dapatan hukum serta pengamalan oleh masyarakat terlebih dahulu.

2. OBJEKTIF KAJIAN

1. Mengkaji hukum merokok dalam kalangan masyarakat Islam di daerah Masjid Tanah Negeri Melaka.
2. Menenalpasti tingkah laku dan pemahaman masyarakat Islam di Masjid tanah tentang hukum merokok.
3. Merekod pendapat dan pemahaman mereka tentang hukum merokok yang telah diwartakan oleh Muzakarah Jawatankuasa Fatwa.

4. DAPATAN KAJIAN

Daripada 100 responden yang dikaji, sebanyak 3 pendapat berbeza berhubung dengan hukum merokok. Antaranya, haram, makruh dan harus. Perbezaan pandangan ini berpunca pemahaman dan pengetahuan hukum berkaitan merokok selain pandangan peribadi berhubung soal ini. Walau bagaimanapun, segala hukum hakam yang terlaksana dari pengamalan masyarakat Islam sepatutnya berlandaskan kepada keputusan Muzakarah Jawatankuasa Fatwa, Majlis Kebangsaan Bagi Hal Ehwal Ugama Islam Malaysia Kali Ke-37, 23 Mac tahun 1995. Namun, masih ramai lagi yang masih enggan menuruti keputusan tersebut.

2. METODOLOGI

Kajian ini merupakan kajian kualitatif. Pendekatan adalah secara pemerhatian dan penelitian selain soal selidik yang diedarkan. Penelitian telah dibuat berdasarkan pemahaman masyarakat dan tingkah laku mereka terhadap hukum merokok yang telah diwartakan melibatkan seramai 100 responden dalam kawasan kajian. Semasa proses kajian dijalankan, kajian telah menggunakan kaedah soal selidik serta temubual untuk mendapatkan pemahaman dan pengetahuan hukum merokok seperti yang telah diwartakan selain pendapat mereka mengenai hukum merokok tersebut. Apabila kaedah ini dijalankan, terdapat pelbagai jawapan berhubung hukum merokok akibat pemahaman dan pengetahuan masyarakat yang berbeza-beza. Sampel kajian menunjukkan pemahaman masyarakat terhadap keputusan menggambarkan pemahaman masyarakat masih rendah.

5. KESIMPULAN

Kajian ini membuktikan bahawa pemahaman masyarakat Islam masih rendah terhadap hukum merokok dalam kalangan masyarakat Islam. Walau pun ada yang menyedari bahawa merokok dikategori sebagai haram, namun masih ramai lagi yang beranggapan bahawa merokok Cuma makruh atas sebab-sebab tertentu dan masih enggan menerima hukum merokok yang telah diputuskan dalam Muzakarah tersebut. Usaha pemahaman yang berterusan perlu dipertingkatkan oleh pelbagai pihak supaya pelaksanaan hukum merokok yang telah diwartakan harus dilaksanakan bagi umat Islam agar kelangsungan hukum diangkat ke martabat yang tinggi. Semua pihak harus mengambil tanggungjawab dan inisiatif menolak perokok dari terus melakukan amalan yang telah ditetapkan hukumnya oleh pihak berwajib. Ini perlu dilakukan secara berterusan ke semua lapisan peringkat umat Islam agar pemahaman berterusan dapat diterap agar amalan merokok ditolak secara total. Maka, kedudukan Jawatankuasa Fatwa turut diangkat dan dilihat sebagai badan yang menjaga kepentingan umat Islam seterusnya menjalankan fungsinya sebagai pusat sehati hukum-hakam berkaitan agama Islam setempat.

THE ROLE OF LEARNING APPROACHES AS MEDIATOR BETWEEN PEER SOCIAL SUPPORT AND SELF-REGULATED LEARNING AMONG ENGINEERING UNDERGRADUATES

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INTRODUCTION

The equality of quantity and quality of graduates has always been questioned by educators and academicians. The deficiencies are not so much on engineering and technical skills, but on the soft skills, namely: psychology knowledge of human interaction, leadership and management skills which fall under humanities and the social sciences domains. Engineers that Malaysian universities produced are required to have good communication skills and other soft skills. Apart from that, students also need to have knowledge in time management, reading skills and motivation in order to be successful. This is supported by Pintrich and Schunk (2002) who argued that to achieve better academic performance, engineering students need to be self-regulated and motivated in learning and education purpose and also for their future career. In order to achieve this target, self-regulation and motivation would be essential to university students' academic performance.

OBJECTIVES

This study examines two major objectives concerning the relationship between peer perceived social support, learning approaches and dimensions in self-regulated learning. Specifically, the study focuses on the following objectives:

1. To determine the relationship between:
 - Peer Perceived social support with learning approaches
 - Learning approaches with self-regulated learning
2. To determine if learning approaches mediate the relationship between peer perceived social support and self-regulated learning

METHODOLOGY

This study examines the relationship between peer perceived social support, learning approaches and dimensions in self-regulated learning. This study employed a quantitative method through a **survey using questionnaires** which were distributed to a total of 93 engineering undergraduates from the Universiti Teknikal Malaysia Melaka. **The Revised Study Process Questionnaire, LASSI and Multidimensional Perceived Social Support** were used to measure students' beliefs about self-regulatory processes, knowledge, learning approaches, and perceived social support from peers. Statistical test for mediation was conducted using a series of regression analyses

Pearson correlation analysis revealed that **there were significant relationships between learning approaches and dimensions of self-regulated learning** (see Table 3). Specifically, out of nine dimensions of self-regulated learning, only three dimensions i.e. **information processing** ($r=.22, p<.05$), **motivation** ($r=.37, p<.01$), and **self-testing** ($r=.32, p<.01$) that were found to be significantly associated with deep learning approach. Result of the study shows that students who have deep learning approach tend to use elaboration, creativity, and organization strategies in learning the material. Result also shows that **high achievement oriented students have responsibility for daily tasks, and test their own level of understanding of material**. Furthermore, **surface learning approach was associated positively with all dimensions of self-regulated learning** which are anxiety ($r=.53, p<.01$), attitude ($r=.30, p<.01$), concentration ($r=.27, p<.01$), information processing ($r=.41, p<.01$), motivation ($r=.43, p<.01$), self-testing ($r=.28, p<.01$), selecting main ideas ($r=.37, p<.01$), study aids ($r=.21, p<.05$), and test strategies ($r=.26, p<.01$).

Table 3. Relationships between learning approaches and self-regulated learning

Learning Approaches	Self-regulated Learning								
	Anxiety	Attitude	Concentration	Info Processing	Motivation	Self-Testing	Selecting Main Idea	Study Aids	Test Strategies
Deep Approach	ns	ns	ns	.22* (.04)	.37** (.00)	.32** (.00)	ns	ns	ns
Surface Approach	.53** (.00)	.30** (.00)	.27* (.01)	.41** (.00)	.43** (.00)	.28** (.00)	.37** (.00)	.21* (.05)	.26* (.01)

* $p<.05$, ** $p<.01$

DISCUSSION & CONCLUSION

The aim of this study was to determine if learning approaches mediate the relationship between peer perceived social support and self-regulated learning. Result shows that the impact of peer support on students' ability to process the information was not mediated by approach. It seems that students relied on their own ability to process

information rather than getting help from their friends. Results from this study also show perfect mediation by deep learning approach. This findings show that peers plays an important role in shaping students' attitude for succeeding in universities or colleges.

KETERIKATAN POLA AYAT DASAR BAHASA MELAYU DALAM PENGAJARAN DAN PEMBELAJARAN (PdP) BAHASA JEPUN: ANALISIS PRAGMATIK

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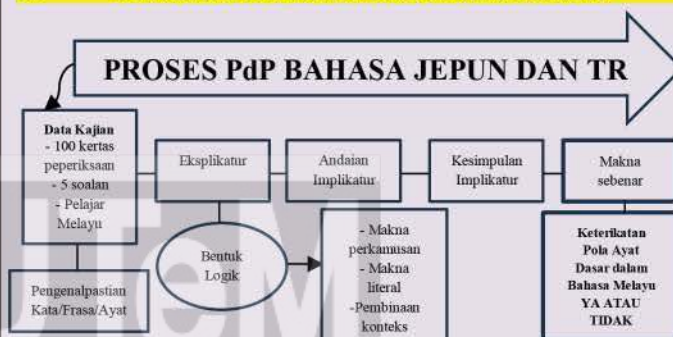
1. PENGENALAN

Keterikatan bahasa ibunda, contohnya bahasa Melayu sering menjadi permasalahan bagi pelajar semasa mempelajari bahasa ketiga (Bahasa Jepun). Antara aspek penggerak kepada interaksi verbal atau interaksi bukan verbal bagi pelajar adalah melalui pembinaan ayat mudah. Pola ayat dasar sering digunakan oleh pengajar dalam usaha membantu pelajar-pelajar menguasai nahu tatabahasa Jepun. Bertitik tolak daripada kenyataan ini pula, pengkaji akan meneliti keterikatan penutur jati bahasa Melayu di Universiti Teknikal Malaysia Melaka (UTeM) semasa mempelajari/menjawab peperiksaan akhir kursus BLLW 1232: Bahasa Jepun 1. Satu teori yang berwibawa dalam bidang pragmatik, iaitu: Teori Relevans (TR) oleh Sperber dan Wilson (1986; 1995) telah diaplikasikan bagi tujuan analisis data. Teori ini menekankan konteks, kesan kognitif, dan usaha memproses untuk membantu pelajar membina dan menyusun semula perkataan atau frasa menjadi ayat yang lengkap/gramatis dalam bahasa Jepun.

2. METODOLOGI

Kajian ini merupakan kajian kualitatif (analisis teks). Korpus binaan ayat dalam bahasa Jepun diperoleh daripada peperiksaan akhir BLLW 1232: Bahasa Jepun 1, seksyen B, bahagian 1. Bahagian ini mengandungi lima (5) soalan. Pelajar diminta untuk menyusun semula perkataan atau frasa menjadi ayat lengkap/gramatis. Sebanyak 100 kertas soalan peperiksaan akhir telah dijadikan instrumen kajian. Pensampelan bertujuan dilakukan bagi mencerminkan kertas-kertas soalan yang hanya dijawab oleh pelajar Melayu di Universiti Teknikal Malaysia Melaka (UTeM).

3. PENGAPLIKASIAN TR DENGAN DATA



4. HASIL DAN DAPATAN KAJIAN

Soalan, Jawapan dan Eksplikatur (Bentuk Logik)		Andaian Implikatur	Kesimpulan Implikatur	Kekerapan pelajar mendapat BETUL	Kekerapan pelajar mendapat SALAH
Soalan 1:	せんせい/かばん/それ/は/です/ の Sensei / kaban / sore / wa / desu / no Jawapan: <u>それはせんせいのかばんです</u> Eksplikatur: (Bentuk Logik) Sore wa sensei no kaban desu Itu cikgu punya beg.	1. Cikgu punya bag. 2. Itu cikgu punya bag. 3. Cikgu itu dan bag. 4. Cikgu itu dan sebuah bag. 5. Cikgu itu dan punya bag.	Cikgu itu mempunyai sebuah bag. POLA AYAT DASAR BAHASA MELAYU: FN+FK	87	13
Soalan 2:	は/です/わたし/かぎ/の/これ Wa / desu / watashi / kagi / no / kore Jawapan: <u>これはわたしのかぎです</u> Eksplikatur: (Bentuk Logik) Kore wa watashi no kagi desu Ini saya punya kunci	1. Saya punya kunci. 2. Ini kunci saya. 3. Kunci saya ini. 4. Ini kunci saya punya. 5. Saya mempunyai kunci.	Kunci ini kepunyaan saya. POLA AYAT DASAR BAHASA MELAYU: FN+FK	71	29
Soalan 3:	アリさん/です/の/この/は/とけい Ali san / desu / no / kono / wa / tokei Jawapan: <u>このけいはアリさんのです</u> Eksplikatur: (Bentuk Logik) Kono tokei wa ali san no desu Yang ini jam Encik Ali punya.	1. Encik Ali punya jam. 2. Ini jam Encik Ali. 3. Encik Ali dan jam. 4. Encik Ali mempunyai seutas jam.	Jam (yang) ini kepunyaan Encik Ali. POLA AYAT DASAR BAHASA MELAYU: FN+FK	43	57
Soalan 4:	は/やまださん/かんこく/の/いきました/に/きのう/へ/あさ Wa / yamada san / kankoku / no / ikimashita / ni / kinoui / e / asa Jawapan: <u>やまださんはきのうのあさにかんこくへいきました</u> Eksplikatur: (Bentuk Logik) Yamadasan wa kinou no asa ni kankoku e ikimashita Encik Yamada pada pagi semalam Korea telah pergi	1. Telah Encik Yamada pergi Korea pada semalam. 2. Encik Yamada telah ke Korea pada semalam. 3. Semalam Encik Yamada pada ke Korea. 4. Pada semalam Encik Yamada telah pergi Korea	Encik Yamada telah pergi [ke] Korea pada pagi semalam. POLA AYAT DASAR BAHASA MELAYU: FN+FK	16	84
Soalan 5:	だれ/その/の/か/カメラ/です/は Dare / sono / no / ka / kamera / desu / wa Jawapan: <u>そのカメラはだれのですか</u> Eksplikatur: (Bentuk Logik) Sono kamera wa dare no desu ka Yang itu kamera siapa punya kah	1. Yang itu kamera siapa? 2. Siapa punya kamera? 3. Kamera siapa? 4. Siapa punyakah kamera yang itu?	Kamera itu kepunyaan siapa? POLA AYAT DASAR BAHASA MELAYU: FN+FK *AYAT TANYA	50	50

*Petunjuk: FN (Frasa Nama), FK (Frasa Kerja), FA (Frasa Adjektif) dan FSN (Frasa Sendi Nama)

5. KESIMPULAN

Kajian ini telah membuktikan bahawa, masih terdapat keterikatan pola ayat dasar dalam bahasa Melayu oleh pelajar semasa menjawab soalan akhir BLLW 1232: Bahasa Jepun 1, terutamanya soalan yang melibatkan ayat panjang (rujuk soalan 4). Soalan 4 melibatkan ayat kompleks, maka pelajar tidak dapat mengaplikasikan keterikatan pola ayat dasar dalam Bahasa Melayu. Melalui perspektif pragmatik (TR) kewujudan konteks yang baik dalam masyarakat Melayu telah membantu pelajar meningkatkan kesan kognitif mereka, semasa menjawab soalan peperiksaan akhir ini. Penggubal soalan juga menggunakan andaian implikatur yang dekat dengan persekitaran sosial pelajar. Maka, usaha memproses pelajar untuk membuat kesimpulan implikatur menjadi rendah.

ORAL COMMUNICATION APPREHENSION AMONG ENGINEERING UNDERGRADUATES: A CASE STUDY IN A TECHNICAL UNIVERSITY

CENTRE FOR LANGUAGE LEARNING
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INTRODUCTION

- The Malaysian education system provides a compulsory 11-13 years of English language learning in formal classrooms.
- Many students still struggle in communicating in English. Studies suggest that communication apprehension (CA) may be one reason which hampers communicative ability in individuals.
- It is pertinent to find out if our engineering undergraduates suffer from CA.
- The ability to speak without fear is a plus point for engineering undergraduates
- Competent engineers with competent communication skills stand to be hired by multinational companies.
- Our engineering undergraduates need to alleviate fear of speaking in the English language, and chart their way to the path of success.

OBJECTIVE

This study aims to determine the level of oral communication apprehension among the Mechanical Engineering undergraduates of UTeM.

METHODOLOGY

- A total of 50 3rd year Bachelor of Mechanical Engineering at Universiti Teknikal Malaysia Melaka (UTeM) students
- The Personal Report of Communication (PRCA-24) questionnaire developed by McCroskey [1984] was used to measure the students' oral communication apprehension level.
- The questionnaire contains 24 items which are aimed at measuring students' level of apprehension while communicating in the English language in various situations.

Score indication:-

- $\emptyset < 55$ = low level of communication apprehension
- $\emptyset 55-83$ = moderate level of communication apprehension
- $\emptyset > 83$ = high level of communication apprehension

RESULTS

Table 1: Analysis of 50 students' PRCA-24

Mean	70.54
S.D.	14.11
Minimum	40
Maximum	98

Table 2: Communication Apprehension score 50 students

CA level	Frequency	%
Low	8	16.0
Moderate	32	64.0
High	10	20.0
Total	50	100.0

Table 3: Descriptive statistics for students' level of communication apprehension

Context	N	Mean	S.D.
Group discussion	50	14.64	3.83
Meeting	50	17.84	4.62
Interpersonal Communication	50	17.36	4.59
Public Speaking	50	20.68	4.55
Overall CA Level	50	70.54	14.11

- The study shows the presence of CA among the Mechanical Engineering undergraduates at a moderate level.
- Undergraduates had a higher level of communication apprehension in activity like public speaking in comparison to other communicative activities such as group discussions, meetings and interpersonal conversations.

CONCLUSION

- The study shows the presence of CA among the Mechanical Engineering undergraduates at a moderate level.
- Undergraduates had a higher level of communication apprehension in activity like public speaking in comparison to other communicative activities such as group discussions, meetings and interpersonal conversations.

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MEMBANGUNKAN KOMPETENSI KEPIMPINAN STRATEGIK BAGI PENTADBIR PROFESIONAL UTeM MENGURUS PERSEKITARAN VUCA DALAM ERA PASCA PANDEMIK

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1. PENGENALAN

Pentadbir profesional di Institusi Pengajian Tinggi (IPT) menggalas tanggungjawab besar bagi memastikan matlamat dan agenda pendidikan negara dapat dilestarikan. Perubahan globalisasi yang pesat dan teknologi baru juga telah mengubah lanskap pendidikan tinggi serta geopolitik dengan beberapa cabaran seperti wabak Covid-19 yang menyumbang kepada ekosistem VUCA (*Volatility, Uncertainty, Complexity, Ambiguity*) di universiti. Kajian ini bertujuan untuk mengkaji definisi dunia VUCA dan cabarannya di universiti serta mengenalpasti kompetensi kepimpinan strategik paling utama untuk pentadbir profesional UTeM dalam mengurus persekitaran VUCA di era pasca pandemik.

2. OBJEKTIF KAJIAN

- 1.Mengkaji kompetensi kepimpinan strategik pentadbir profesional UTeM dalam mengurus persekitaran VUCA di era pasca Covid-19.
- 2.Mengenalpasti kepentingan kompetensi kepimpinan strategik pentadbir profesional UTeM dalam mengurus VUCA di era pasca Covid-19.
- 3.Membangunkan kompetensi kepimpinan strategik yang utama untuk pentadbir profesional UTeM dalam menguruskan VUCA di era pasca Covid-19.

4. DAPATAN KAJIAN

Terdapat lima domain utama dalam kompetensi kepemimpinan strategik yang paling penting dipilih oleh pentadbir profesional UTeM dalam mengurus persekitaran VUCA. Kompetensi ini dapat dikumpulkan dalam lima domain atau tema utama berikut: **1) Pemikiran strategik dan membuat keputusan; 2) Empati dan kecerdasan emosi; 3) Kemahiran komunikasi dan interpersonal; 4) Fleksibiliti dan penyesuaian diri; 5) Inovasi dan kreativiti.** Selain itu kompetensi, 6) kemahiran teknologi; 7) kerjasama berpasukan dan 8) mengurus perubahan atau konflik juga memberikan kesan signifikan kepada kompetensi kepemimpinan strategik pentadbir profesional UTeM dalam mengurus VUCA.



6. PENGHARGAAN

Kajian ini dibiayai melalui Geran Top-Down IPTK-Pejabat Pendaftar 2022, Penyelidikan Jangka Pendek, No: (PJP/2022/TD/IPTK/S01840). Penulis juga ingin mengucapkan jutaan terima kasih kepada Universiti Teknikal Malaysia Melaka (UTeM) atas segala sokongan.

3. METODOLOGI

Kajian ini menggunakan kaedah kuantitatif dan pendekatan pemetaan konsep yang telah diubah suai untuk menentukan, mengutamakan dan berasaskan tema kompetensi utama kepimpinan strategik bagi pentadbir universiti dalam mengendalikan persekitaran VUCA. Responden kajian terdiri daripada Pegawai Tadbir Gred 41 dan ke atas dari pelbagai kategori seperti N, F, W, S, B, L yang diberi soal selidik dalam talian menggunakan *Google Form*. Data demografi dan skor kepentingan dianalisis menggunakan statistik deskriptif dan SPSS 26. Data dianalisis bagi mengukur persepsi responden untuk memilih dan mengklasifikasikan domain paling utama kompetensi kepimpinan strategik dalam mengendalikan persekitaran VUCA di era pasca pandemik.

Bil.	Kategori Skim Pegawai	Jumlah Staf Gred 41 dan ke atas
1	N (Pentadbiran)	106
2	F (Teknologi Maklumat)	28
3	S (Sains)	27
4	W (Kewangan)	22
5	B (Bakat)	6
6	L (Undang-Undang)	5
Jumlah Keseluruhan		194

Sumber: Bahagian Sumber Manusia Pejabat Pendaftar UTeM, 2023

5. KESIMPULAN

Secara keseluruhan, kajian ini dapat mengkaji definisi dunia VUCA dan mengenal pasti kompetensi kepemimpinan strategik paling utama untuk pentadbir profesional UTeM dalam menguruskan VUCA. Dapatan kajian ini sangat penting untuk kajian akan datang bagi memastikan pentadbir universiti perlu dilengkapi dengan pengetahuan terkini dan kemahiran teknologi yang cekap untuk menghadapi sebarang perubahan dalam lanskap pengajian tinggi semasa serta di era pasca pandemik.

THE ISSUES AND CHALLENGES OF COVID-19 OUTBREAK IN MALAYSIAN HIGHER EDUCATION INSTITUTIONS

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 (CeLL), UTeM



ABSTRACT

COVID-19 has had a significant impact on nearly every profession, including education. The pandemic has offered a push for transformation in the education sector because of the need for social separation; technology-based sustainable education platforms, which have never been used before, have become important. This research aims to disassemble the issues and challenges of COVID-19 Outbreak in Malaysian Higher Education Institutions (HEIs). It is revealed that 'absence of online learning facilities', 'Conducive learning environment', 'institutional practices in using digital technologies effectively,' 'socio-economic condition', 'turning away from learning', 'increasing psychological stress cases' and 'lost of direct interactions' are the vital problems faced by the students and academic staff in the implementation of teaching and learning during the pandemic of COVID-19 in the Malaysian higher education sector.

METHODOLOGY

Participants and Procedure

To evaluate the challenge and risk of the higher-level education in Malaysia during the COVID-19 pandemic, web-based online survey was conducted by using the Google Form; a free survey administration software. The period of study was between 6th June 2021 and 10th June 2021, and the survey form was distributed through WhatsApp messages. The targeted group of participants were the students (154 respondents) and academic staffs (47 respondents) in higher level education institution namely Universiti Teknikal Malaysia Melaka (Melaka), Politeknik Muadzam Shah (Pahang), Universiti Teknologi MARA (Alor Gajah, Melaka). Participation in the survey was voluntary.

Study Instruments

The questionnaire was divided into two sections where the first section covers on the respondent basic demographic, and the second section is regarding the effect of COVID-19 on the teaching and learning process. In summary, the demographic basis included information on the age, gender, status, level of study, institution, and accommodation. While in the second section, there are eight subsections with a total of thirty questions excluding the demographic questions.

DATA ANALYSIS

Data analysed comprised of questions related to the evaluation of the pandemic risk management challenges for the future of higher level of education in Malaysia. Questionnaires distributed by the researcher are based on the objectives of the study for the purpose of collecting data.

The findings of this research are explained based on the two sections of the questionnaire, section A being the demographic information and section B being the evaluation of the risk and challenges in higher learning institution due to the pandemic where 30 questions were asked. Part B includes all the eight subsections as shown in the table.

Sub-section	Description
Part A: Absence of online learning facilities	Difficulties encountered due to lack/ limited facilities to conduct online learning/ teaching
Part B: Conducive learning environment	Environmental interference / distraction that affect the learning/ teaching concentration
Part C: Institutional practices for using digital technologies effectively	Inadequate/ inappropriate tool available for learning/ teaching/ assessment purposes
Part D: Socio-economic conditions	Socio-economic might have been affected due to this uncertainty's conditions during the pandemic
Part E: Turning away from learning	Unable to cope with the current online system may cause education discontinuity
Part F: Emotional discomfort and anxiety	Quarantine/ isolation in pandemic period can affect the psychological disorder
Part G: Increasing psychological stress among students / academic staff	The challenge to grasp the sudden change in learning and teaching process (from classroom to online)
Part H: Loss of direct interactions	Impact of losing the face-to-face interaction among student and academic staff

CONCLUSION

The carried-out survey revealed a series of negative aspects related to the development of online educational processes at institutions from a student's and academic staff perspective. There were few students who did not have the necessary infrastructure to ensure the smooth running of the teaching/learning process. Thus, even if the infrastructure existed for most of the students, the communication with the academic staff was not so effective. For students who did not have the necessary digital equipment, the government/institutions should provide them to facilitate their access to classes. However, the problem could be partially solved because the students' family conditions may limit their accessibility to online learning. For those students who live in areas not covered by internet networks or with a weak internet signal, the institutions can offer rooms in dormitories with better internet connection.

Full text is available at <https://intred.utem.edu.my/index.php/proceeding>

SEMAKAN ARAH KIBLAT MASJID-MASJID WARISAN: KAJIAN DI NEGERI MELAKA

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1. PENGENALAN

Masjid warisan adalah masjid yang telah diwartakan oleh Perbadanan Muzium Melaka (PERZIM) berusia lebih 50 tahun dan masih digunakan sehingga hari ini. Kajian ini bertujuan membuat semakan dalam memastikan kesahihan arah kiblat masyarakat dahulu yang banyak berpandukan kepada kaedah tradisional. Sebanyak 56 masjid warisan telah dipilih untuk proses semakan semula arah kiblat yang dilakukan oleh pihak Jabatan Mufti Negeri Melaka dan Jabatan Ukur dan Pemetaan Malaysia (JUPEM). Kerja-kerja semakan semula arah kiblat masjid-masjid ini telah dijalankan bermula tahun 2018 sehingga 2019. Merujuk kepada keputusan Muzakarah Jawatankuasa Fatwa, Majlis Kebangsaan Bagi Hal Ehwal Ugama Islam Malaysia Kali Ke-79, tahun 2007 pada 6 hingga 8 September 2007 memutuskan had penentuan arah kiblat tidak melebihi 3° dari azimut 292°. Untuk itu usaha semakan perlu dibuat khususnya berkiatan masjid-masjid warisan yang telah dibina oleh masyarakat terdahulu.

2. OBJEKTIF KAJIAN

1. Mengkaji kesahihan arah kiblat masjid-masjid warisan di Negeri Melaka.
2. Mengenalpasti peranan Jabatan Mufti Negeri Melaka dan Jabatan Ukur dan Pemetaan Malaysia (JUPEM) dalam menyelesaikan permasalahan kiblat.
3. Merekod data-data selisih arah kiblat yang perlu diubah agar menepati kehendak syarak.



2. METODOLOGI

Kajian ini merupakan kajian kualitatif. Pendekatan adalah secara pemerhatian dan penelitian. Penelitian telah dibuat berdasarkan senarai masjid-masjid yang telah dikategorikan sebagai masjid warisan bagi negeri Melaka oleh Perbadanan Muzium Melaka (PERZIM). Menurut Faiz (2020), pihak Perbadanan Muzium Melaka (PERZIM) telah mewartakan sejumlah 56 buah masjid warisan di seluruh negeri Melaka di bawah Enakmen Pemuliharaan dan Pemugaran Warisan Budaya Negeri Melaka tahun 1988. Semasa proses semakan dan pengukuran semula arah kiblat dijalankan pihak JUPEM telah menggunakan kaedah cerapan matahari untuk mendapatkan nilai rujukan yang tepat. Cerapan matahari boleh dibuat secara terus di atas mana-mana kawasan yang tidak terlindung dari matahari. Jika kedudukan masjid terlindung daripada cahaya matahari, kaedah menggunakan batu sempadan sebagai rujukan utama akan digunakan. Pihak JUPEM akan membuat satu tanda arah kiblat (tanda tidak kekal) di bahagian *mihrab* masjid dan di bahagian belakang saf terakhir bagi tujuan makluman arah kiblat baharu.

4. DAPATAN KAJIAN

Daripada 56 buah masjid warisan yang dikaji, sebanyak 31 buah masjid yang mempunyai nilai selisih azimut kiblat lebih daripada 3°. Perbezaan ini diperolehi setelah dibuat pengukuran semula menggunakan peralatan ukur yang khusus untuk mengukur arah kiblat. Merujuk kepada keputusan Muzakarah Jawatankuasa Fatwa, Majlis Kebangsaan Bagi Hal Ehwal Ugama Islam Malaysia Kali Ke-79, tahun 2007 pada 6 hingga 8 September 2007, pesongan kiblat yang dibenarkan adalah tidak melebihi 3°.



5. KESIMPULAN

Kajian ini membuktikan sebanyak 31 buah masjid warisan di Negeri Melaka arah kiblatnya terpesong melebihi 3° yang perlu kepada perubahan arah kiblat mengikut nilai azimut yang baharu. Ini membuktikan kaedah penetapan arah kiblat terdahulu adalah tidak tepat dan konsisten. Proses semakan semula arah kiblat masjid-masjid warisan merupakan satu usaha yang sangat penting yang telah dilakukan oleh pihak Jabatan Mufti Melaka dan Jabatan Ukur dan Pemetaan Malaysia (JUPEM).. Usaha ini perlu dilakukan secara berterusan di semua masjid warisan yang terdapat di negara ini. Negeri-negeri lain perlulah menjalankan kajian dan semakan semula sepertimana yang telah dilakukan oleh pihak Jabatan Mufti Melaka dan Jabatan Ukur dan Pemetaan Malaysia (JUPEM) untuk memastikan nilai-nilai warisan yang tinggi masjid-masjid tersebut dapat dipelihara di samping masjid tersebut dapat menjalankan fungsi sebagai pusat ibadah dan keilmuan masyarakat Islam setempat.

MANAGING STRESS AMONG DEGREE STUDENTS IN UNIVERSITY COLLEGE AGROSCIENCE MALAYSIA (UCAM)

CENTRE FOR LANGUAGE LEARNING
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1. INTRODUCTION

Stress emerges as a mental and physical reaction when individuals face intense challenges. Surprisingly, minimal research has focused on the stress experienced by university students. Regrettably, the recognition of their shared humanity in experiencing stress has been overlooked.

3. METHODOLOGY

1. A three-part questionnaire was utilized with participants' consent, and there was no set time limit.
2. Participants were provided with a personally crafted online pamphlet outlining stress relief options.
3. The collected data was analyzed using SPSS version 20.
4. Keyed-in information was coded to maintain participant anonymity.

5. CONCLUSION

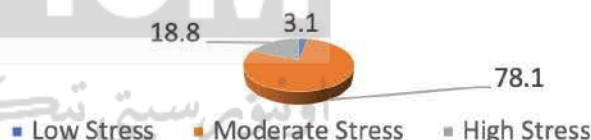
1. The study found a high prevalence of stress, with 97% of participants experiencing it. 78% of the respondents scored within the range indicating moderate stress levels.
2. 46.9% of students did not identify any stress-inducing factors during the movement control order. 8.8% had unspecified reasons, while the rest attributed their stress to various factors: 15.5% to psychosocial aspects, 6.3% to lack of physical activity, 9.4% to emotional triggers, and 3.1% to mental factors.
3. 31.3% opted for self-distraction as their coping strategy for stress, while 28% did not employ any specific coping mechanisms. Physical activity was chosen by 12.5%, and the remaining 9.4% utilized relaxation therapy, problem-solving, or communication approaches

2. OBJECTIVES

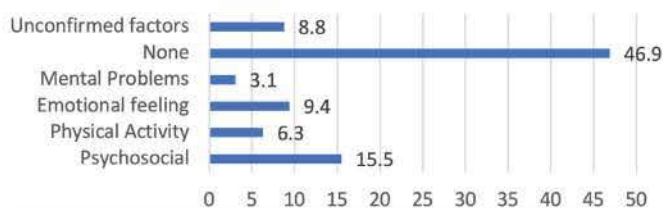
- Evaluate the prevalence and severity of stress among degree-level students at University College Agroscience Malaysia.
- Investigate the various sources and factors contributing to stress experienced by degree students in the academic environment.
- Examine the coping mechanisms and strategies employed by degree students at University College Agroscience Malaysia to manage stress.

4. RESULTS

Incidence of Stress Due to the Severity based on Perceived Stress Scale (PSS-10)



Factors Influencing Stress during the Movement Control Order 1.0 (MCO)



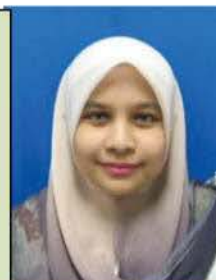
Coping Strategies Employed by Degree Students in University College Agroscience Malaysia (UCAM)



We emphasize the significance of studying undergraduate students, recognizing their potentially heightened struggles in comparison to other student categories due to the academic demands at this level.

PELANGGARAN EUFEMISME DALAM ALBUM BILLIE EILISH - *HAPPIER THAN EVER* BERPANDUKAN AKAL BUDI MELAYU DAN PRAGMATIK

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1. PENGENALAN

Penggunaan eufemisme (kesantunan berbahasa) dalam komunikasi lisan atau bukan lisan dapat diasosiasikan dengan percakapan yang halus sifatnya, maka setiap ujaran ini mempunyai peraturan ataupun etika ketika menggunakannya. Dalam masyarakat Melayu, eufemisme sering dikaitkan dengan sikap sopan santun, supaya tidak dianggap sebagai kurang ajar atau biadab. Malangnya, penggunaan eufemisme dalam kalangan masyarakat Melayu kini semakin menipis. Tambahan lagi, pengaruh muzik barat yang bertentangan dengan norma kehidupan masyarakat timur akan mewujudkan budaya *hedonisme*. Golongan anak muda pula mengidolakan penyanyi-penyanyi barat, seperti *Billie Eilish*, *Tyga*, *Nicki Minaj*, *Kanye West*, *Machine Gun Kelly* dan *Travis Scott*. Maka, tujuan kajian ini akan meneliti pelanggaran eufemisme (Allan & Burrige, 1991) dalam album *Billie Eilish – Happier Than Ever* berpandukan akal budi Melayu dan pragmatik (Teori Relevans/TR: Sperber & Wilson, 1985; 1995).

2. METODOLOGI

Kajian ini merupakan kajian kualitatif (analisis teks). Korpus lirik lagu diperoleh daripada album *Billie Eilish – Happier Than Ever* (2021). Dalam album ini mempunyai 11 buah lagu. Pensampelan bertujuan dilakukan dengan memfokuskan pelanggaran eufemisme oleh Allan dan Burrige (1991) dalam lirik-lirik lagu album tersebut. Bagi analisis data pula, pengkaji menerapkan analisis pragmatik iaitu, Rangka Rujuk Silang (Kempson, 1986) serta TR (Sperber & Wilson, 1985; 1995) yang menekankan konteks, kesan kognitif dan usaha memproses pendengar.

3. PENGAPLIKASIAN TR DENGAN DATA



4. HASIL DAN DAPATAN KAJIAN

Perlanggaran Eufemisme (Allan & Burrige, 1991) dan Analisis TR (Sperber & Wilson, 1985; 1995)	Perlanggaran Eufemisme Berserta Contoh Lirik Lagu	Pembinaan Konteks	Rangka Rujuk Silang (Kempson, 1986)
1. Anggota tubuh badan Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	But don't you get sick of posin' for pictures With that ***plastic body*** (<i>OverHeated</i>); If I shed the layers, I'm a ***slut*** . (<i>Not My Responsibility</i>)	Sejenis bahan sintetik yang warnanya ber-macam-macam untuk membuat pelbagai jenis alat (pingsan, sisi, alas meja dan lain-lain; perempuan-sundal)	1. Badan plastik merujuk kepada seseorang yang sanggup melakukan pembedahan plastik demi kecantikan, namun dapat membahayakan kesihatan serta merubah ciptaan tuhan.
2. Jantina Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	That satisfied, it's a ***male*** fantasy (<i>Male Fantasy</i>); All these other inanimate ***bitches*** , it's none of my business (<i>OverHeated</i>)	Fantasi lelaki; anjing betina	1. Fantasi lelaki terhadap seks/pornografi. 2. Penggunaan perkataan vulgar untuk merendahkan martabat wanita seperti seekor anjing betina. 3. Kata-kata merendahkan gender seseorang manusia.
3. Seks Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	Distract myself with ***pornography*** (<i>Male Fantasy</i>)	Penggambaran atau pengisahan sesuatu perlakuan yang menghairankan bagi tujuan menaikkan nafsu seks (filem/bacaan/gambar); gambaran atau pengisahan/perbuatan lucu	1. Menyebabkan ketagihan pornografi. 2. Melaikan. 3. Perasaan ingin mencuba seks. 4. Mengalihkan perhatian kepada sesuatu yang tidak sihat.
4. Kemarahan Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	Man, I'm ***overheated*** , can't be defeated (<i>OverHeated</i>)	Sangat marah, sangat sakit hati; genting, tegang, pertentangan semakin hebat.	1. <i>Heat</i> atau panas melambangkan amarah atau sesuatu yang tidak dapat ditahan dan rasa tidak selesa; 2. <i>Over</i> merujuk kepada sudah lebih dah tidak dapat dibendung dan boleh membawa pergaduhan
5. Kebencian Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	I ***hate*** the way she looks at me I ***can't stand*** the dialogue, (<i>Male Fantasy</i>)	Tidak suka, benci-bencian; saling membenci; Perasaan bermusuhan-musuhan, tidak suka akan	1. Perasaan tidak senang yang membawa kepada kebencian. 2. Perasaan saling tidak senang boleh membawa persengketaan.
6. Penyakit Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	***drunk*** in your Benz, Driving home under the influence (<i>Happier Than Ever</i>)	1. <i>Past participle</i> untuk minum; 2. Mabuk*	1. Dengan minum alkohol/arak dapat membahayakan pemandu/orang lain 2. Penggunaan bahan untuk menghayalkan dan membahayakan diri dan orang lain.
7. Kematian Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	Everybody ***dies*** , And when will I? (<i>Everybody Dies</i>); You wanna ***kill*** me? (You wanna ***kill*** me?) (<i>OverHeated</i>)	Tidak beryawa lagi, tidak hidup lagi; Membunuh	1. Pengakhiran hidup sebagai harapan. 2. pemikiran tentang takdir dan mempersoalkan tentang kematian sendiri 3. Memprovokasi keganasan seperti membunuh.
8. Ketakutan Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	I've had some ***trauma*** , did things I didn't wanna. Was too ***afraid*** to tell ya, but now, I think it's time (<i>Getting Older</i>)	Rasa terkejut (terganggu fikiran yang amat sangat) yang meninggalkan kesan yang mendalam, menakutkan dan berpanjangan; gentar (gerun, ngeri); dianggap boleh membahayakan diri	1. Rasa atau gangguan perasaan yang teruk atau mendalam. 2. Sifat memandang rasa takut atau gementar adalah gaya hidup yang tidak sihat tambahan pula jika terlalu memikirkan pandangan orang lain.
9. Merujuk kepada tuhan Semi implisit Kesan kognitif: Tinggi Usaha memproses: Rendah	"On thee we gaze, O' gold-wing'd messenger of mighty ***Gods*** , Gold-winged ***angel*** . Go home, don't tell. Anyone what you are, You're sacred and they're starved. And their art is gettin' dark. And there you are to tear apart (<i>Goldwing</i>)	Sesuatu (seperti dewa dan sebagainya) yang dipuja oleh golongan manusia yang agama atau kepercayaan mereka tidak berasaskan kepercayaan kepada Tuhan Yang Esa; Bertuhan percaya kepada atau memuja Tuhan.	Kepercayaan kepada ketuhanan dan makhluk selain manusia yang mulia dan tinggi darjatnya dari manusia tetapi disamakan dengan manusia biasa. Tuhan dan makhluk seperti malaikat tidak hidup seperti manusia dan tidak boleh dicederakan oleh manusia. Ianya boleh menimbulkan salah faham dari segi agama.

5. KESIMPULAN

Rumusannya, berdasarkan album ini berlakunya pelanggaran bagi kesemua kategori eufemisme (Allan & Burrige, 1991), terutamanya lirik lagu *Overated* dan *Male Fantasy*. Walaupun makna lirik lagu ini mungkin tidak bertujuan untuk menghina, tetapi pendedahan dan penggunaan leksikal yang vulgar telah melanggar kesantunan dan adab ketimuran di Malaysia. Dari segi pragmatik (TR) semua data lirik lagu yang diperoleh adalah bersifat semi implisit. Maka, kesan kognitif yang tinggi ini telah memudahkan pendengar mencerna lagu-lagu tersebut, walaupun konteks akal budi Melayu yang berbeza latar persekitaran sosial.



HUBUNGAN ANTARA JENIS KOMUNIKASI DAN GAYA ASUHAN IBU BAPA TERHADAP TINGKAH LAKU DEVIAN REMAJA: KAJIAN LITERATUR

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Pengenalan

Fenomena **tingkah laku devian remaja** sudah lama diperkatakan dalam masyarakat Malaysia hingga menimbulkan pelbagai persoalan. Laporan yang dikeluarkan oleh Sektor Pembangunan Kemanusiaan Unit Hal Ehwal Murid, Kementerian Pendidikan Malaysia (2013) sepuluh jenis tingkah laku jenayah dalam kalangan murid menengah dan rendah ialah **berunsur jenayah, berunsur kelucahan, kekemasan diri, tidak pentingkan masa, kurang sopan, laku musnah, ponteng sekolah, kenakalan, buli dan menghisap rokok**. Ibu bapa memainkan peranan untuk menentukan pola-pola tingkah laku anak yang mempunyai kesan ke atas pembentukan personaliti, motivasi dan pencapaian akademik anak-anak. Namun salah satu faktor yang menjadi penyumbang kepada salah laku anak / pelajar ialah **nilai kekeluargaan yang semakin pudar dan rapuh** dalam kalangan masyarakat kita hari ini. Penekanan terhadap pengetahuan keibubapaan baik berupa **aspek asuhan, pemeliharaan, perlindungan dan bimbingan secara tepat** dilihat mampu membantu pertumbuhan tingkah laku remaja yang positif

Metodologi

Sampel kajian

150 remaja akan dipilih secara **persampelan bertujuan**

Instrumen

A- Instrument Family Communication Patterns

B- Instrumen Corak Gaya Asuhan Ibumama Terhadap Remaja

C-Instrumen Kekerapan Tingkah Laku Devian Remaja

Analisis data

Analisis deskriptif

Analisis Inferensi - Ujian-t, Korelasi Pearson

Sorotan Kajian

Clark dan Shields (1997) : komunikasi antara ibu bapa dan anak yang baik, suasana yang tenteram dan beberapa ciri asuhan autoritatif yang baik akan menghasilkan remaja yang bersikap positif.

Bee dan Boyd (2002) : gaya ibu bapa yang autoritarian menggambarkan ciri-ciri kesan negatif terhadap konsep sendiri remaja kerana remaja akan mempunyai kemahiran sosial yang lemah, menjadi individu yang terlalu agresif dalam keluarga dan mempunyai risiko yang tinggi dalam menghadapi kesukaran dalam penyesuaian sendiri

Siti Nurshahizan (2014) : galakan dan didikan daripada ibu bapa yang mempunyai sikap ingin mengambil tahu tentang anak-anak dan cita-cita mereka serta mengwujudkan keselesaan belajar di rumah, akan memotivasikan anak-anak dan memberi kesan yang positif kepada mereka

Nur Fatin, Muhamad Adib dan Fatimah (2015) : ibu bapa perlu menyesuaikan gaya asuhan dan kemahiran yang dimiliki setara dengan fungsi, struktur dan saiz keluarga bagi menjamin kesejahteraan setiap ahli keluarga.

Kajian lain : mendapati penglibatan ibu bapa juga mempunyai hubungan yang signifikan dengan pendidikan anak (*Pavalache & Tirdia, 2015*), personaliti ibu bapa mempunyai hubungan yang signifikan dengan peramal tingkah laku anak (*Prinzie et. al, 2012*) dan gaya keibubapaan memberi kesan psikologikal kepada personaliti anak (*Matejevic, Todovic & Bragana, 2014*)

Objektif Kajian

1. Mengenal pasti jenis-jenis gaya asuhan (authoritarian, autoritatif dan permisif) ibu bapa remaja devian.
2. Mengenal pasti jenis komunikasi ibu bapa terhadap remaja devian.
3. Mengenal pasti hubungan gaya asuhan ibu bapa dan jenis komunikasi remaja devian.

Dapatan Kajian

- Berdasarkan daripada kajian-kajian lepas yang telah dilakukan oleh pengkajipengkaji yang lalu, seperti Siti Nurshahizan (2014),
- Zainuddin dan Norazmah (2011), Che Hasniza dan Fatimah (2011), Yahya dan Latif (2005), Bee dan Boyd (2002), dan Badrolzaman (2006), didapati jenis komunikasi yang diamalkan ada kaitannya dengan gaya asuhan ibu bapa dan seterusnya akan memberi kesan kepada tingkah laku remaja.
- Oleh yang demikian kajian ini juga diharapkan dapat memberi jawapan kepada persoalan di atas seterusnya dapat membantu pihak-pihak yang bertanggungjawab dalam melaksanakan program seperti ini demi untuk kepentingan remaja devian dan juga ibu bapa yang terlibat

Rumusan

Kesimpulannya, isu tingkah laku devian remaja ini perlu diberi perhatian supaya dapat diatasi dengan lebih berkesan. Sehingga kini, **tidak semua ibu bapa yang jelas akan jenis-jenis gaya keibubapaan** dalam mendidik anak-anak terutama anak-anak remaja. Ibumama perlu sedar akan batasan antara ibu bapa dan anak untuk menjamin keberkesanan gaya keibubapaan tersebut. Gaya keibubapaan yang sesuai dengan situasi yang diamalkan amat penting untuk menjamin perkembangan mental remaja dan seterusnya mengelakkan tingkah laku devian dalam kalangan remaja.

FACTORS AFFECTING POOR PERFORMANCE IN MUET AMONG UTeM UNDERGRADUATES

NIK RAHILA BINTI WAN IBRAHIM
Mohd. Fauzi bin Kamarudin
Noor Maslian bt. Othman

AFFILIATION

Universiti Teknikal Malaysia Melaka



Introduction

UTeM strives to produce competent graduates, who are outstanding in both technical and soft skills that are crucial for them to be a valuable human capital. Being able to communicate effectively in the English Language is one of the said soft skills. However, this still leaves to be desired in UTeM graduates. One measurement is by the low scores in the national-level MUET. UTeM's Centre for Languages and Human Development (PBPI) has increased its efforts from time to time to counter this predicament and help students to excel in their MUET, and yet no significant changes have been achieved. This shows that a study needs to be conducted to determine the factors influencing these low scores and to reach a viable solution to remedy the problem.

Results

The study found that the poor performance in MUET can be seen based on their results that they obtained for their English subject in SPM. Even though they responded as having a high determination to pass MUET and understanding that English is important for their employability needs, it is still insufficient to improve their poor performance in MUET.

Analysis

Although participants responded as having a high determination to pass MUET and understanding that English is important for their employability needs, it is still insufficient to improve their poor performance in MUET. They would have to increase their efforts in actually engaging in the language itself while maintaining their motivation in their goal to score better in MUET. New and different language learning strategies need to be employed as combined use of these strategies may result to be effective and has a positive impact on language abilities in their efforts to improve their MUET scores.

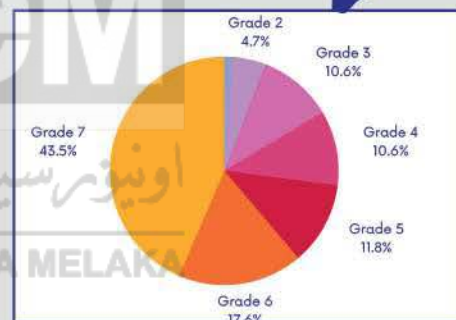
Objective

The objectives of the research are as follows:

- a.To identify the demography of UTeM MUET candidates
- b.To identify factors that contributes to students' poor performance in MUET.
- c.To propose a plan to remedy this problem.

Methodology

This research combines both qualitative and quantitative methods of data collection in the forms of questionnaires, semi-structured interviews as well as document search. The scope of this study is 2007 MUET candidates of UTeM. The total number of registered MUET candidates is 406 students. The data obtained are analyzed based on the objectives of the study. In this study SPSS version 16 is used to facilitate data analysis and findings.



Number of distribution and percentage of respondents in obtained grade for English in SPM

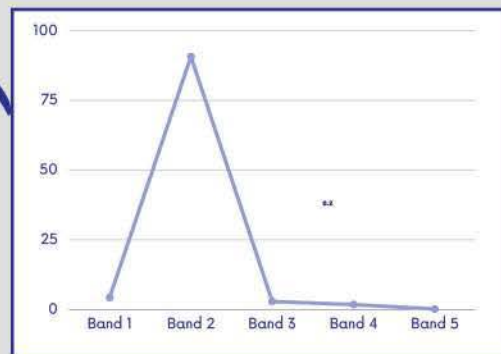
RELATED LITERATURE

The maximum scores for each component in MUET is 45 for Listening and Speaking, 120 for Reading Comprehension and 90 for Writing, with an aggregate score of 300. The scores are then graded in 6 bands, with Band 6 the highest and Band 1 the lowest.

The use of language learning strategies is consistently linked with language proficiency (Green & Oxford, 1995; Wharton, 2000). Good language learners orchestrate and combine their use of particular types of strategies in effective ways (O'Malley & Chamot, 1990). The use of language learning strategies is consistently linked with language proficiency (Green & Oxford, 1995; Wharton, 2000).

Action

1. Stream students by language proficiency level in order to monitor student achievement at each proficiency level and deliver appropriate services.
2. A conducive classroom environment that will stimulate teaching and learning of English Language should be provided.
3. Devise a more comprehensive plan of educational experiences and activities for the students that match students' interest, motivation and level of understanding.



Number of distribution and percentage by the results the respondents obtained for MUET

HUBUNGAN ANTARA AMALAN AGAMA ISLAM DENGAN GAYA KEPIMPINAN JURUTERA MUSLIM DI NEGERI MELAKA

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1. PENGENALAN

Kajian ini adalah untuk meninjau amalan agama Islam dan hubungannya dengan gaya kepimpinan jurutera Muslim di negeri Melaka. Negeri Melaka dipilih dalam kajian ini bertepatan dengan statusnya yang telah diisytiharkan sebagai negeri maju pada tahun 2010 oleh Perdana Menteri Malaysia sebagaimana dilaporkan dalam Portal Pusat Maklumat Rakyat (Anon, 2010). Manakala jurutera Muslim dipilih dalam kajian ini kerana mereka adalah sebahagian daripada golongan profesional yang berperanan besar dalam membangun dan memajukan negeri Melaka tanpa menafikan peranan lain-lain pihak sehingga negeri Melaka dianugerahkan status negeri maju pada tahun 2010.

2. OBJEKTIF KAJIAN

1. Menganalisis hubungan antara amalan agama Islam dengan gaya kepimpinan jurutera Muslim di negeri Melaka.
2. Menganalisis sumbangan amalan agama Islam terhadap gaya kepimpinan jurutera Muslim di negeri Melaka.
3. Menganalisis gaya kepimpinan dominan yang diamalkan oleh jurutera Muslim di Negeri Melaka.

3. METODOLOGI

Metodologi kajian meliputi kaedah-kaedah yang digunakan oleh pengkaji untuk mendapatkan data dalam kajian yang dilakukan. Kajian ini adalah kajian deskriptif. Menurut Mohd. Majid (2005), kajian deskriptif adalah penyelidikan yang bermatlamat untuk menerangkan sesuatu fenomena dan kaedah ini tidak memerlukan usaha untuk mengawal sesuatu olahan. Kajian korelasi akan memberi penekanan kepada penentu dan melihat sejauh mana hubungan antara pemboleh ubah. Oleh itu, kajian ini bertujuan mengkaji hubungan amalan agama Islam dengan gaya kepimpinan jurutera Muslim di negeri Melaka.

4. DAPATAN KAJIAN

- Dapatan menunjukkan bahawa tahap amalan agama Islam jurutera Muslim di negeri Melaka dalam tiga aspek yang dikaji iaitu akidah, ibadah dan akhlak adalah baik (100%).
- Manakala analisis terhadap gaya kepimpinan autokratik dan gaya kepimpinan demokratik menunjukkan bahawa gaya kepimpinan autokratik jurutera Muslim berada di tahap sederhana. Berbeza dengan tahap gaya kepimpinan demokratik ia berada di tahap yang tinggi.
- Berdasarkan Ujian Korelasi Pearson, hasil kajian menunjukkan bahawa akidah mempunyai hubungan yang signifikan dan korelasi yang sederhana dengan gaya kepimpinan autokratik ($r = -.366, p = .000$).
- Hasil kajian ini juga menunjukkan bahawa tiada hubungan yang signifikan antara ibadah dengan gaya kepimpinan autokratik ($r = -.047, p = .388$).
- Selain itu, hasil kajian menunjukkan bahawa akhlak mempunyai hubungan yang signifikan dan korelasi yang sederhana dengan gaya kepimpinan autokratik ($r = -.325, p = .000$).
- Kajian seterusnya menunjukkan bahawa akidah mempunyai hubungan yang signifikan dan korelasi yang sederhana dengan gaya kepimpinan demokratik ($r = .320, p = .000$).
- Hasil kajian menunjukkan tiada hubungan yang signifikan antara ibadah dengan gaya kepimpinan demokratik ($r = .067, p = .234$).
- Kajian juga menunjukkan akhlak mempunyai hubungan yang signifikan dan korelasi yang sederhana dengan gaya kepimpinan demokratik ($r = .301, p = .000$).
- Analisis regresi pelbagai (*stepwise*) pula menunjukkan bahawa amalan agama Islam jurutera Muslim menyumbang secara songsang sebanyak 19.8% terhadap gaya kepimpinan autokratik sementara sumbangan amalan agama Islam terhadap gaya kepimpinan demokratik ialah sebanyak 15.3%.
- Kajian ini juga menunjukkan bahawa gaya kepimpinan demokratik ($M=4.5550$) adalah lebih dominan diamalkan berbanding gaya kepimpinan autokratik ($M=2.7459$) dalam kalangan jurutera Muslim di negeri Melaka.

5. KESIMPULAN

Kesimpulan kajian mendapati bahawa terdapat hubungan yang signifikan antara amalan agama Islam dengan gaya kepimpinan jurutera Muslim di negeri Melaka. Hubungan amalan agama Islam dengan gaya kepimpinan jurutera Muslim dalam kajian ini ditunjukkan dengan mengaitkan elemen amalan agama Islam yang terdiri daripada akidah, ibadah dan akhlak dengan gaya kepimpinan jurutera Muslim terdiri daripada gaya kepimpinan autokratik dan gaya kepimpinan demokratik. Analisis Korelasi Pearson digunakan untuk mengenal pasti hubungan antara kedua-dua

6. PENGHARGAAN

Kajian ini dibiayai sepenuhnya oleh Universiti Teknikal Malaysia Melaka (UTeM) melalui tajaan penyelidikan program cuti belajar di UKM Bangi Selangor. Penulis juga ingin mengucapkan terima kasih kepada Universiti Teknikal Malaysia Melaka (UTeM) atas segala tajaan dan sokongan selama ini.

PERSPEKTIF AL-QUR'AN TERHADAP AMALAN KEWANGAN KONVENSIONAL: ANALISIS PERBANDINGAN BERKAITAN RIBA DAN KADAR FAEDAH PERBANKAN

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1. PENGENALAN

Faedah yang menjadi teras kepada amalan perbankan konvensional moden merupakan perkara yang dilarang dalam ajaran Islam menurut perspektif al-Quran dan ia tidak boleh wujud sama sekali dalam amalan kewangan Islam. Merujuk kepada sejarah panjang urus niaga kewangan sepanjang zaman, memberi atau mengenakan kadar faedah telah menjadi amalan yang sebatu dalam kehidupan manusia sama ada di pihak individu atau institusi. Amalan ini telah bermula sejak sekian lama sebelum manusia mengenali wang sebagai alat pertukaran atau penentu nilai serta simpanan masa hadapan. Ia berlaku dalam urus niaga yang melibatkan mata wang dan komoditi dalam bentuk hutang atau jual beli (pertukaran). Untuk itu, riba atau faedah perlu difahami dengan betul supaya urus niaga kewangan yang dilaksanakan menepati prinsip-prinsip syariah. Perspektif al-Quran telah memberikan gambaran yang jelas berkaitan riba yang diharamkan dan menunjukkan jalan penyelesaian yang praktikal melalui pelaksanaan urus niaga jual beli.

2. METODOLOGI

Kajian ini merupakan kajian kualitatif (analisis teks). Analisis perbandingan merujuk kepada teori Ab Mumin Ab Ghani (1995) berkaitan riba dalam al-Quran. Aplikasi amalan kewangan Islam akan difokuskan kepada produk produk kewangan yang ditawarkan oleh institusi perbankan konvensional. Pensampelan dilakukan terhadap institusi perbankan tempatan yang tertakluk kepada kawal seliaan Bank Negara Malaysia berdasarkan produk-produk kewangan yang ditawarkan merujuk kepada teori *al-Riba al-Jahiliyyah* yang dikemukakan oleh Ab Mumin.

3. HASIL DAPATAN (PERBANDINGAN)

Terdapat tujuh (7) gambaran perbandingan berkaitan amalan riba *al-Jāhiliyyah* dan amalan kadar faedah perbankan konvensional yang telah dikenal pasti tempatan. Berikut merupakan gambaran perbandingan tersebut:

1. Amalan riba *al-Jāhiliyyah*
2. Urusniaga pinjaman wang atau hutang pembiayaan .
3. Bayaran tambahan yang dikenakan pada kadar tertentu
4. Kos kelewatan atau lanjutan tempoh pembayaran semula .
5. Aktiviti urus niaga deposit simpanan wang
6. Urusniaga pinjaman wang berasaskan jumlah wang sebenar
7. Jaminan atau cagaran diperlukan dalam kes-kes khusus

4. ANALISIS PERBANDINGAN BERKAITAN RIBA DAN KADAR FAEDAH PERBANKAN

Riba al-Jahiliyyah	Kadar Faedah Perbankan Konvensional
Amalan riba <i>al-Jāhiliyyah</i> dipelopori oleh individu-individu kaya yang berfungsi sebagai penyedia perkhidmatan kewangan yang menerima deposit dan menyediakan kemudahan pinjaman wang	Perbankan konvensional merupakan satu sistem yang berteraskan kadar faedah. Ia terdiri daripada rangkaian institusi yang menawarkan pelbagai produk kewangan dalam bentuk deposit, pinjaman dan perkhidmatan
2 Pengamalan riba <i>al-Jāhiliyyah</i> berlaku dalam urus niaga pinjaman wang atau hutang untuk pembelian barangan	Kadar faedah dikenakan atas pinjaman wang atau pinjaman untuk kemudahan pembelian aset kewangan atau aset lain seperti rumah
3 Bayaran tambahan (riba) yang dikenakan pada kadar tetap sebagaimana yang telah dipersetujui di awal kontrak tersebut	Kadar faedah yang dikenakan adalah pada kadar tetap atau ia boleh berubah-ubah mengikut perubahan <i>BLR (kadar pinjaman asas)</i>
4 Bayaran tambahan (riba) akan dikenakan kepada penghutang atas kelewatan atau perlanjutan tempoh pembayaran semula hutang hingga boleh menjadikan jumlah hutang asal berganda-ganda	Bayaran tambahan (riba) akan dikenakan kepada penghutang atas kelewatan atau perlanjutan tempoh pembayaran semula hutang hingga boleh menjadikan jumlah hutang asal berganda-ganda
5 Pelaksanaan urus niaga deposit simpanan wang di zaman jahiliah hanya memberikan jaminan keselamatan wang dan tidak menjanjikan pemberian sebarang faedah	Institusi perbankan konvensional bukan sahaja memberikan jaminan keselamatan wang pendeposit tetapi menjanjikan pemberian faedah pada kadar yang telah ditetapkan
6 Pelaksanaan urus niaga pinjaman wang di zaman jahiliah berasaskan jumlah wang sebenar yang dipegang oleh mereka kerana urus niaga hanya boleh dilaksanakan dengan kewujudan wang secara fizikal	Institusi perbankan konvensional mempunyai kaedah khusus dalam menentukan jumlah pinjaman yang boleh ditawarkan berdasarkan peratus nisbah kecairan yang dimiliki dan bukannya wang secara fizikal
7 Jaminan atau cagaran diperlukan bagi membolehkan pinjaman diberikan dalam kes-kes tertentu sebagai langkah keselamatan terhadap pembayaran semula hutang	Institusi perbankan konvensional dalam kes-kes tertentu meminta jaminan atau cagaran sebagai satu langkah pencegahan bagi membolehkan jumlah hutang tersebut diperoleh semula

5. KESIMPULAN

Dapatan ini telah membuktikan bahawa, perspektif al-Quran telah memberikan gambaran yang jelas berkaitan riba yang diharamkan dan ia telah menunjukkan jalan penyelesaian yang praktikal melalui pelaksanaan urus niaga jual beli. Walaupun sejarah panjang urus niaga kewangan sepanjang zaman telah sebatu dengan amalan memberi dan mengenakan kadar faedah (riba) sama ada di pihak individu atau institusi, al-Quran dengan tegas telah memuktamadkan pengharaman ini dengan jelas serta objektif bagi mencapai keseimbangan dalam kehidupan bermasyarakat.

UNSUR IMPLISIT DALAM LAGU RAKYAT “MEIN VATER WAR EIN WANDERSMANN” BAGI MASYARAKAT JERMAN BERPANDUKAN AKAL BUDI MELAYU DAN PRAGMATIK

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1. PENGENALAN

Perihal mengenai lagu rakyat sama ada pandangan falsafah Barat (*western philosopher*) dengan pandangan falsafah timur (*eastern philosopher*) telah membawa makna yang selari, iaitu: menceritakan perihal masyarakat, alam, haiwan, tumbuh-tumbuhan ataupun senario semasa di kawasan tersebut. Lagu rakyat biasanya dinyanyikan semasa bermain, mendodoikan anak, hiburan setelah penat membanting tulang dan juga semasa majlis-majlis keraian. Maka, kajian ini akan meneroka unsur implisit dalam lagu rakyat bahasa Jerman iaitu, “*Mein Vater war ein Wandersmann*” berpandukan akal budi Melayu dan pragmatik, iaitu: Teori Relevans (Sperber & Wilson, 1986, 1995). Lagu rakyat ini menceritakan seorang anak yang ingin mewarisi minat bapanya iaitu sebagai seorang pengembara yang merantau ke setiap pelusuk negeri di Jerman. Rumusannya, kajian ini telah membuka perspektif baharu terhadap penganalisan lagu rakyat masyarakat Jerman berpandukan akal budi Melayu dan bidang pragmatik.

2. METODOLOGI

Kajian ini merupakan kajian kualitatif (analisis teks). Korpus lagu rakyat bahasa Jerman diperoleh daripada *Deutsche Volkslieder Singstimme und Gitarre* (Bernd Pachnike Hg, 2004). Kajian ini meneliti lagu rakyat yang bertajuk “*Mein Vater war ein Wandersmann*”. Pensampelan bertujuan bagi setiap lima rangkap, 40 baris dan 180 patah perkataan telah dianalisis bagi mengesan unsur implisit yang terdapat dalam lagu rakyat ini. Bagi memerihalkan makna implisit dalam lagu tersebut, akal budi Melayu dan pragmatik yang menekankan eksplikatur, bentuk logik, implikatur, andaian implikatur, kesimpulan implikatur dan jenis *ad hoc* akan diterapkan oleh pengkaji.

3. DATA DARIPADA BARIS LIRIK LAGU YANG MENGANDUNGI UNSUR IMPLISIT (UI)

- UI 1:** Hubungan rapat ayah dan anak (*Und mir steckt's auch im Blut*) – terjemahan literal “Dan ia mengalir di dalam darahku”.
- UI 2:** Menghargai kesihatan (*Erhält das Herz gesund*) – terjemahan literal “menjadikan jantung kita sihat”.
- UI 3:** Kebebasan (*Warum singt dir das Vögelei*) – terjemahan literal “Kenapa burung-burung itu menyanyi”
- UI 4:** Kepuasan dan kegembiraan (*Was murmelt's Bächlein dort und rauscht*) – terjemahan literal “kenapa bercakap dengan suara tertahan dan meluru ke sungai itu”
- UI 5:** Ilmu pengetahuan dan petunjuk (*Drum trag ich's Ränzlein und den Stab*) – terjemahan literal “Jadi saya membawa beg dan tongkat”

4. CONTOH ANALISIS DAN PERBINCANGAN: KERANGKA AKAL BUDI MELAYU DAN TEORI RELEVANS BAGI DATA “UI 5: DRUM TRAG ICH'S RÄNZLEIN UND DEN STAB”

Analisis Teori Relevans (TR) - Sperber & Wilson (1986, 1995)

Eksplikatur: Drum ***trag*** ich's ***Ränzlein*** und ***den Stab***		Bentuk logik: (i) Drum: Jadi, (sebenarnya berlaku), sebenarnya (benar-benar melakukan sesuatu); (ii) Trag: membawa, mengangkat sesuatu sambil bergerak ke suatu tempat lain; (iii) ich's: saya, kata nama diri pertama; (iv) Ränzlein: beg, bekas untuk mengisi, menyimpan dan membawa barang; (v) und: dan, kata hubung; (vi) den Stab: tongkat, sekerat kayu, rotan yang dipegang ketika berjalan untuk menyokong. <i>(Kamus Dewan Edisi Keempat, 2016)</i>
Terjemahan literal: Jadi saya ***membawa*** ***beg*** dan *** tongkat***		
Implikatur	Andaian Implikatur	Kesimpulan Implikatur
<i>Trag</i> ←	→ Perjalanan	1. Jauh perjalanan luas pemandangan. 2. Alam dapat mengajar kita erti kehidupan. 3. Perjalanan membawa ilmu sebagai petunjuk kehidupan.* 4. Cabaran dalam mencari ilmu.
<i>Ränzlein</i> ←	→ Ruang ilmu	
<i>den Stab</i> ←	→ Petunjuk	
Jenis Ad Hoc		
Peluasan		

5. KESIMPULAN

Lagu rakyat mempunyai peranan dan sumbangan yang tersendiri dalam proses pembentukan nilai mendidik masyarakat. Nilai ini merupakan unsur implisit yang merujuk kepada akal budi manusia sehingga dapat membentuk jiwa yang “sayang akan keluarga”, “mementingkan kesihatan”, “kebebasan”, “kepuasan dan kegembiraan” serta “ilmu pengetahuan sebagai petunjuk kehidupan”. Dari sudut pragmatik, konteks yang dibekalkan dalam lagu rakyat ini telah menyumbang kepada keintelektualan akal budi Melayu itu sendiri. Maka, pendengar memperoleh kesan kognitif yang baik, sehingga usaha memproses untuk memahami lagu rakyat berpandukan kearifan lokal masyarakat Melayu menjadi mudah dan berwibawa.

SPEAKING ANXIETY AMONG MALAY LEARNERS OF ENGLISH

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INTRODUCTION

Fluency in speaking English has become essential, particularly for undergraduates studying at tertiary level education as English is their medium of instruction for most subjects. However, despite having learnt the language for several years before entering university or colleges, undergraduates experience anxiety when speaking English. Hence, this research aims to identify the causes of speaking anxiety in the English language classroom among undergraduates.



Students doing group discussion in class

RESEARCH OBJECTIVE

To identify causes of speaking anxiety among Malay learners of English.

METHODOLOGY

This study adapted PRISMA in conducting a systematic literature review. The methodologies involved in the review encompass four sequential steps. The steps are identification, screening, eligibility and data extraction. Systematic Literature Review (SLR) is a kind of literature review using descriptive techniques for collecting secondary data, critically evaluating studies, and qualitatively or quantitatively synthesizing results. The objective of systematic reviews is to tackle these issues by recognizing, reviewing and integrating the results of all appropriate, high-quality individual studies that attend to all the study issues.

RESEARCH FINDINGS AND DISCUSSION

- Speaking anxiety among language learners is caused by low level of language competence and study abilities.
- Second language learners are discouraged from studying the target language if the teacher emphasizes too much on grammatical structures or linguistic characteristics in class.
- Malay students worry about making mistakes when speaking in English.
- Learners of English get self-conscious when asked to communicate in English with their peers.
- Students learning English as a second language are afraid to speak in an organized and structured environment in front of their peers or native speakers.
- Students who worry about examinations feel intimidated or stressed because of 'threatening environment'.
- Language learners with individual personality characteristics such as shyness, silence, or hesitation usually have speaking anxiety while learning English as a second language.

CONCLUSION

The results revealed that the main cause of speaking anxiety is a lack of confidence among Malay learners of English. The Malay undergraduates learning English also showed high level of anxiety in speaking English, especially during class.

IMPROMPTU SPEECH AS AN INSTRUCTIONAL STRATEGY IN DEVELOPING UNDERGRADUATE ENGINEERS' ENGLISH ORAL PROFICIENCY

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BACKGROUND OBJECTIVES

This study aims to:

- Investigate on the performance of the undergraduate engineers in the Descriptive Impromptu Speech Assessment in terms of task fulfilment, accuracy, fluency and pronunciation
- Determine the average English proficiency level acquired by the undergraduates upon the completion of the instructional period

METHODOLOGY

1. This study used Purposive Sampling in the selection of 206 participants comprising of third-year undergraduates taking on English for Professional Interaction subject in a technical university in Malaysia.
2. One of the learning outcomes of this course is to enable students to present clear detailed descriptions and viewpoints on a wide range of issues which include a two-minute impromptu descriptive speech.
3. After some mock impromptu speech sessions, they were geared towards the individual descriptive impromptu speech assessment.

STUDY INSTRUMENT

- Adapted version of the B2 Speaking Rubric Progress Test 2.
- The marking criteria of the rubric options include Task Achievement, Language Accuracy/Range, Fluency and pronunciation.
- In this descriptive impromptu speech assessment, students were required to give a detailed account of an experience on topics related to education, workplace, health and fitness, technology, environment and social issues.

DATA ANALYSIS

- Descriptive statistics (SPSS version 22) was used to identify the mean score values and standard deviation of the four criteria that include task achievement, pronunciation, language accuracy and fluency as well as the mean score obtained by the participants in the assessment

RESULTS

Assessment	N	Mean	Standard Deviation
Task Achievement	206	3.90	0.34
Pronunciation	206	3.69	0.47
Language Accuracy (Grammar)	206	3.21	0.47
Fluency (Vocabulary)	206	3.05	0.33

- It is evident that the students are weakest at "Fluency" followed by "Language Accuracy".
- Since the participants of this study have attained a mean score denoting a "Good" proficiency level, instructors could tap on other alternative approaches to heighten their proficiency levels to "Very Good" and "Excellent" as a way forward in producing global professionals.

CONCLUSION

- The findings of this study have resulted in several pedagogical implications. It has provided insights into how the descriptive impromptu speech course and task design as well as instructional methods and materials such as modules could be further improved to fulfil the needs of the undergraduate engineers. Pointing out the importance of impromptu speech, the findings too pave a way for the implementation of a ten-minute impromptu speech practice in every other course and in the context of this study, it is applicable to all the engineering courses in the technical university. The findings of this study have indeed provided a promising futuristic alternative in developing the oral proficiency of the engineering undergraduates in a growing technical university.

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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE (EI) AND THE MALAYSIAN UNIVERSITY ENGLISH TEST (MUET) PERFORMANCE AMONG TECHNICAL STUDENTS



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1 INTRODUCTION

- Past research has proven that emotional intelligence, the ability to justify one's emotions is integral in higher education, especially in teaching and learning English Language.
- The Malaysian Higher Education Blueprint 2015-2025 known as MEB (HE) has stressed the importance of English proficiency among undergraduates to raise their competitiveness.
- Many studies have proven that those who have emotional intelligence skills have a higher tendency to improve English Language as EI skills assist them in understanding the language better.



3 METHODOLOGY

- The cross-sectional survey design was used to collect the data.
- The respondents were given the EQI questionnaire which had been constructed to collect the respondents' EI, which covers these aspects; self-awareness, self-regulation, empathy, self-motivation and social skills subskills.
- This quantitative research involved 250 respondents from two different fields and from five different engineering faculties in a technical university (TVET students).
- This study was designed by following the Goleman – Noriah EI Theory (2004), so the emotional intelligence domains used in this research are based on the EI domains that were constructed by Noriah (2004).
- The Cronbach's Alpha in Statistical Package for Social Science (SPSS) software has been used to evaluate the reliability of the instruments. The output recorded a very high 0.946 for all 30 items for the overall internal consistency value.

5 RESEARCH FINDINGS

- This study reports that students from the ICT courses have a higher level of emotional intelligence as compared to students from the engineering course.
- The emotional intelligence levels among the students from different types of courses and programmes are different.
- It can be summed that the EI performance helps to increase the students' MUET performance by a large percentage (49.8%).
- The findings illuminate the fact that emotional intelligence has an impact on students' performance in English tests that measure their language proficiency in listening, speaking, reading, and writing.
- The level of emotional intelligence among undergraduate students in the technical university reliably predicts the students' MUET performance.
- The positive relationship between MUET achievements and EI subskills indicated that an increase in emotional intelligence could increase MUET accomplishments.

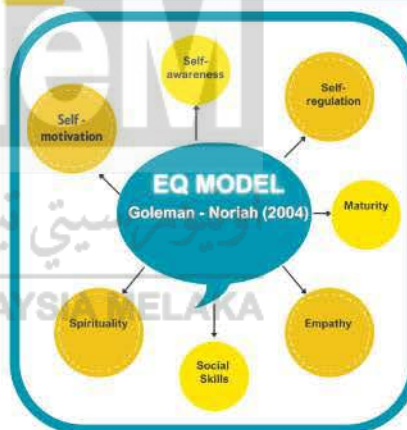


2 RESEARCH OBJECTIVES

The main objectives of this study are to examine

- the relationship between emotional intelligence (EI) and MUET performance among undergraduate students in the technical university
- the correlation between emotional intelligence and MUET performance among 250 respondents from engineering and information and communication technology (ICT) courses and
- can the level of emotional intelligence (EI) among undergraduate students in a technical university predict the students' performance in MUET?

4 CONCEPTUAL FRAMEWORK



6 CONCLUSION

- Since emotional intelligence affects English Language performance, the integration of emotional intelligence skills should be implemented in every English course offered at the technical university.
- The findings also suggest the need for the involvement of the stakeholders be it the management, faculties, lecturers and students in enhancing MUET performance, including the integration and implementation of the elements of emotional intelligence in the teaching and learning of the English language.

7 ACKNOWLEDGEMENT

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SCAN ME

Mechanical Engineering Students Perceived Speaking and Listening Competence: A Self-Assessment

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INTRODUCTION

In second language learning contexts, effective communication is achieved by a combination of four macro skills that includes speaking and listening. These skills that lead to effective communication in English are seen as vital to help in securing employment in many sectors. These skills remain to be relevant to the needs of the industry such as the engineering and tourism fields, especially when communicating with people from all parts of the world. Many studies have proven the importance of communication skills for employment and being slightly more needed than technical skills. Understanding students' issues in these skills will shed light on some pedagogical implications that can help ESP practitioners to improve teaching delivery.

OBJECTIVE

To establish preliminary data to evaluate students' speaking and listening skills based on their perception. The data obtained in this study will be utilised to enhance students' communication skills.

METHODOLOGY

The quantitative and descriptive designs were employed in this study using a Can-do Scale adopted questionnaire. Part 1 of it is on the respondents' demographic details while Part 2 contains the speaking and listening skills Can-do Scale. 39 engineering students from the Faculty of Mechanical Engineering, UTeM were selected to answer the questionnaire. The data was analysed using the SPSS software and later interpreted to answer the research questions.

RESULTS & ANALYSIS

The mean score for respondents' speaking skills is 3.57, which is slightly higher than the average value. This shows that the respondents are able to speak in English without much predicament in conveying their messages. Majority of the respondents are capable to use English language for basic purposes. However, some respondents face difficulties when they are required to describe themselves, give opinion on special topics that require appropriate vocabulary and use specific tenses for specific situation

The calculated mean score for listening skills section is 3.42, slightly less than the speaking skills. However, the mean score is higher than the average value. This shows that most of the students are able to utilise their listening skills without major problems. However, going into more details of the results revealed that the respondents might have difficulties in understanding native speaker's command of language. This might be due to students' limited experience or exposure to the kind of language that is used by native speakers that leads to the lack of context for them to digest utterances in the language.

Table 1| Results of Can-do scales for English speaking skills

"Can-do" statement	Mean Score	Quite easily	Some difficulty	Great difficulty	Not at all
1. Order a simple meal in a restaurant	3.57	34 (87.2%)	5 (12.8%)	0 (0%)	0 (0%)
2. Ask for directions on the street	3.56	23 (59.0%)	15 (38.5%)	1 (2.6%)	0 (0%)
3. Buy clothes in a department store	3.67	27 (69.2%)	11 (28.2%)	1 (2.6%)	0 (0%)
4. Introduce myself in social situations, and use appropriate greetings and leave-taking expressions	3.51	20 (51.3%)	19 (48.7%)	0 (0%)	0 (0%)
5. Give simple biographical information about myself (place of birth, composition of family, early schooling, etc.)	3.56	23 (59.0%)	15 (38.5%)	1 (2.6%)	0 (0%)
6. Talk about my favorite hobby at some length, using appropriate vocabulary.	3.35	16 (41.0%)	21 (53.8%)	2 (5.1%)	0 (0%)
7. Describe my present job studies, or other major life activities accurately and in detail	3.44	18 (46.2%)	20 (51.3%)	1 (2.6%)	0 (0%)
8. Tell what I plan to be doing 5 years from now, using appropriate future tenses	3.21	34 (85.9%)	19 (48.7%)	6 (15.4%)	0 (0%)
9. State and support with examples and reasons a position on a controversial topic (for example, birth control, nuclear safety, environmental pollution)	2.82	6 (15.4%)	23 (59.0%)	7 (17.9%)	3 (7.7%)

"Can-do" statement	Mean score	Quite easily	Some difficulty	Great difficulty	Not at all
1. Understand very simple statements or questions in the language ("Hello," "How are you?", "What is your name?", "Where do you live?" etc.)	3.95	37 (94.9%)	2 (5.1%)	0 (0%)	0 (0%)
2. In face-to-face conversation, understand a native-speaker who is speaking slowly and carefully (that is deliberately adapting his or her speech to suit me)	3.67	29 (74.4%)	8 (20.5%)	1 (2.6%)	1 (2.6%)
3. On the telephone, understand a native speaker who is speaking to me slowly and carefully (that is deliberately adapting his or her speech to suit me)	3.67	26 (66.7%)	13 (33.3%)	0 (0%)	0 (0%)
4. In face-to-face conversation with a native speaker who is speaking slowly and carefully to me, tell whether the speaker is referring to past, present or future events	3.49	21 (53.8%)	16 (41.0%)	2 (5.1%)	0 (0%)
5. In face-to-face conversation, understand a native speaker who is speaking to me as quickly and as colloquially as he or she would to another native speaker	3.31	15 (38.5%)	21 (53.8%)	3 (7.7%)	0 (0%)
6. Understand movies without subtitles	3.46	19 (48.7%)	19 (48.7%)	1 (2.6%)	0 (0%)
7. Understand news broadcasts on the radio	3.41	19 (48.7%)	17 (43.6%)	3 (7.7%)	0 (0%)
8. On the radio, understand the words of a popular song I have not heard before	3.26	16 (41.0%)	17 (43.6%)	6 (15.4%)	0 (0%)
9. Understand play-by-play descriptions of sports events (for example, a soccer match) on the radio	3.28	17 (43.6%)	16 (41.0%)	6 (15.4%)	0 (0%)
10. Understand two native speakers when they are talking rapidly with one another	3.05	13 (33.3%)	16 (41.0%)	9 (23.1%)	1 (2.6%)
11. On the telephone, understand a native speaker who is talking as quickly and as colloquially as he or she would to another native speaker	3.08	13 (33.3%)	17 (43.6%)	8 (20.5%)	1 (2.6%)

CONCLUSION

The study proves that students perceived themselves as having problems to communicate factual topics. It also suggests that effective communication between respondents and English native speakers at future workplace setting might be difficult to be achieved. This signals that UTeM students have not achieved the proficiency needed to function at workplace. However, this investigation had not involved respondents from other faculties in UTeM. Therefore, involving respondents from the other faculties in future would lead to a more generalised finding to represent the students' language proficiency as a whole.

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Link to full paper: <https://www.ijrte.org/wp-content/uploads/papers/v8i5/E5720018520.pdf>

“BRITISH ENGLISH OR AMERICAN ENGLISH?”: PENUTUR MELAYU GEN Z DAN PEMILIHAN LEKSIKAL DALAM DOMAIN PAKAIAN BERPANDUKAN ANALISIS PRAGMATIK

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1. PENGENALAN

Tanah Melayu (TM) berada dalam era penjajahan British pada tahun 1824 melalui Perjanjian Inggeris-Belanda. British telah campur tangan dalam urusan pentadbiran TM yang sebelum ini diuruskan Raja-Raja Melayu dengan bantuan pembesar-pembesar negeri. Kedatangan British yang membawa bersama-sama buruh asing telah mewujudkan sekolah sekular (Melayu, Cina, Tamil dan Inggeris). Di sekolah Melayu, Bahasa Inggeris (BI) ada diperkenalkan di beberapa sekolah supaya murid-murid lepasan sekolah Melayu berpeluang berkhidmat dengan pihak British. Kini, pengajaran dan pembelajaran BI terus diperluas di peringkat sekolah rendah, menengah, mahupun universiti. Dalam masa yang sama, pengaruh media massa dan sosial terus memvariasikan pemilihan leksikal BI penutur Melayu. Maka, tujuan kajian ini akan meneliti pemilihan leksikal “British or American English” oleh penutur Melayu Gen Z dalam domain pakaian berpandukan analisis pragmatik (Teori Relevans/TR: Sperber & Wilson, 1985).

2. METODOLOGI

Kajian ini merupakan kajian kualitatif (analisis teks). Korpus leksikal diperoleh daripada *British or American English?: A Handbook of Word and Grammar Patterns* (Algeo, 2006). Pensampelan bertujuan dilakukan dengan memfokuskan leksikal dalam domain “pakaian” sahaja. 100 informan (50 lelaki/50 perempuan) Melayu Gen Z telah dipilih dengan teknik purposif. Sebanyak lima (5) jenis pakaian telah dijadikan data kajian. Analisis pragmatik iaitu, TR akan digunakan kerana TR mementingkan konteks, kesan kognitif, dan usaha memproses penutur.

3. PENGAPLIKASIAN TR DENGAN DATA



4. HASIL DAN DAPATAN KAJIAN

Data	Pembinaan Konteks Leksikal Penutur	Kesan Kognitif	Contoh Usaha Memproses Penutur Melayu Gen Z Terhadap Leksikal	Kekerapan Penutur Mendapat Makna Sebenar “British or American English”
	“JUMPER” OR “SWEATER” OR “BAJU SEJUK” OR “BAJU OOTD” OR “BAJU LENGAN PANJANG”	1. Jumper OR Sweater: Pakaian bahagian atas badan yang dibuat daripada benang bulu, gentian buatan yang boleh dipakai di luar sebagai jaket, atau dipakai bersama kot.	1. Pakai bila sejuk. 2. Pakai bila demam/tidak sihat. 3. Malaysia tiada salji/musim sejuk. 4. Corak krismas. 5. Pakaian panas.	Pemilihan Leksikal dalam <i>British English</i> - Jumper (+): 22 informan Pemilihan Leksikal dalam <i>American English</i> - Sweater (+): 74 informan Leksikal disingkirkan 4(-): Baju sejuk, Baju OOTD, Baju Lengan Panjang
	“TROUSERS” OR “PANTS” OR “JEANS” OR “SELUAR PANJANG” OR “DENIM” OR “SELUAR”	2. Trousers OR Pants: Pakaian berkaki yang dipakai dari pinggang ke bawah (ada yang panjang dan ada yang pendek); celana. Berseluar memakai seluar.	1. Seluar jeans. 2. Kasar. 3. Pelbagai corak. 4. Tidak formal. 5. Boleh pakai bila-bila masa.	Pemilihan Leksikal dalam <i>British English</i> - Trousers (+): 3 informan Pemilihan Leksikal dalam <i>American English</i> - Pants (+): 91 informan Leksikal disingkirkan 6(-): Jeans, Seluar Panjang, Denim, Seluar
	“TRAINERS” OR “SNEAKERS” OR “KASUT” OR “KASUT JALAN” OR “KASUT BERTALI”	3. Trainers OR Sneakers: Sejenis pakaian yang digunakan untuk menutup dan mengalas kaki; kasut; sepatu.	1. Kasut jalan. 2. OOTD (outfit of the day) 3. Lapis kaki. 4. Pakai luar rumah. 5. Lebih kasual	Pemilihan Leksikal dalam <i>British English</i> - Trainers (+): 8 informan Pemilihan Leksikal dalam <i>American English</i> - Sneakers (+): 16 informan Leksikal disingkirkan 76(-): Kasut, Kasut Berjalan, Kasut Bertali
	“WAISTCOAT” OR “VEST” OR “JEKET” OR “JEKET KESELAMATAN” OR “BAJU OOTD” OR “BAJU HITAM”	4. Waistcoat OR Vest: Sejenis kot pendek berlengan dan terbuka di bahagian depan atau boleh dizip, labuhnya hingga ke bahagian punggung.	1. Jarang pakai. 2. Panas. 3. Pakai bersama kemeja/t-shirt 4. Keselamatan. 5. OOTD (outfit of the day).	Pemilihan Leksikal dalam <i>British English</i> - Waistcoat (+): 19 informan Pemilihan Leksikal dalam <i>American English</i> - Vest (+): 67 informan Leksikal disingkirkan 14(-): Jeket, Jeket Keselamatan, Baju OOTD, Baju Hitam
	“NAPPY” OR “DIAPER” OR “PEMPES” OR “LAMPIN” OR “LAMPIN BAYI”	5. Nappy OR Diaper: Sejenis kain pembalut (anak kecil dan lain-lain), kain bedung; 2. Kain empat persegi berwarna putih yang dipakaikan pada bayi untuk menyerap air kencing.	1. Baby/bayi. 2. Kencing. 3. Berak (buang air besar). 4. Perlu ditukar selepas digunakan. 5. Lebih kasual	Pemilihan Leksikal dalam <i>British English</i> - Nappy (+): 24 informan Pemilihan Leksikal dalam <i>American English</i> - Diaper (+): 68 informan Leksikal disingkirkan 8(-): Pempes, Lampin, Lampin Bayi

5. KESIMPULAN

Hasil daripada dapatan ini, pemilihan leksikal bagi penutur Melayu Gen Z lebih terarah kepada *American English* berbanding dengan *British English*. Pelbagai faktor boleh ditelaah sebab penutur Melayu Gen Z kini, lebih memilih *American English* dalam ujaran mereka berbanding *British English*, contohnya: budaya hiburan Barat (lagu, filem, bual bicara) lebih dekat dengan konteks golongan ini. Dari sudut TR oleh Sperber dan Wilson (1985), pembinaan konteks daripada leksikal penutur Melayu Gen Z adalah baik, maka kesan kognitif dan usaha memproses terhadap leksikal-leksikal yang diberikan bermanifestasi dan berwibawa.



MUET-TRACING TOOL

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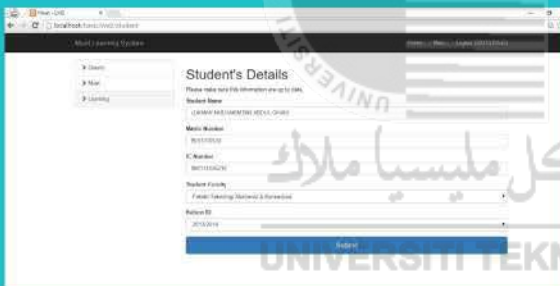
PRODUCT DESCRIPTION

MUET-Tracing tool is a system that monitors and traces students' result in MUET. Problems related to tracing students' achievement in Malaysian University English Test (MUET) is a common problem across the faculties in UTeM. Hence there is a need for a mechanism to efficiently trace students performance in MUET. MUET-LMS is an online management system that manages students' performance in University MUET. It specifically traces students' performance in Listening, Speaking, Reading and Writing skills allowing students to focus on the skills that they need help the most. The identification of the students based on their faculties help the respective faculties to monitor students who have not achieved the required MUET and for graduation.

PRODUCT DESIGN

- To monitor and trace student's MUET result based on Listening, Speaking, Reading and Writing.
- To trace students' results by Faculty/ Band/ Cohort/ Year/ Academic Advisor/ User
- To notify PA (Student Advisor) through e-mail on their students update.

STUDENTS' INTERFACE



STUDENTS' INTERFACE



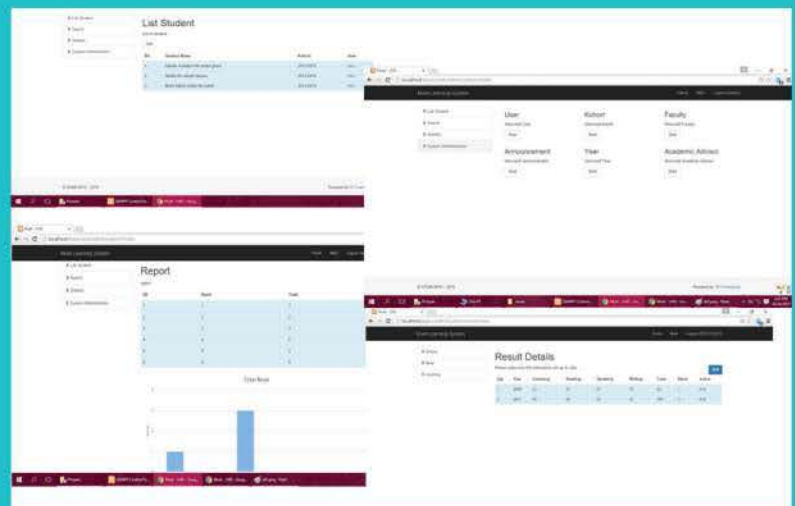
NOVELTY/INVENTIVENESS

New monitoring and tracing tool that specifically traces students' performance in Listening, Speaking, Reading and Writing skills allowing the universities/students to focus on the skills that they need help the most.

APPLICATION & COMMERCIALISATION POTENTIAL

- Public Universities / Colleges / Polytechnics / Community Colleges
- School
- Education Center / Private Tuition Center

ADMIN / PA INTERFACE



MUET-TRACING TOOL@LY2015001756

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