AN INVESTIGATION INTO THE WRITTEN COMPOSITION ERRORS
~~INTO THE WRITTEN COMPOSITION ERRORS~~ the

OF CHINESE ~~LEARNERS OF MALAY~~ speakers in Malay written compositions AND THEIR IMPLICATIONS FOR

THE EFFECTIVE TEACHING OF MALAY AS A SECOND LANGUAGE

THESIS

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ABSTRACT

Up to 16 years ago, Malay was taught only to Malay pupils in Malay medium and English medium schools. Today, it is a compulsory subject in all schools and a pass in Malay is a condition for all public examinations. Malay (Bahasa Malaysia) is now the official language of Malaysia. The ultimate aim is that Malay will be the sole medium of instruction for all subjects in schools.

In this new situation, teachers of Malay have a special responsibility. Not only does the success of government policy depend on their skill ; on their ability depends to a large measure the prospect in life of their pupils.

In the past, the basis of Malay instruction to non-Malay learners has been the finding of research done in the teaching of English as a second language, together with certain assumptions, for example, on the extent of the influence of bazaar Malay, which may not be well-founded. There seems to be now a strong case for a more specific and direct research into the teaching of Malay language itself.

This thesis is written in the belief that a study of the errors made by Chinese learners of Malay in their written composition will reveal the true nature of their problems. Teachers might find indications of the areas for remedial teaching which will be required

of them ; they might be able to consider how best to prevent the growth of bad language habits by effective teaching at a more elementary stage.

The work has been divided into four stages:-

(i) The identification of the errors.

(ii) Their division into two major classes - grammatical and lexical, the emphasis in this thesis being on the grammatical. Grammatical errors are classified into types and sub-types with reference to the grammatical description outlined in chapter two.

(iii) The explanation of the errors and their possible causes.

(iv) Some suggestions which might help those concerned with the teaching of Malay to combat those errors.

ACKNOWLEDGEMENT

LIST OF NON-LETTER SYMBOLS

///	Sentence boundary
//	Clause boundary
/	Phrase boundary
+	Morpheme boundary
*	Unproductive formation
---	is transformed into
=	is translated into English as

ABBREVIATIONS

A	Adjunct (an element in clause structure)
adj.	adjective
C	Complement (an element in clause structure)
Cl	Clause
H	An element in nominal phrase structure
H^n	Item at H is a noun
H^{ppn}	Item at H is a personal pronoun
H^{prn}	Item at H is a proper noun
H^v	An element in verbal phrase structure
M	An element in nominal phrase structure
M^d	Item at M is a determiner
M^{adj}	Item at M is an adjective
M^{ppn}	Item at M is a personal pronoun
M^{prn}	Item at M is a proper noun

M^{non}	Item at M is a non-numeral quantifier
M^{yg}	Item at M is a yang piece (a feature of rank-shift)
M^{V}	Item at M is a verb
NP	Nominal phrase
P	Predicator (an element in clause structure)
PP	Prepositional phrase
pn	preposition
Q	An element in nominal phrase structure
Q^{c}	Item at Q is a classifier
Q^{n}	Item at Q is a numeral quantifier
Q^{non}	Item at Q is a non-numeral quantifier
S	Subject (an element in clause structure)
X	An element in verbal phrase structure
Y	An element in verbal phrase structure

CONTENTS

CHAPTER   ONE

General   Introduction
_____

1.0 The Country

Malaysia occupies two distinct regions in South-East Asia - the Malay Peninsula which extends south southeast from the narrow Kra Ithmus to the Straits of Johore and the north western coastal area of the Island of Borneo. The former is now known as West Malaysia and the latter as East Malaysia.

Malaysia has come into being in two separate stages. The Federation of Malaya which comprised the Malay states and the Straits Settlements of Penang and Malacca achieved independence from the British government on 31st., August, 1957. The Federation was dissolved when Malaysia came into being on 16th September 1963.

1.01 The People

A diversity of peoples compose Malaysia's population of 10 million. According to census and population figures as at 31st December 1967, the population of Malaysia is made up as follows:-

	West Malaysia	East Malaysia
Malays	4, 351,021	-
Chinese	3,157,423	-
Indians & Pakistanis	957,944	-
Others	188,911	-
	8,655,299	1,513,880

Two races, the Malays (the indigenous people) and the Chinese,

CHINA

BURMA

FORMOSA

Hong Kong

NORTH
VIET-
NAM

THAILAND

PHILIPPINE
REPUBLIC

SOUTH
VIET-
NAM

CAMBODIA

South

China

Sea

SABAH

Jesselton

MALAYA

BRUNEI

Kuala
Lumpur

SARAWAK

Kuching

SINGAPORE

REPUBLIC   OF   INDONESIA

0   100   200   300

MILES
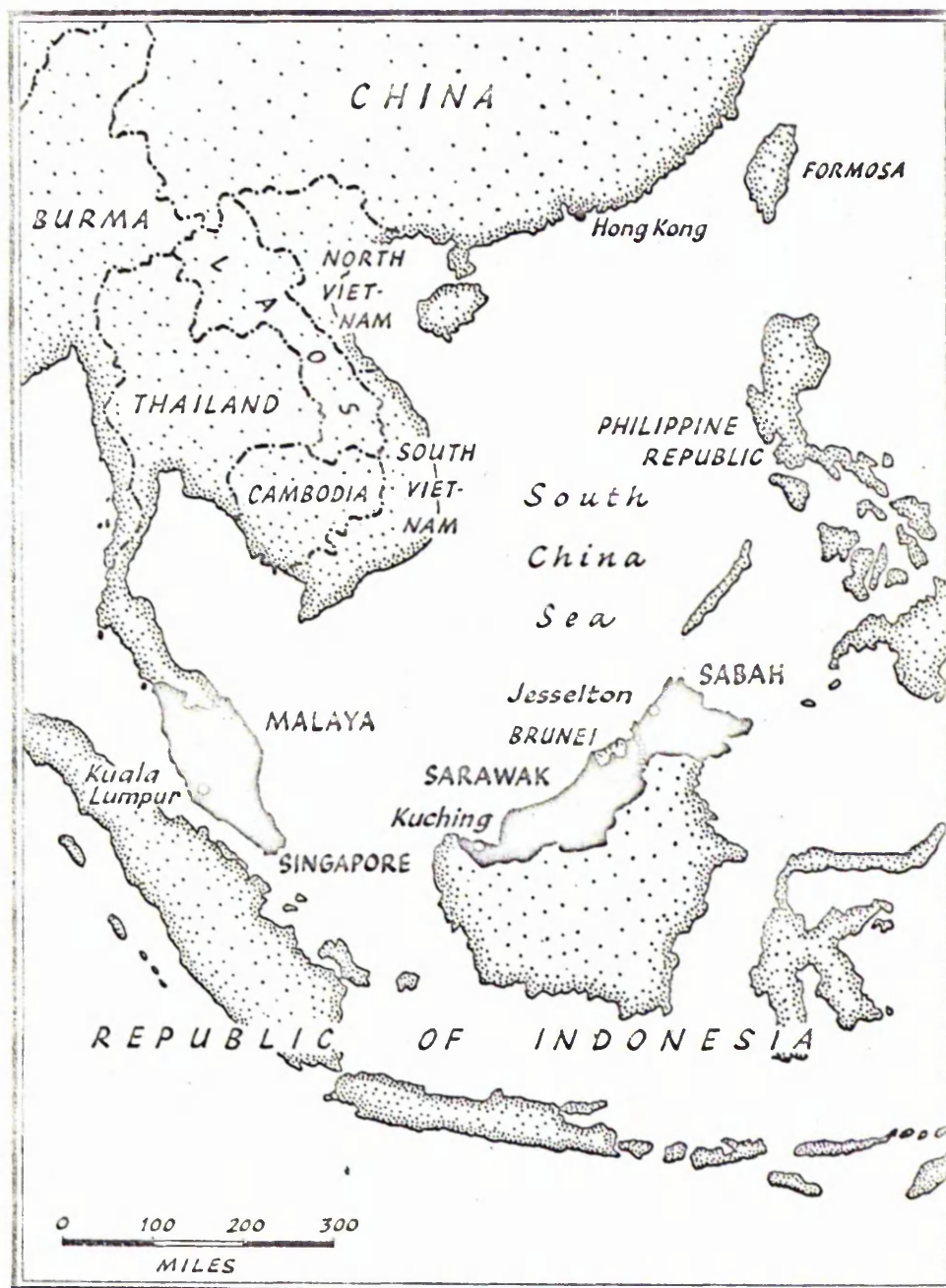
A general map of Malaysia and its neighbours

descendents of immigrants, dominate in West Malaysia - the Malays

forming 50% of the population and the Chinese 37% The Chinese are

more concentrated on the west coast and in particular, in large towns

and in industrial areas, while the Malays predominate on the east

coast and in rural and agricultural areas.

1.02 The Chinese and their dialects.

The Chinese in Malaysia have been described as a microcosm

of China in their tribal composition, their numerous dialects and the

variety of their superstitious and religious beliefs. The majority

of them have originated from the southern provinces of China, and

although the records of Chinese connections with the Peninsula and the

Borneo states go back to very early centuries, Chinese settlements in

the Peninsula itself really began soon after the foundation of Penang

by the British in 1786. The flow of Chinese immigrants became steady

towards the end of the nineteenth century when labourers were needed

to work in tin mines all over the Peninsula, particularly on the west

coast. In the inter-war years (1919 - 1939) they flooded into the

country in such alarming numbers that the British government found it

necessary to introduce a quota system. Since 1942, Chinese immigration

into Malaya has been almost stopped.

Among the Chinese, at least nine dialects are spoken, many of them

are mutually unintelligible. Dialectal distribution among the Chinese in West Malaysia is roughly as follows:-

Hokkian	31.7 %
Hakka	21.8%
Cantonese	21.7%
Tieucheu	12.1%
Hainanese	5.3%
Kwangsai	3.0%
Hockchui	2.0%
Hengkwa	.5%
Hockchia	.4%
Others	1.5%
Total	100 %

In each of the urban areas, there is a Chinese lingua franca, which speakers of other Chinese dialects learn, often in a pidgin form; Cantonese in Ipoh and Kuala Lumpur and Hokkian in Penang.

Since 1920, following the national movement in China, Chinese medium schools have recognized Guo-yu (Mandarin) as the medium of instruction.

1.1 The role of English

Since 1909 when the whole of the Peninsula came under British domination, English has been the most important language in the country. Consequently, the language has played a very significant role in the life of any educated Malaysian. It is a language of social prestige and a language of economic advancement. It is a passport to higher education and to higher social status conferred by respectable employments. Chinese parents have always wanted their children to study English. They consider the knowledge of English as an essential part of their children's education.

Today, Malay is the official and national language of the country[1] but the position of English has had little change.

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1. As from 1967 Malay (Bahasa Malaysia) is the official language of the country but English continues to be the alternate official language.

1.2 The Malay language[1].

1.21 The Malay language is a member of the Malayo-Polynesian or Austronesian language family which is one of the most extensive in the world and contains about 125 million speakers. Other members spoken in areas from Formosa to New Zealand and from Madagascar to Easter Island, include some well-known tongues such as Tagalog spoken in the Phillipines, Batak and Minangkabau in Sumatra, Sundanese and Javanese in Java and Bugis in Celebes. Historical records have shown that since the time of Srivijaya (680 - 1250 A.D.) Malay has been the lingua franca in the Indonesian archipelego. The Sultanate of Malacca (1400 - 1511 A.D.) helped to spread the use of Malay; and the knowledge of Malay was certainly considered essential among traders in the area. Early in the sixteenth century Piga Feeta, the Italian sailor who travelled with Magellan compiled a list of basic Malay words with glosses in Italian. The list was designed for use by his fellow-sailors. In the nineteenth century the Dutch introduced Malay as the medium of instruction in schools in areas where Malay was not the mother-tongue. Similarly, Malay was selected by the Chartered Company of North Borneo to be the medium of instruction in the vernacular schools for the indigenous people of North Borneo.

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1. It is now common to refer 'Malay language (Bahasa Melayu) as Bahasa Malaysia.

1.22 The earliest records of Malay are found in inscriptions of the
Seventh century from Sumatra in a Southern Indian script.

1.23 Modern Malay as the contemporary standard form of communication
can be considered to be a fairly recent phenomenon with the tradition
reaching not much further back than the end of the last century. Its
immediate predecessor, the 'classical Malay' known as 'Bahasa Melayu
Lama', had its beginning soon after the spread of Islam in South-East
Asia in the fourteenth century. Islam brought the Perso-Arabic script,
popularly known as the 'Jawi script' which became the accepted medium
of writing. Examples of this variety of literary Malay are to be
found in the works under the heading of 'hikayat' meaning simply

'story', and include titles such as 'Hikayat Raja-Raja Pasai = The
Annals of the Rulers of Pasai (1400 A.D.) and 'Hikayat Sejarah Malayu =
The Malay Annals (1500).

The beginning of modern written Malay coincides with the impact
of western civilization in the Peninsula, but its development was re-
stricted until the Federation of Malaya achieved independence in 1957,
due to the economic, social and political importance of English[1]. Like
many other languages today, it is necessarily an artifical system, for
besides embodying natural trends of language development, various
activities such as the introduction of formal education in Malay

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1. See (1.1)

medium primary schools towards the end of the nineteenth century,

Malay newspapers (1890), radio and books have all contributed towards

the spread and the development of written Malay. In fact, as in many

countries, it is a system in which the educated minorities have played

the most important role.

These various trends and activities contribute towards the

formation of standard written Malay which today is the style used by

all writers, journalists and for all forms of formal communication.

Admittedly, its norm must be considered still weak, but it has undoubtedly

much greater uniformity among its users than the spoken standard Malay.

1.24. The spoken language has many distinct dialects, the majority

of which are geographically marked. The speech of educated Malays, in

particular of the capital of Kuala Lumpur is today recognized as the

standard speech. The pidginised form of the language used as the lingua

franca of the market place between races is known as "bazaar Malay".

1.25 Under the 1957 Constitution of the Federation of Malaya, Malay

was proclaimed to be the national language, but for a period of at least

10 years (i.e. until 1967) English would continue to be the alternate

official language.

Naturally, in a multi-racial country like Malaysia, the tasks

involved in implementing this goal are tremendous. A further concern

has been the fact that, linguistically Malay had failed to keep pace

with technological, commercial and scientific developments of the

modern age. Before the days of the European, Malay had been the lingua franca of much of South-East Asia and its versatility and flexibility enabled it to survive repeated onslaughts by various European and Asian languages.

The Federation of Malaya government and now the Malaysian government and various interested agencies have acted in an aggresive manner to remedy these deficiencies. An important and very significant step was the establishment of the Dewan Bahasa dan Pustaka (Language and Literary Agency). The Agency has been charged with great responsibilities - among them to develop literary talents, especially in the national language, publishing and promoting the publication of literature, standardizing spelling, coining new technical terms and preparing the Malay language dictionary. It is in the production of school text books in Malay that the Agency has met with considerable success.

1.3 The Malay language among the Chinese

It would be correct to assume that today it will be a rare experience for anyone to meet a Chinese who is completely non-Malay speaking[1]. The knowledge of Malay among the Chinese can best be described as a cline ranging in terms of the indivual speakers from completely non-Malay speaking at one end who never use any Malay in their daily life,

1. Professor R.B.Le Page of the University of Malaya who conducted a survey in 1962 found that of 200 students in the University of Malaya and the Malayan Teachers College, Kuala Lumpur, all but two of the Chinese students spoke Malay of one sort or another.

through speakers who make use of varying degrees of Malay (usually

bazaar Malay[1]) to the end point where a Chinese speaker has

completely mastery of the language. The completely non-Malay

speaking Chinese are usually to be found among the older generation

of Chinese living in large towns on the west coast of the Peninsula.

The younger generation Chinese have good opportunities now to be

proficient in Malay. Already a fair number of them have graduated

with honours degrees in Malay studies and many Chinese are at present

teaching various subjects in Malay-medium primary and secondary schools.

The great majority of the Chinese people speak the bazaar Malay.

Many of those who are living in predominently Malay areas such as the

states of Kelantan and Trengganu and to a lesser extent the states of

Kedah and Perlis have become proficient in speaking the local dialects.

It is a well-known fact that many Chinese individuals and Chinese

organizations including the Federation Chinese Teachers Association

opposed very strongly the decision to make Malay the sole official

language of the country. They would have preferred the four main

languages spoken in the country namely Malay, English, Chinese and Tamil

to be the official languages. Inevitably, some Chinese would look down

upon the Malay language which in their view would not measure up to the

standard of their own language. These factors contribute towards the

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1. See 1.24.

somewhat slow acceptance of Malay as the official language by the Chinese community.

1.4 The Education System.

1.41 Under the British administration, there were four distinct types of schools - the English medium schools (primary and secondary) and the Malay medium schools (primary), the Chinese medium schools (primary and secondary) and the Tamil medium schools (primary). There was then very little in common between them.

1.42 To-day, while primary education is still available in the four media, English and Malay are compulsory subjects in all schools. For a Chinese pupil entering a Chinese medium primary school, the task would be tremendous for besides having to learn Mandarin (an entirely new language for him), he would also have to learn Malay and English. The age at which the pupil is exposed to the three languages varies from school to school but in any case not later than 8 years old.

1.43 For secondary education, only two types are recognized by the government[1], the English-medium secondary schools and the Malay-medium secondary schools. Malay is compulsory in the English-medium schools and English is compulsory in Malay-medium schools.

1.5 The Teaching of Malay as a second language

The teaching of Malay as a subject in non-Malay medium schools

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1. Under the present system, Chinese secondary schools are using English as the medium of instruction.

has a very short history.   It has its beginning soon after the

publication of the Barnes Report on Malay Education[1] (1952), but

it was not until after the publication of the Education Report of 1956[2],

(popularly known as the Razak Report) that rigorous efforts were made

to teach Malay to non-Malay pupils.   Prior to 1952, Malay was taught

only to Malay-speaking pupils in English-medium schools with the view

to prepare them to offer Malay as a subject for the Cambridge Overseas

School Certificate Examination[3].   A small and insignificant number of

non-Malay pupils also sat for the paper.   In a sense, the teaching

of Malay to Malay pupils in English-medium schools until 1957[4],

followed very closely the methods of teaching a second language.

Most teachers of Malay used English as the medium of instruction and

the major part of learning the language took the form of translation

from and into English.

1.51 Razak Report

The Razak Report which became the basis of the 1957 Education

Ordinance came out when the country was about to achieve independence.

Quite naturally, it laid great stress on the position of Malay as the

National Language and recommended the establishment of " a national

1.   The report recommended that Malay and English should be made
     compulsory in all government and government-aided schools.
2.   Report of Education Committee 1956 - Kuala Lumpur 1956.
3.   This examination was taken at the end of the fifth year in the
     secondary school.   It was conducted jointly by the Cambridge
     University, Local Examination Syndicate, and the Examination
     Syndicate, Malaysia.   It has now been replaced by the Malaysian
     Certificate of Education.
4.   Malay syllabus X which requires all answers to be written in
     Malay was introduced.

system of education acceptable to the people of the Federation
as a whole which will satisfy their needs and promote their cultural,
social, economic and political development as a nation, having
regard to the intention to make Malay as the National Language of the
country whilst preserving and sustaining the growth of the language
and culture of other communities living in the country". The immediate
effect of the recommendation was that Malay became compulsory in all
government and government-aided schools. The Report also declared that
"The ultimate objective of the educational policy of the country must
be to bring together the children of all races under a national system
of education in which the National Language is the main medium of
instruction, though we recognise that progress towards this goal cannot
be rushed and must be gradual"[1].

1.52 Report of the Education Review Committee 1960.

The importance of Malay in the school curriculum was further
enhanced by this report which recommended that "The Lower Certificate
of Education[2] and the Federation of Malaya Certificate of Education[3]

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1. Razak Education Report 1956.
2. This examination is taken at the end of the third year in the secondary school. Only those who pass well in the examination will be allowed to continue their education in form four.
3. This examination is now known as the Malaysian Certificate of Education and it is equivalent to the Cambridge Oversea School Certificate (except that the award is conditioned by a pass in Malay.) The examination (conducted jointly by the Cambridge Examination Syndicate and the Examination Syndicate, Malaysia) has now replaced the Cambridge Oversea School Certificate Examination)

shall be conducted only in the official languages (Malay and English)".
In 1964, a pass in Malay (National Language) was made compulsory in the
Lower Certificate of Education.

1.53 Teachers of Malay as a second language

With very few exceptions, teachers of Malay to Chinese learners,
particularly in the upper classes of the secondary schools, are native
speakers of Malay.   Four types of teachers are distinguished:-

(a)   University graduates either with pass degrees or honours
      degrees in Malay who in addition have received training
      leading to the award of the Diploma in Education.

(b)   Teachers who have received general purpose training
      either at Teacher Training Colleges or have received their
      training part-time.   The latter are known as Normal Trained
      Teachers.

(c)   Those who have received special training in the teaching of
      Malay as a second language at the Language Institute,
      Pantai Valley, Kuala Lumpur.

(d)   Those who have received training for the teaching of general
      subjects for Malay medium primary schools.

It has been the policy of the Ministry of Education that only graduates should teach in the upper secondary classes. But a shortage of graduate teachers have forced those in groups b, c, and to a lesser extent in group d, to teach up to form five. In fact, it is correct to say that today the majority of teachers who are preparing the candidates for the Malaysian Certificate of Education are teachers of groups b and c.

1.54 Methods of teaching Malay

1.541 It is relevant to point out that in almost all cases the teaching of Malay to non-Malay speaking pupils is conducted in the medium of Malay. This situation is determined very largely by the requirements of the examination papers at all levels of public examinations - namely that all answers must be written in Malay.

1.542 While it cannot be denied that many teachers of Malay still need to resort to translation to explain certain lexical and grammatical items, the grammar-translation method as a way of teaching language has been little used. The preceding paragraph has explained why such a method would be to the disadvantage of the learners.

1.543 The most widely used method is the direct method. This is partly because it is the method most useful and practical to meet the needs of the examination requirements and partly because most teachers

have been familiar with it in connection with the teaching of English as
a second language. Training colleges where courses on the teaching of
Malay as a second language are given have also adapted and adopted the
methods of teaching English as a second lnaguage.

1.544 The Oral Approach

The oral approach[1], associated with C.C.Fries[1], is also used
by teachers in the first stage of language learning. The aim of the
oral approach is to train the learner to "produce (the required
response) orally, automatically, and without hesitation" in the
presence of/appropriate stimulus.

1.6 The scope of this thesis

The scope of this thesis is related to Chinese learners of Malay
in Chinese and English secondary schools in West Malaysia.

The thesis aims at investigating their written Malay as represented
in their written compositions for the Malay (National Language[2]) paper
of the Malaysian Certificate of Education[3]. It is considered that
this is the most appropriate level at which the investigation could

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1. C.C.Fries "American Linguistics and the Teaching of English" Language
   Learning (Ann Arbor, Michigan), VI.
2. This paper is now known as Bahasa Malaysia Paper 1.
3. See (1.52).

profitably be carried out. The learners sitting the examination have to work on a set syllabus. All of them speak one Chinese dialect or another and have learnt Malay for at least eight years. In this sense they are a homogeneous group.

The study is concerned mainly with errors at the grammatical level. Lexical errors are dealt with briefly in Chapter 5. Four exercises are attempted -

(a) to present a grammatical and a lexical description suitable for the analysis and classification of the errors.

(b) to classify the errors.

(c) to explain the causes of the errors.

(d) to give reasons why the teaching and learning of Malay has not been very successful and to offer suggestions to remedy these deficiencies.

1.61. Underlying assumptions.

Some of the underlying assumptions are as follows:-

(a) The various types of errors of Chinese learners would help to reveal their difficulties in their attempts to write in the language. On the other hand, areas of Malay grammar and lexis marked by absence of deviations from the standard written Malay would indicate generally the areas of adequate linguistic acquisition and mastery for the Chinese learners in their attempts to write Malay.

(b) Isolated errors can be explained in terms of carelessness, fatigue etc., and would not be of much linguistic interest. Only persistent errors would be of linguistic interest and hence would be described and explained in the thesis.

(c) It cannot be denied that during the process of acquiring Malay as a second language, the Chinese learners face linguistic and non-linguistic problems. While it must be recognized that non-linguistic problems could impede learning, linguistic problems are the most fundamental.

1.7 Texts analysed

For purposes of this investigation, the texts analysed are taken from the Malay (National Language) and Bahasa Malaysia 1 scripts of the Malaysian Certificate of Education, 1968 and 1969 respectively. They represent both Chinese and English secondary schools:-

The scripts are free written compositions and each is on the average 300 words in length.

	No. of scripts
(a) Bukit Nanas Convent Kuala Lumpur	50
(b) Victoria Institution, Kuala Lumpur	128
(c) St.Mary's, Kuala Lumpur	22
(d) Penang Free School, Penang	65
(e) Clifford School, Kuala Kangsar	60
(f) Methodist English School, Ipoh	89

(g)	Methodist Girls School, Kuala Lumpur	80
(h)	Methodist Boys School, Kuala Lumpur	67
(i)	Convent, Green Lane, Penang	40
(j)	Keat Hwa Secondary School Seremban	50
(k)	Chung Hwa Secondary School Seremban	50
(l)	St.Francis Institution, Penang	30
(m)	Bandar Hilir English School, Malacca	30
(n)	Secondary English School, Began Serai	40
	Total	797

1.8 Orthography

1.81. The orthography used for transcribing the Malay texts in this study, with a few exceptions, is the standard Romanized orthography, for Malay. The use of hyphen is confined only to compound words. Hence, prepositions 'di' and 'ka' which in the official orthography are separated from the following nominal phrases by hyphens will have spaces after them instead. The passive prefix 'di' will not be hyphenated from the base word.

1.82 The Chinese texts will be written in Pinyin.

Chapter Two

A Brief Description of Malay Grammar

2.0		Purpose of Chapter
2.1		Word Classes
	2.11	The nominals
	2.12	The Verbals
	2.13	The Particles
2.2		The Grammatical Units
	2.21	The Word
	2.22	The Phrase
	2.23	The Clause
	2.24	The Sentence

2.0 The grammatical description presented in this chapter is not

a full statement of Malay grammar. It is a grammatical outline which

forms the basis for the teaching of Malay to Chinese learners with

special reference to the level under examination[1]. The description

aims to provide a sufficient norm against which the grammatical errors

found in the analysed texts can be classified, explained and described,

and by reference to which the scripts which are used as materials for the

thesis are marked.

2.01 The theory behind this grammatical description is derived from

Halliday's 'Systemic grammar'[2] and the analysis has been adapted and

adopted from Payne's thesis 'Basic Syntactic Structures in Standard

Malay[3].

2.02 Five grammatical units are distinguished namely the sentence, the

clause, the phrase[4], the word and the morpheme. These units are built up

inside the other and there exists a fixed hierachical relation among

the units. Any unit is said to consist of one or more than one of the

units 'next below'. A word, therefore, must consist of one or more

morphemes, a phrase must consist of one or more words and so on.

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1. See (1.6)
2. See Halliday 'Category of the Theory of Grammar' Word Vol, 17 No.3
3. E.M.F. Payne Ph.D. Thesis (University of London 1964)
4. Group and phrase distinction is not recognized in this description.
   See Payne, p.62.

2.03 The term 'structure' accounts for the various ways in which 'the occurrance of one unit may be made up out of the occurrances of the unit next below it'. A structure is an arrangement of elements.

Thus the elements of structure of the unit clause is "subject (S) ", "predicator (P)", "complement (C)" and "adjunct (A)".

2.04 This is essentially a grammatical description of modern written standard Malay. Hence, the examples cited in the description are relevant to written Malay as taught to non-Malay learners in schools in Malaysia.

2.1 Word Classes

Malay words are placed in classes primarily according to the position they occupy in relation to members of other word classes and to a small extent, according to their forms. The word classes considered in this thesis are the nominals, the verbals and the particles.

2.11 The Nominals

The nominals have the following features:-

a) They can occupy the S position in S P or S P C Clause structures[1].

b) They are negated by 'bukan'. They are not negated by 'tidak'.

There are five sub-classes:-

2.111 Nouns

Nouns are words which exhibit the following features:-

a) They constitute an open class.

b) Functionally a noun can be the head of a nominal phrase[2].

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1. See (2.4)
2. See (2,31)

c) Positionally a noun may be preceded in the structure
of the nominal phrase by a sequence of a numeral quantifier
and a classifier, e.g. 'dua buah rumah = two houses' where
'buah' is the classifier. A noun may also precede an
adjective or a determiner in the nominal phrase.

d) Some nouns bear noun-marking affixes.[1]

<u>2.1111</u> Nouns may be derived[2] or non-derived[3]. Five types of derived
nouns are distinguished and they are classified as follows:-

a) <u>root + suffix an</u>

i. Transitive verb[4] + an	pukul + an ⟶ pukulan	= a blow
*ii. Noun + an	darat + an ⟶ daratan	= land
*iii. Adjective + an	manis + an ⟶ manisan=	= honey

b) <u>prefix ke + root + suffix an</u>

i. ke + adj. + an	ke + besar + an ⟶ kebesaran	= greatness
ii. ke + Tans. verb + an	ke + bakar + an ⟶ kebakaran	= a fire
*iii. ke + noun + an	ke + ahli + an ⟶ keahlian	= speciality
*iv. ke + int. verb + an	ke + bangkit + an ⟶ kebangkitan	= an awakening

c) <u>prefix pe ... + root + an</u>

i. pe + tran. verb + an	pe + tembak + an ⟶ penembakan	= the shooting
ii. pe + adj. + an	pe + besar + an ⟶ pembesaran	= the enlargement

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1. Generally derived words with suffix an are nouns.
2. Derived nouns are those which are composite full words.
3. Non-derived nouns are those which consist of one free morpheme.
4. See (2.121)

d) <u>prefix per + root + an</u>

i. per + noun + an   per + anak + an $\longrightarrow$ peranakan = offspring of a mixed marriage

ii. per + trans. verb + an per + buat + an $\longrightarrow$ perbuatan = deed

e) <u>root + suffix nya</u>

i. adj. + nya   jauh + nya $\longrightarrow$ jauhnya   = distance

<u>N.B.</u> Those marked with asterisks are generally unproductive.

<u>2.112 Personal pronouns.</u>

They constitute a closed class and for the purpose of this thesis,

they are listed as follows:-

saya	I
aku	I
kamu	you
awak	you
dia	he/she
beliau	he (polite form)
mereka	they
kami	we (exclusive[1])
kita	we (inclusive[2])
nya	his, her, its (used as item M in the nominal phrase)

---

1. Refers to the speaker and his party and excludes the person addressed.
2. It includes the person or persons addressed.

2.113 Proper Nouns

Proper nouns have the following features:-

a) As head of the nominal phrase, it does not ordinarily pattern with a determiner[1] or an adjective[2]. It occurs with Myg.[3] e.g. 'Tunku Abdul Rahman yang menjadi yang dipertua UMNO ....= Tunku Abdul Rahman who is the president of UMNO..........'

b) Proper nouns are ordinarily capitalized.

2.114 Quantifier

Quantifiers generally occupy positions preceding the head-word in the nominal phrase. There are three sub-classes:-

2.1141 Numeral quantifiers.

Numeral quantifiers have two forms examplified by the following:-

| empat | keempat | four/fourth |
| sembilan | kesembilan | nine/nineth |

2.1142 Non-numeral quantifiers

Some of the common non-numeral quantifiers are:-

semua	= all
tiap-tiap	= every
segala	= all
kebanyakan	= most of
beberapa	= several, a few
ramai	= many (for persons)
banyak	= many, much (persons, things etc)

---

1. See (2.115)
2. See (2.32)   3. See (2.2211)

2.1143 Classifiers

Classifiers are characterised by the fact that they can occur only in ~~syntagyms~~ *syntagms* with numeral quantifiers e.g.

lima buah buku   = five books

    (buah = volume is the classifier)

2.115 Determiners

There are only two namely 'itu = that/the' and 'ini = this/the'.

2.12 The Verbals

They are words which when occupying the P position in S P or S P C clause structure can be negated both by 'tidak' and 'bukan'. There are two sub-classes:-

2.121 Verbs.

Verbs are verbals other than adjectives. They may be derived or non-derived[1] and transitive or intransitive[2].

2.122 Adjectives

The main features of adjectives are their possibilities of positions as follows:-

a) They can occur with 'sangat = very' which may precede an adjective or be followed by it e.g. 'sangat chantek = very beautiful or chantek sangat.'

---

1. Non-derived verb consist of one free morpheme and a derived verb consists of more than one morpheme. See Payne p. 53.
2. Transitive verbs are those which can have a prefix di form. See payne p.53.

b)   They may occur in a sequence between 'lebeh' and 'daripada'

e.g. 'lebeh pandai daripada = cleverer than'.

c)   A monomorphemic adjective can form an endocentric

construction with a noun e.g. 'rumah besar = a big house'.

2.13 The Particles

All the remaining words will be placed in the general class called
the particles. They constitute a closed class of words. A particle
by itself cannot represent S or P in the clause structure. There are
five sub-classes:-

2.131. Prepositions

Prepositions are particles which can form exocentric constructions
with nominal phrases. Some of the common prepositions are:-

ka	= to
di	= at/in
dari	= from
oleh	= by
dengan	= with/by
untok	= for
pada	= at
daripada-	= from
salama	= for (period of)
ber	= to be in possession of

2.132 Postpositions

Postpositions are listed as:-

lah ; kah ; tah

2.133 Intensifiers

These are identical with Payne's 'positionally free particles'[1].
The most common ones are as follows:-

sangat   = very

amat   = very

juga   = too

langsong   = at all

sahaja   = only

2.134 Linkers

They are particles such as 'dan = and', 'atau = or' and 'tetapi
=.but'.

They are identical with Payne's 'co-ordinating particles'[2].

2.135 Binders

They are particles such as 'kalau = if', 'semenjak = since',
'supaya = in order that', 'bila = when', 'sebab = because'.

They are identical with Payne's 'subordinating particles'[3].

1.   See Payne p.45
2.   See Payne p. 46
3.   See Payne p. 46

2.136 Operators[1]

Operators have the following characteristics:-

a) They precede the head-verbs in the verbal phrase.

b) They are invariable.

c) They are listed as follows:-

akan	= implying that something will be done
belum	= not yet
maseh	= still
pernah	= ever
sedang	= in the process of
telah	= implying completion
mesti	= must
boleh	= can
patut	= ought
tidak	= not
sudah/dah	= implying completion

1. These are identical with Payne's 'auxilaries' in 'Basic Syntactic Structures in Modern Malay'. See. p.40. In this description operators are not treated as verbal.

2.2 The grammatical units

2.21 The Word

The word is the unit of rank below that of the phrase and operates in the structure of the phrase. The elements of structure of the word are free morphemes and bound morphemes. Bound morphemes are usually affixes (prefix and suffix) or reduplicated form of the root. There are four types of word-structure:-

    (i) consisting of a free morpheme

          e.g. beras = rice

    (ii) consisting of a root and one or more affixes:-

        (a) prefix * root (free morpheme)[1]

ber * lari → belari		= to run
me + makan → memakan		= to eat
per + buat → perbuat		= to do/make something
pe + main → pemain		= a player
sa + telah → satelah		= after that
ter + makan → termakan		= is/was eaten (denoting accidental and or completed action
di + makan → dimakan		= is/was eaten

        (b) root (free) + suffix

besar + kan → besarkan		= to extend
makan + an → makanan		= food
mula + i → mulai		= to begin
derma + wan → dermawan		= a philanthropist

---

1. A small number of Malay words may consist of a bound root and an affix - e.g. ber + niaga (prefix + bound root) = to trade

(c) <u>prefix + root + suffix</u>

In the following table, a '+' sign indicates that the prefix combines with the base in question and a '-' sign, it does not. The possible combinations are as follows:-

prefix	base root + kan	base root + i	base root + an	base root + nya
ber	+	-	+	+
me (~)	+	+	-	+
per	+	+	+	-
pe	-	-	+	-
sa	+	-	+	+
ter	+	-	-	+
di	+	+	-	+
ke	+	-	+	-
pe (~)	-	-	+	-

(d) <u>two prefixes + root with or without suffix</u>

prefix 1	prefix 2	root	root + kan	root + i	root + an	root + nya
	ber[1]	-	-[1]	-	-	-
	per	+	+	+	-	+
	pe (~)	-	-	-	-	-
	sa	+	+	+	-	-
me/di	ter	-	-[2]	-	-	-

1. The only exception is the form 'me+ber+henti+kan --- memberhentikan = to stop.
2. The exception is the form 'me+ter+tawakan --- mentertawkan = to laugh at.

prefix 1	prefix 2	root	root + kan	root + i	root + an	root + nya
me / di	ke	−	+	+	−	−
	pe	−	−	−	−	−
	me	−	−	−	−	−
	di	−	−	−	−	−
ber	me^r	−	−	−	−	−
	per	−	−	−	+	−
	pe	+	−	−	−	−
	sa	+	−	−	+	−
	ter	−	−	−	−	−
	di	−	−	−	−	−
	ke	−	−	−	−	−
	pe^n	−	−	−	+	−
	ber	−	−	−	−	−
ter	ber	−[1]	−	−	−	−
	me	−	−	−	−	−
	per	−	−	−	−	−
	pe	−	−	−	−	−
	sa	−	−	−	−	−
	di	−	−	−	−	−
	ke	+	+	−	−	−
	pe^n	−	−	−	−	−

1. 'ter+ber+henti --- terberhenti = to stop' is an exception.

(iii) <u>root + reduplicated root form</u>

    (a) <u>root + reduplicated root form</u>

        rumah   = house

        rumah + rumah $\longrightarrow$ rumah-rumah = houses

        makah   = to eat

        makan + makan $\longrightarrow$ makan-makan = to have a snack

<u>N.B.</u> In general, all nominals and verbals can be reduplicated as above.

    (b) <u>root preceded by part of root</u>

        laki   = husband

        lelaki   = male

        kuda   = horse

        kekuda   = trestle

    (c) <u>root + reduplication form with phonetic change</u>

        gunong   = mountain

        gunong+gunong $\longrightarrow$ gunong-ganang = mountains of various
                                                 shapes and sizes

        bengkok   = crooked

        bengkang+bengkok $\longrightarrow$ bengkang-bengkok = twist and turn
                                     (of road, line on the ground or floor)

2.211 Rules for Affixation

All affixes except for prefix me and pe$^{(m)}$ combine with the base without undergoing any morphophonemic changes. However, prefix me and prefix pe$^{(m)}$ have four allomorphs each - (mem+, men+, meng+, meny+) (pem+, pen+, peng+, peny+) and these are phonologically conditioned by the initial unit of the underlying word. Taking me[1] as the basic form of the prefix, the forms other than me can be described in terms of rules of addition and replacement and can be examplified as follows:-

(a) Rules of Addition

(i) m is added to me ⟶ mem when the initial unit of the underlying form is b - e.g. me + bacha ⟶ membacha = to read

(ii) n is added to me ⟶ men when the initial unit of the underlying form is ch, j and d.

e.g. me + churi ⟶ menchuri   = to steal

me + jadi ⟶ menjadi   = to become

me + dukong ⟶ mendukong   = to carry someone on the hip

(iii) ng is added to me ⟶ meng when the initial unit of the underlying form is a vowel, h and g.

e.g. me + ikut ⟶ mengikut   = to follow

me + ubat ⟶ mengubat   = to cure

---

1. Morphophonemic changes for pe$^{(n)}$ follow the same rules as prefix me and are therefore not examplified.

<div align="center">

me + ambil ⟶ mengambil   = to take

me + olah ⟶ mengolah   = to give in

me + erti ⟶ mengerti   = to understand

me + edarkan ⟶ mengedarkan = to circulate

me + harap ⟶ mengharap   = to hope

me + garis ⟶ menggaris   = to draw a line

</div>

(b) <u>Rules of Replacement</u>

    (i) m replaces the initial unit p, f. e. g.

<div align="center">

me + pukul ⟶ memukul   = to strike (a blow)

me + fikirkan ⟶ memikirkan = to regard, consider

</div>

   (ii) n replaces the initial unit t, e.g.

<div align="center">

me + tangkap ⟶ menangkap   = to catch

me + tari ⟶ menari   = to dance

</div>

(iii) ny replaces the initial units s, e.g.

<div align="center">

me + sumpah ⟶ menyumpah   = to swear at, curse

me + sangkut ⟶ menyangkut = to hook something to

</div>

 (iv) ng replaces the initial unit k, e.g.

<div align="center">

me + kirim ⟶ mengirim   = to send

</div>

<u>N.B.</u> When the prefix me or pe^(ⁿ) is prefixed to a loan-word whose

      initial unit is t, s or k, rule (a) ii above may also apply.

<u>Examples</u>

<div align="center">

me + tafsir ⟶ mentafsir   = to interpret

me + sifatkan ⟶ mensifatkan = to regard

me + keritik ⟶ mengkeritik = to criticize

</div>

(c) <u>Basic form me</u>

The basic form me will be used when the initial unit of

the underlying form is one of the following:-

r, w, y, m, n, ng.

<u>Examples:</u>

me + riwayatkan ⟶ meriwayatkan	= to narrate
me + yakinkan ⟶ meyakinkan	= to ensure
me + warisi ⟶ mewarisi	= to inherit
me + nganga ⟶ menganga	= to open one's mouth
me + matikan ⟶ mematikan	= to stop something functioning
me + nampakkan ⟶ menampakkan	= to make visible.

2.22 The Phrase

The phrase is the unit of rank higher than the word and it

operates in the structure of the clause. Three phrase types are

distinguished - the nominal phrase, the verbal phrase and the

prepositional phrase.

2.221 The Nominal Phrase

The nominal phrase has three elements of structure - Q, H, M.

H is the head-word and is obligatory. Q and M are dependent words and are

therefore optional. In the nominal phrase, Q represents word or words

preceding H and M represents word or words following H.

Two types of nominal phrase are distinguished - simple and complex. A simple nominal phrase has only the element H. A complex nominal phrase is an endoctric construction which has one H and one or more Q and/or one or more M i.e. one or more dependent words.

Examples

$$\overset{\text{H}}{\text{Simple NP}\quad /\text{Dia}/\text{tak datang hari ini}}$$

= He has not come today

$$\text{Complex NP}\quad /\overset{\text{Q}}{\text{Semua}}\ \overset{\text{H}}{\text{budak-budak}}\ \overset{\text{M}}{\text{itu}}/\text{tak datang hari ini.}$$

= All the children have not come today

(None of the children came today).

The nominal phrase operates in the clause structure as the exponent of S and C. In the clause structure of pattern E (2.235) it operates as the exponent of P. It can also operate as the exponent of A in the clause structure.

2.2211 The Exponents of the Elements of Structure

Element	Exponent	Symbol
Q	i. non-numeral quantifier	Q^{non}
	ii. numeral quantifier	Q^{n}
	iii. numeral classifier	Q^{c}
	iv. the particle 'bukan'	Q^{bu}

The general order of the items is Q^{bu}, Q^{non}, Q^{n}, Q^{c}.

vi) non-numeral quantifier

semua, sakalian M^{non}

There are two types of M^{yg}[1].

a) One in which the relativizing 'yang' replaces

the S element in a verbal clause structure. For

example, in the sentence, 'Budak yang memanching

itu ponteng sekolah = The boy who is fishing plays

truant' - 'yang memanching itu' is treated as the

item M.

b) One in which 'yang' ~~precedes an~~ *represents C of* S P C Clause

and is co-referential with H of the main

structure ~~in which the element C is identical with the~~ *clause.*

~~element H.~~ The optional prefix me is omitted from the

verbal item of the P exponent.

Example

Saya menangkap budak itu = I caught the boy

Budak itu menchuri buku = The boy stole the book.

Budak yang saya tangkap itu menchuri buku = The boy

I caught stole a book.

N.B. M^{yg} is treated as a rankshifted clause [2].

1. See Payne's 'Basic Syntactic Structure in Standard Malay' p.64, 65.
2. See Halliday 'Category of the Theory of Grammar' Word Vol.17
   No. 3.

Example:

$$Q^{bu} \qquad Q^{non} \qquad Q^{n} \qquad Q^{c}$$

/Bukan   semua   lima   orang........

= Not all the five..............

H			
	i.	Noun	H^{n}
	ii.	personal pronoun	H^{ppn}
	iii.	proper noun	H^{prn}
	iv.	some verbals such as	H^{vb}

$$V^{ber(i/A)} \text{ (see 2.2232) and}$$

$$V^{me}(iv/C) \text{ (see 2.2232)}$$

Examples:

H^{n}
/Rumah itu/Chantek   = The house is beautiful

H^{ppn}
/Dia/tak datang   = He has not come.

H^{prn}
/Aminah/dah pergi ka Ipoh = Aminah has gone to Ipoh.

H^{vb}
/Membacha/akan meluaskan pengalaman.

= Reading will widen one's experience.

Element	Exponent	Symbol
M	i) determiner	M^{d}
	ii) noun	M^{n}
	iii) personal pronoun	M^{ppn}
	iv) verb	M^{v}
	v) yang piece	M^{yg}

2.2212. Restrictions on the positions of items at M

a) M^{yg} will occur following $M^n / M^v / M^{ppn} / M^{adj}$ / i.e. in a position immediately preceding M^d.

Examples

i.

```
                          NP
            H                      M
                          M^n        M^yg      M^d
          Rumah      batu      yang runtoh      itu........
```
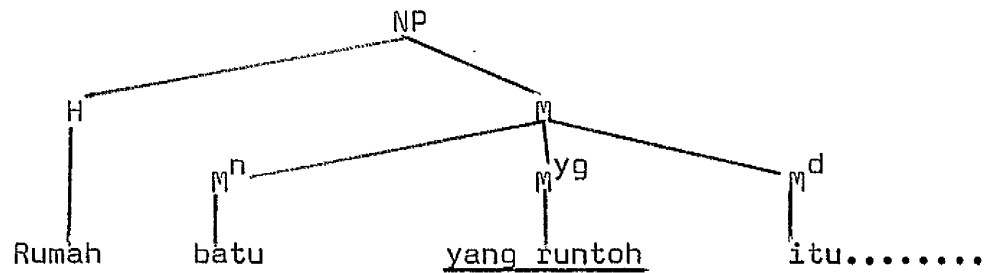
= The brick house which had crumbled....

ii.

```
                          NP
         H                         M
                          M^v     M^yg          M^d
         Burong     terbang   yang menggonggong     itu
                                    ikan
```
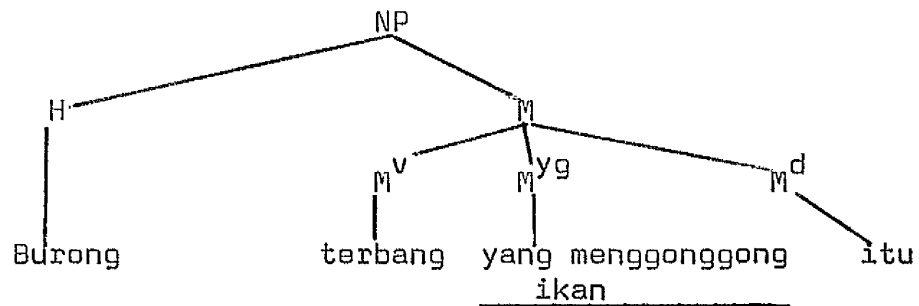
= The flying bird which carries a fish in its mouth....

iii.

```
                          NP
          H                        M
                          M^pn       M^yg        M^d
         Buku      dia       yang merah        itu
```

= His red book....

iv.

```
                              NP
             _____|_____
            |                          M
            H              _____|_____
            |             |           |           |
            |           M^adj       M^yg         M^d
            |             |           |           |
         Rumah          besar    yang kosong     itu
```
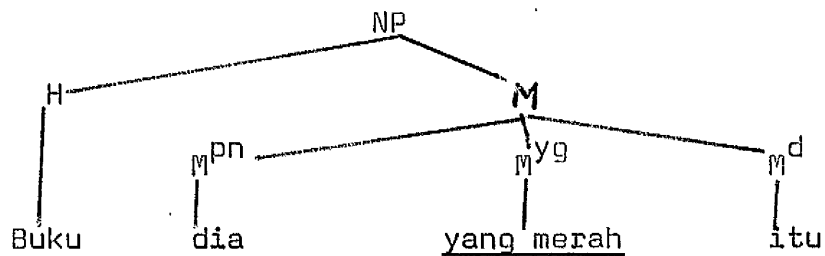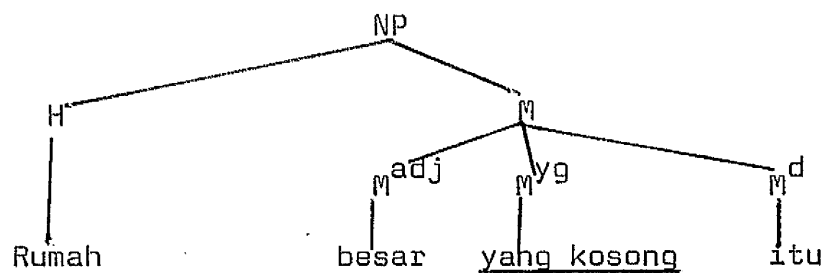
+ The big house which is empty...............

b) M^{ppn} will occur following M^v/M^n/M^{adj}:-

i.

```
                           NP
           _____|_____
          |                          M
          H             _____|_____
          |            |           |           |
          |          M^v         M^ppn        M^d
          |            |           |           |
        Buku        tulis        dia         itu.....
```

= His writing book.......

ii.

```
                           NP
          _____|_____
         |                           M
         H            _____|_____
         |           |            |            |
         |         M^n          M^ppn         M^d
         |           |            |            |
      Rumah        batu         dia          itu
```

= His brick house

iii.

```
                           NP
          _____|_____
         |                           M
         H            _____|_____
         |           |            |            |
         |         M^adj        M^ppn         M^d
         |           |            |            |
      Isteri       baru         dia          itu
```
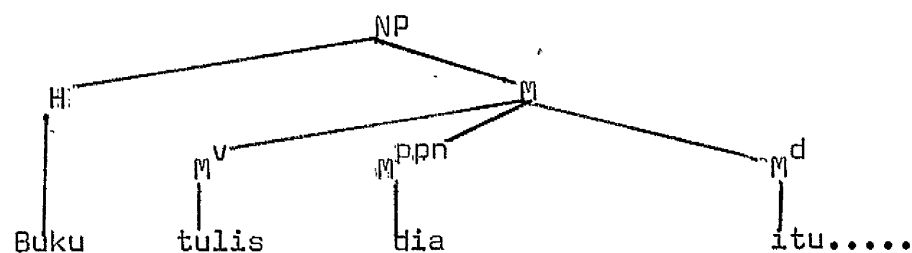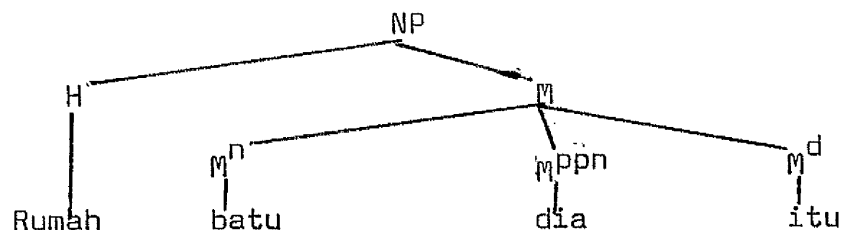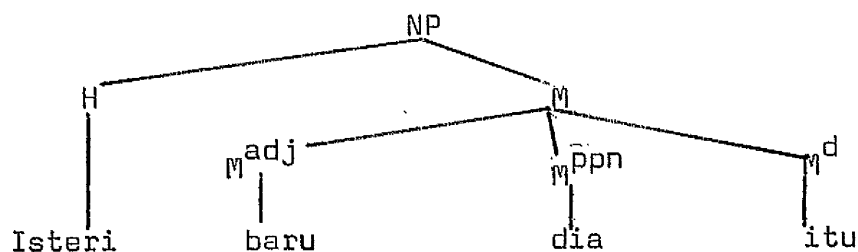
= His new wife ......

N /   c) M^n will generally precede M^{adj}:

$$
\begin{array}{c}
\text{NP} \\
H \qquad\qquad M \\
| \\
\text{Rumah} \qquad M^n \qquad M^{adj} \qquad M^d \\
\qquad\qquad | \qquad\quad | \qquad\quad | \\
\qquad\quad \text{papan} \quad \text{kechil} \quad \text{itu}
\end{array}
$$
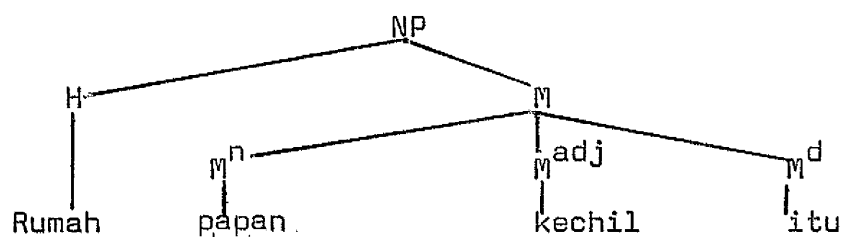
= The small wooden house

d) M^d occurs finally in the nominal phrase

$$
\begin{array}{c}
\text{NP} \\
H \qquad\qquad M \\
| \\
\text{Budak} \qquad M^{adj} \qquad M^{yg} \qquad M^d \\
\qquad\qquad | \qquad\qquad\quad | \qquad\quad | \\
\qquad\quad \text{pandai} \quad \underline{\text{yang baru datang}} \quad \text{itu}
\end{array}
$$
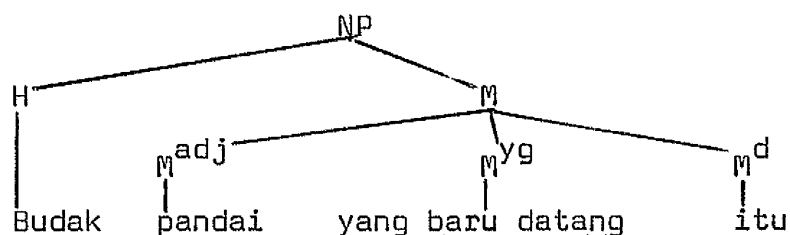
= The bright boy who has just arrived

2.2213 Restrictions on the recurrences of items

Generally all items can recur once in the structure. M^n can recur up to a practical maximum of four and H^n and H^{ppn} each can recur more than once when connected by linkers (2.134).

2.2214 The Structure of an extended Nominal Phrase

The structure of an extended nominal phrase can be illustrated by a tree diagram as shown below. The items representing elements of the nominal phrase generally occur in this fixed order.

```
                              NP
          _____/___|_____
         Q                    H                        M
      /  |  \  \              |         /   /    |     \     \
   Q^bu Q^non Q^n Q^c        H^n      M^n M^adj M^ppn  M^yg  M^d
    |    |    |   |           |        |    |    |       |     |
  Bukan semua lima buah      meja  marmar hitam dia  yang rosak itu
                                           which
```

= Not all his five black marble tables/have been damaged.
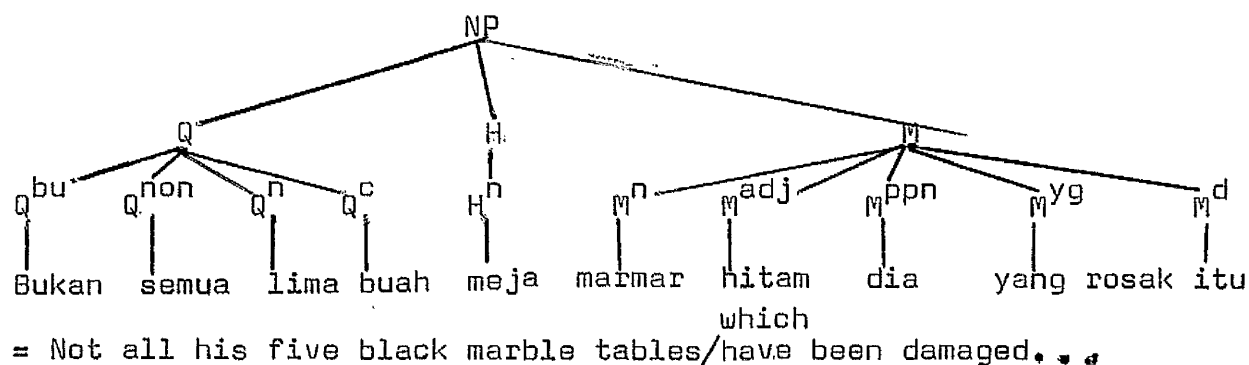
2.222 The prepositional Phrase

The prepositional phrase is an excocentric construction which consists of a preposition followed by a nominal phrase (2.221). Three sub-classes[1] are set up:-

a) having prepositions ka; dari; ber; di; pada

b) having preposition oleh

c) having any other preposition e.g. dengan = with;

   bagi = for; etc.

2.2221 Restrictions of operation

a) All sub-classes can operate as A in the clause structure[2]

   Example

S	P	C	A
Mereka	mengadakan	meshuarat	di sekolah itu

   = They held the meeting in the school

---

1. See "Basic Syntactic Structure in Malay" E.M.F. Payne Ph.D. Thesis, London 1964.
2. See (2.234.)

b) Class (a) can operate as P in clause structure (2.235)
and to a restricted extent as C.

c) Class (b) operates as C in a clause structure pattern D
(2.235)

<u>Examples</u>

Orang itu/di bilek nya/.	=	The man is in his room.
Abang dis tinggal/di London/.	=	His brother lives in London.
Ahmad memukul budak itu/dengan kayu/.	=	Ahmad hits the child with a stick.
Kuching itu ditangkap oleh Ahmad.	=	The cat is caught by Ahmad.

a/

2.223 The verbal Phrase

The verbal phrase has the element H^V and X or Y. H^V is the head-word and is represented by a verb or an adjective. X represents items which can colligate with verbs as the head-words and Y represents items which can colligate with adjectives as head-words.

Two types of verbal phrase will be distinguished - simple and complex. A simple verbal phrase has only the element H^V and a complex verbal phrase is an endocentric construction consisting of an H^V and one or more X, or one or more Y.

<u>Examples</u>

Simple
$$H^V$$
Ahmad/membeli/buku
= Ahmad is buying a book.

$$\begin{array}{cc} & X \qquad H^V \\ \text{Complex} & \text{Ahmad/belum membeli/surat-khabar.} \end{array}$$

= Ahmad has not bought the newspaper

$$\begin{array}{cc} Y \qquad H^V \\ \text{Rumah itu/sangat chantek/} \end{array}$$

= The house is very beautiful

2.2231 The verbals at H^V

The verbals at H^V are distinguished by their word-formations

and the way they are used in the clause structure. In terms of word-

formation, they will be classified according to the affix or affixes

they take. For example, those with suffixes kan and i are essentially

verbals (verbs). In terms of their use in the clause structure, the

distinction is based on whether they are exponents of P in S P

clause structure, or exponent of P in S P C clause structure.

2.2232 Nine H^V types are distinguished:

Type	Symbol
a) with zero affix[1]	V^o
b) with prefix me	V^{me}
c) with prefix ber	V^{ber}
d) with prefix ter	V^{ter}
e) with prefix di	V^{di}

---

1. By this is meant an H^V which occurs in the clause structure
    without an affix.

Type	Symbol
f) with prefix per[1]	V^{per}
g) with suffix kan[2]	V^{kan}
h) with suffix i[3]	V^{i}
i) with prefix ke and suffix an	$V^{ke..an}$

N.B. In the analysis of sub-types of H^V below, the capital letter within the bracket denotes the clause pattern in which the H^V can occur (see 2,235) The Roman numeral denotes the sub-type.

(a) with zero affix

$V^{o(i/A)}$ is an intransitive verb. Members of this sub-type include 'tidor = to sleep; mandi = to bath; datang = to come'.

Example: Ahmad/tidor/

= Ahmad is sleeping (is asleep)

$V^{o(ii/A)}$ is an adjective e.g. 'chantek = beautiful; besar = big'.

Example: Rumah itu/chantek/

= The house is beautiful

---

1. This H^V_V always occurs with prefix me.
2. This H^V_V always occurs with prefix me.
3. This H^V always occurs with prefix me.

$_V{}^{o(iii/C)}$ has only one member, 'ada = to have'.

Example: Budak itu/ada/pensel.

                           = The boy has a pencil.

$_V{}^{o(iv/H)}$ is an intransitive verb.   This H^V sub-type must be followed by C which is a prepositional phrase.

Example: Dia/tinggal/ di London.

                           = He lives in London.

$_V{}^{o(v/C)}$ is an intransitive verb.   The members include 'naik = to go up; turun = to go down (a hill, mountain).

Example: Anak nya/naik/ kapal terbang ka Singapura.

                           = His son went by air to Singapura.

$_V{}^{o(vi/K)}$ is an adjective.   The members include 'pandai = to be clever at; gemar = to be fond of'.

Example: Budak itu / pandai / menari.

                           = The boy is good at dancing.

$_V{}^{o(vii/I)}$ is an intransitive verb.   This H^V type is followed by C rank-shifted from a clause.

Example: Saya / tahu / dia datang.

                           = I know he is coming.

$_V{}^{o(viii/J)}$ is 'ada = there is, there are'.   This type does not occur with the element S in the clause structure.

Example: Ada / orang di situ.
                           = There is a man there.

b) <u>with prefix me</u>

$V^{me(i/A)}$ is formed by prefixing me to an adjective denoting colour[1],

e.g. ' me + hijau $\longrightarrow$ menghijau[2] = to become green, to look green

(turning green).

<u>Example</u>:   Sawah di kampong itu/menghijau.

                = The ricefield in the village looks green.

$V^{me(ii/A)}$ is formed by prefixing me to a noun,

e.g. ' me + laut $\longrightarrow$ melaut = to go to sea.'

N.B.   This sub-type of H^V is not considered productive in the language.

Some of the common ones are: ' me + tikus $\longrightarrow$ menikus = to be as

frightened as a mouse; me + gunong $\longrightarrow$ menggunong = to loom like a

mountain'.

$V^{me(iii/A)}$ is formed by prefixing me to an intransitive verb which

is a bound root e.g. ' me + tangis $\longrightarrow$ menangis = to cry;

me + aum $\longrightarrow$ mengaum = to roar (of a tiger)'.

$V^{me(iv/C)}$[3] is formed by prefixing me to a transitive verb

e.g. ' me + tulis $\longrightarrow$ menulis = to write'.

<u>Example</u>:   Aliah / menulis / surat kapada abang nya.

                = Aliah is writing a letter to his brother.

---

1.   The forms 'menebal' and 'menipis' formed by prefixing me to
     'tebal = thick', 'nipis = thin' are also in common usage today.
2.   Morphophonemic rules are given in the section on "The Word" (see 2.211)
3.   While the omission of me as in 'Saya/tulis/surat ' is also
     grammatically acceptable, for the purpose of this thesis it will be
     regarded as a deviation.   Examiners who mark the scripts used for this
     investigation would mark the omission of me as an error.

$V^{me(v/C)}$ is formed by prefixing me to a noun which is usually

an instrument e.g. 'talipun $\longrightarrow$ menalipun = to telephone 'kapak $\longrightarrow$

mengapak = to cut with an axe'.

Example:

Ali/menalipun/ayah nya.

= Ali is telephoning his father

N.B. The C element of $V^{me(iv/C)}$ and $V^{me(v/C)}$ may be omitted.

c) with prefix ber

$V^{ber(i/A)}$ is formed by prefixing ber to an intransitive verb

which is a bound root e.g. 'ber + diri $\longrightarrow$ berdiri = to stand up;

ber + renang $\longrightarrow$ berenang = to swim.

$V^{ber(ii/A)}$ is formed by prefixing ber to a transitive verb

e.g. 'ber + susun $\longrightarrow$ to be arranged; ber + ator $\longrightarrow$ berator = to be

assembled'.

Example:

Budak-budak itu/berator/pada pukul lima,

= The boys assembled at five o'clock.

$V^{ber(iii/H)}$ is characterised by the fact that when the S

element refers to more than one it is followed by a C element which

is a prepositional phrase with the preposition 'dengan = with, by'.

This H^{v} has often been described as one with 'reciprocal action[1].

1. See Payne's 'Basic Syntactic Structures in Standard Malay' p.54.

This sub-type may be formed by prefixing ber to a transitive or an intransitive verb.

Examples:-

'ber + janji ⟶ berjanji = to promise

Saya/berjanji/dengan dia semalam

= He and I made a promise last night.

N.B. If the root word is a transitive verb, it is usually reduplicated. 'tolak = to push'.

'ber + tolak + tolak ⟶ bertolak-tolak = to push each other'.

Dia/bertolak-tolak/ dengan Ahmad diatas jambatan.

= He and Ahmad were pushing one another on the bridge.

d) with prefix ter

$V^{ter(i/A)}$ is formed by prefixing ter to an adjective, e.g.

'ter + besar ⟶ terbesar = to be too big'. Baju ini terbesar = This shirt is too big'. Included in this sub-class, are words such as 'terkejut = to be shocked, startled', 'terperanjat = to be startled'. The last two examples have features of adjectives. The derived form is intransitive.

$V^{ter(ii/A)}$ is formed by prefixing ter to verbs of $V^{o(i/A)}$ above.

Examples: ter + tidor ⟶ to fall asleep

ter + dudok ⟶ to sit down unintentionally.

Semantically, this sub-type of V^{ter} refers to a completed

action and therefore time adjuncts such as 'esok =

tomorrow', 'malam ini = tonight' etc., cannot occur in the

clause structure with this verb. The derived form is

intransitive.

$V^{ter(iii/C)}$ is formed by prefixing ter to a transitive verb, e.g.

ter + makan ——> termakan = to have eaten something unintentionally.

ter + panjat ——> terpanjat = to be able to climb.

Saya termakan durian itu.

= I (accidentally) ate the durian.

Saya terpanjat pokok itu.

= I am able to climb the tree.

N.B. V^{ter} denoting accidental action cannot occur in a clause

structure with time adjuncts such as 'esok = tomorrow', 'malam ini =

tonight'. The derived form is transitive in the sense that it can be

followed by a nominal phrase with the preposition 'oleh = by.

e) with prefix di

$V^{di(i/D)}$ is formed by prefixing di to a transitive verb. In the

clause structure, this sub-type is usually followed by a prepositional

phrase having the preposition 'oleh = by'.

Example

makan   = to eat

di + makan ⟶ dimakan = to be eaten.

Ikan itu/dimakan/ oleh kuching.

The fish is eaten by the cat.

<u>N.B.</u> di could also be prefixed to a derived transitive verb,

e.g. 'chantek = beautiful'. chantekkan = to beautify

                            dichantekkan = is made beautiful

f) <u>with prefix per[1]</u>

$V^{per(i/C)}$ is formed by prefixing per to an adjective. prefix

me is then added.

Example

kaya   = rich

per + kaya   = to enrich

Usaha nya memperkaya sastera Melayu.

= His works enrich the Malay literature.

$V^{per(ii/C)}$ is formed by prefixing per to a transitive verb

or to a derived transitive verb. Prefix me is then added to the base

form.

Example

jamu   = to feed

perjamu   = to give a feast

Raja itu memper jamu raayat nya

= The Raja gave feast to his people

---

1. For purposes of this thesis, prefix me always occurs preceding
prefix per.

g) <u>with suffix kan</u>

$V^{kan(i/C)}$ is formed by suffixing kan to an adjective, an intransitive verb, a noun, an operator and a particle. Prefix me is then added to the base.

Examples:

besar	= big
besarkan	= to extend
membesarkan	= to extend

Ahmad/membesarkan/dapor nya.

Ahmad is extending his kitchen.

naik	= to ascend
naikkan	= to raise, to cause to go up

Orang itu/menaikkan/ bendera.

That man is raising the flag.

nama	= name
namakan	= to name

Orang itu/belum menamakan/anak nya.

That man has not named his child yet.

$V^{kan(ii/C)}$ is formed by prefixing kan to a transitive verb e.g. buka = kan ⟶ bukakan = to open (implying doing it not for one's self)

Example with prefix me

>   Saya/membukakan/pintu itu semalam.
>
>   = I opened the door (for him or someone) last night

h) with suffix i

$V^{i(i/C)}$ formed by suffixing i to an adjective, an intransitive verb, noun or a particle.

Examples

>   baru   = new
>
>   barui = to renew
>
>   Saya/membarui/lesen minggu sudah.
>
>   = I renewed my licence last week.

Other examples are:

>   naik + i ⟶ naiki = to go up
>
>   atas + i ⟶ atasi = to solve, excel
>
>   raja + i ⟶ rajai = to become king (or sultan)

i) with prefix ke and suffix an

$V^{ke..an(i/C)}$ is formed by prefixing ke and suffixing an to a transitive verb, e.g. 'ke + lihat + an = to see, to be visible; ke + dengar + an ⟶ kedengaran = to hear, to be audible'.

Example

>   Saya/belum kelihatan/menara masjid itu.
>   = I have not been able to see the minaret of the mosque.

$_V$ke..an(ii/A) is formed by affixing ke and an to an adjective, or a noun.

> Examples: ke+besar+an = to feel superior
>
> Ahmad kebesaran semenjak mendapat ijazah
>
> = Ahmad $\quad$?

2.2232. The Element X

a) it preceded the H^V.

b) a practical maximum of four may occur in a verbal phrase.

c) Morphologically it does not condition the H^V.

Examples:

$$\overset{X}{} \qquad\qquad \overset{H^V}{}$$

Budak itu / belum pernah pergi memburu / binatang-binatang

di hutan

= The boy has never gone out hunting animals in the forest.

2.22321 Items at X

a) operators; a list of operators is given under the section on word classes (see.2.136)

b) Verb; The membership includes 'pergi = to go, mula = to begin, datang = to come, mahu = to want, suka = to like.

Examples

pergi membeli	= goes to buy
mula membeli	= begins to buy
mahu membeli	= wants to buy
suka membeli	= likes to buy
datang membeli	= comes to buy

2.22322 Restrictions on the Sequence of Items at X.

Set out below is a sequence table with all the items at X divided into four sub-types arranged according to the order in which they can occur.

a	b	c	d	H^V
maseh	belum	boleh	pergi	membeli
	tidak	pernah	mula	bermain
	bukan	patut	datang	
		hendak	suka	
		dapat	mahu	
		mahu		
		akan		
		sedang		
		mesti		
		harus		
		mungkin		

Items in column b. may be preceded only by items in column a (not every item in b. by every item in a.); items in c by those in b and so on.

Example

a	b	c	d	H^V
Dia/maseh	belum	boleh	pergi	bermain/

= He is still unable to go and play.

2.2233 Characteristics of items at Y

a) It usually precedes the item H^V (adjective). Sometimes it follows the H^V.

Examples

$$Y \quad H^V$$

Budak itu/sangat nakal/.

OR

$$H^V \quad Y$$

Budak itu/nakal sangat/.

= The boy is very mischievous.

b) It constitutes a small number of words and may be listed as follows:—

sangat	= very
amat	= very
paling	= very
chukup	= indeed
tak berapa	= not very
terlalu	= extremely
terlampau	= exceedingly, extremely

2.23. The Clause

The clause is the unit of rank above that of the phrase and operates in the structure of the sentence.

There are four elements of structure - "subject(S)", "predicator (P)", "Complement (C)", and "adjunct (A)". The first three elements are primary and the element A is secondary.

By secondary is meant an element which may be omitted from the structure without destroying the grammaticality of the sentence.

2.231 The Element S

a) is represented by a nominal phrase (simple or complex),

b) is followed by the element P.

c) together with P forms the basic exocentric construction of the type:

Ahmad tidor.

= Ahmad is sleeping (Ahmad is asleep).

d) is represented less commonly by a verbal phrase e.g.

'Membersehkan rumah pekerjaan orang 2 peremuan'

= Tidying up the house is the work of the women'.

2.232 The Element P.

a) is represented by a verbal phrase and less commonly by a prepositional phrase.

b) follows S.

c) precedes C if there is one.

Examples (The element P is underlined)

i. P⟶ VP

S   P
Budak itu/mendengkor

= The boy is snoring.

ii.

$P \rightarrow PP$

```
           S              P
Budak itu/ka rumah kawan nya/
```

= The boy has gone to his friend's house

2.233 The Element C.

a) is represented by a nominal phrase (simple or complex)

and less commonly by a prepositional phrase.

b) follows P.

c) may or may not be in all verbal clauses.

d) when following a transitive verb, it can be transformed

into the subject of a corresponding passive clause e.g.

Ahmad/menangkap/burong itu/ $\longrightarrow$ /Burong itu/ditangkap/oleh

Ahmad .

= Ahmad caught the bird.   The bird was caught by Ahmad.

Examples: (The element C is underlined)

i. $C \rightarrow NP$

/Dia/membeli/lima buah buku/

= He is buying five (volumes of) books.

ii. $C \rightarrow PP$

/Ayah nya/tinggal/di London/.   ___ C

= His father lives in London.

2.234 The Element A

a) is optional in the clause structure

b) is usually represented by a prepositional phrase and
   less commonly by a nominal phrase, or an intensifier[1].

c) it can occur more than once in the clause structure.

d) Its place in the structure is flexible.

Example: (The element A is underlined)

    i. A ⟶ PP

       /Kami/mengadakan/meshuarat/di rumah dia/

       = We held the meeting at his house.
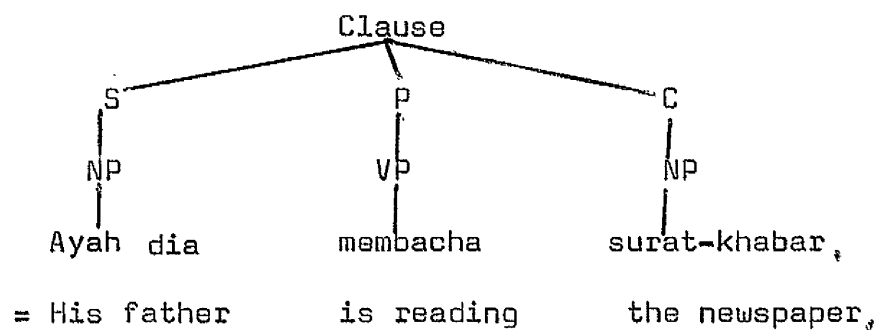
    ii. A ⟶ NP

       /Budak itu/mandi/tiap-tiap malam/

       = The boy has a bath every night.

2.235 Basic Clause Structures

In this thesis, the following basic clause structures[2] are
considered. They are illustrated and examplified by tree diagrams
as follows:-

---

1. See (2.133)
2. These clause structures represent those which are commonly found in
   the analysed texts. Only the primary elements are included.

Pattern A.

```
                        Clause
                    /            \
                  S                P
                  |                |
                  NP               VP
                  |                |
              Budak itu        menangis.

              = The boy        is crying.
```
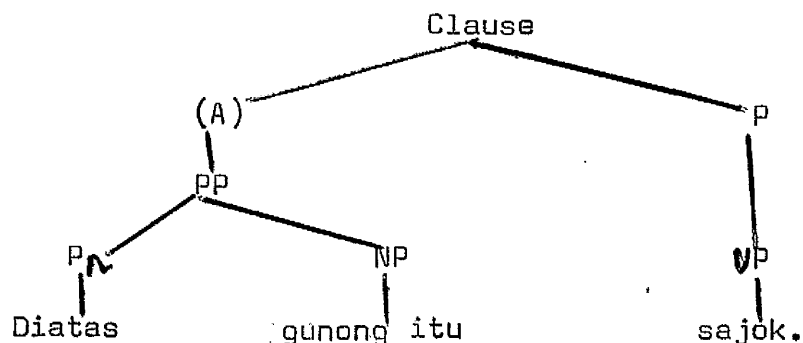
Pattern B.

```
                        Clause
                    /            \
                  S                P
                  |                |
                  NP               PP
                  |              /     \
                               PN        NP
                               |         |
              Budak itu        ka        kedai.

              = The boy        is (going) to the shop
```

Pattern C.

```
                        Clause
                  /        |        \
                S          P          C
                |          |          |
                NP         VP         NP
                |          |          |
             Ayah dia   membacha   surat-khabar.

             = His father  is reading   the newspaper,
```
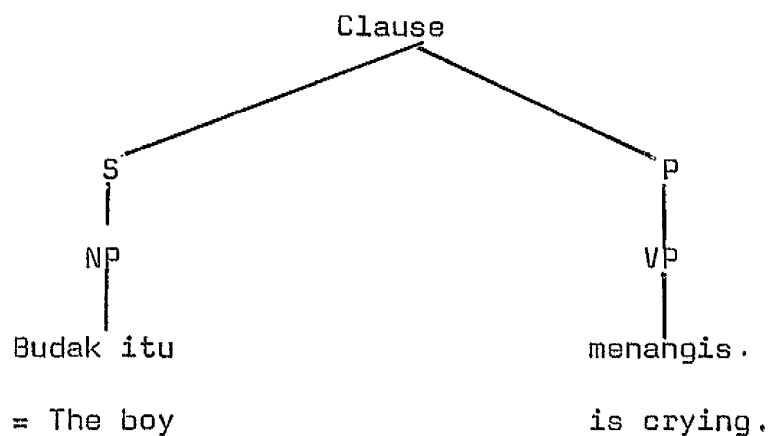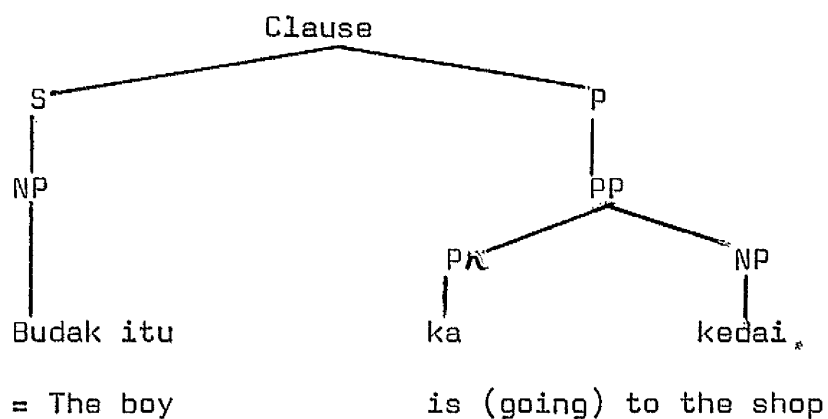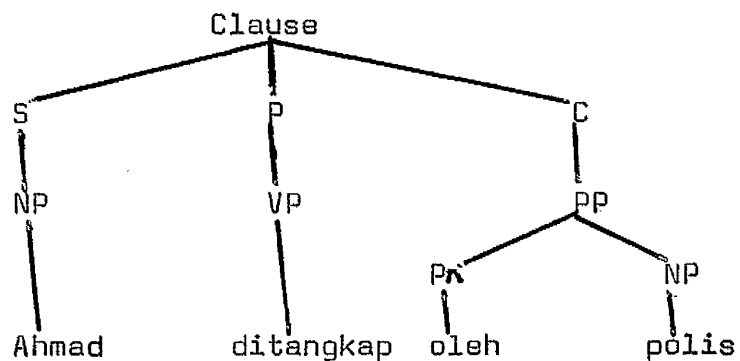
Pattern D.

= Ahmad was arrested by the police

Pattern E
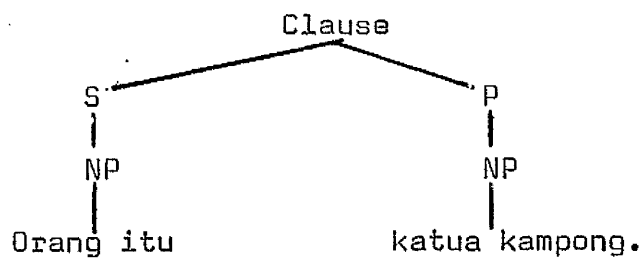
= That man is the headman.

Pattern F
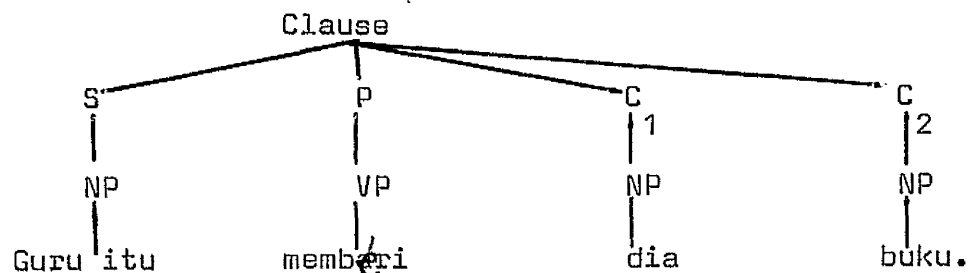
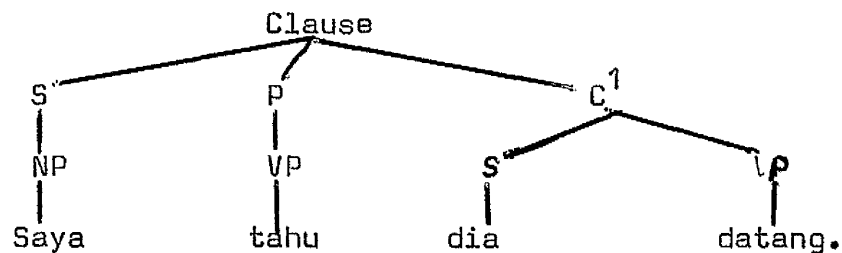= The teacher gave him a book.

Pattern G

= On the mountain, it is cold.

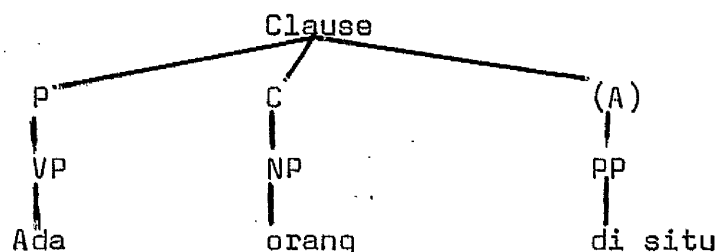N.B. The element A is usually present in this pattern.

Pattern H
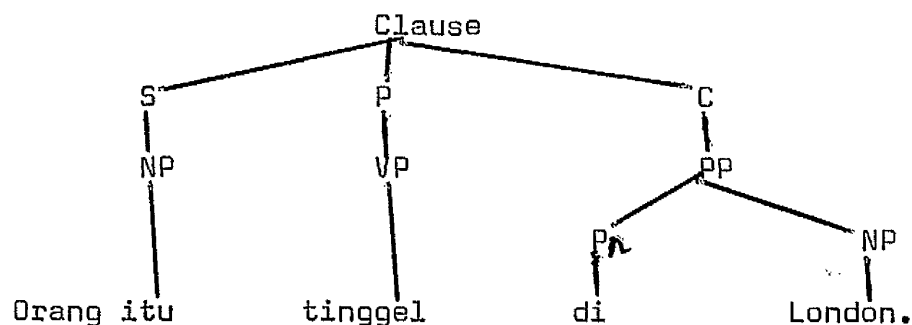
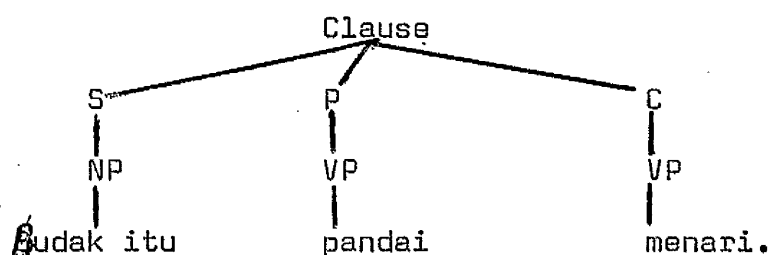= That man lives in London.

Pattern I

= I know that he is coming.

---

1. The element C is a clause rank-shifted to the rank of the phrase.

Pattern J[1]

```
                          Clause
         P                  C              (A)
         |                  |               |
         VP                 NP              PP
         |                  |               |
        Ada               orang          di situ
```

= There is a man there.

N.B. It is usual for this pattern to take the element A.   The verb
has only one member namely ' ada = there is/are'.

Pattern K

```
                          Clause
         S                  P               C
         |                  |               |
         NP                 VP              VP
         |                  |               |
      Budak itu           pandai         menari.
```

= The boy is good at dancing.

2.24 The sentence

The sentence is the highest unit in rank.   Two types of sentence
are recognised - simple and complex.   A simple sentence consists of one
clause and a complex sentence consists of more than one clause.

In this section, only the structure of the complex sentence will be
described.   The structure of a simple sentence is identical to that of
a clause.

---

1.   The element A is included in order to make the meaning of the
      sentence clear.

2.241 Two kinds of relationship exist between clauses in complex sentences - linkage and bondage. The relationship is described as bondage when a dependent clause is bound to an independent clause.

Dependent clauses have one or more of the following characteristics:-

a) They are optional elements, i.e. they can be deleted.

Example:

Cl.1	Cl.2

// Lepas makan tengah hari // saya menaip surat //.

After having my lunch, I typed a letter.

In the above example, Cl.1 may be deleted.

b) They may precede or follow an independent clause.

c) They have some features which mark them as dependent and these are usually binders[1]. Some of the common binders are:-

lepas itu = after that; walau pun ......tetapi = although; kalau = if; semenjak = since; sabelum = before; sakiranya = supposing etc. In the sentence structure, binders are treated as A element.

d) The element S in an independent clause is usually omitted if it is in common with the S in the dependent clause, e.g.,

// Salepas saya menaip surat// saya pergi ka kadai//

OR

//Salepas menaip surat// saya pergi ka kedai//.

= After typing the letter, I went to the shop.

---

1. See (2.135)

2.232   The relationship is described as linkage when the clauses involved are independent clauses.   Linkage relationship has one or more of the following features:-

    a) The presence of a linker such as dan = and; tetapi = but etc.

    b) A pair of clauses which have linkage relationship will usually make sense if the order is reversed[1].

    Example:

       Ahmad menengok talivishen tetapi Suffian membacha surat-khabar

                         OR

       Suffian membacha surat-khabar tetapi Ahmad memengok talivishen.

       = Suffian is watching television but Ahmad is reading a newspaper.

    c) The presence of a shared element usually the element S, e.g., Ibubapa boleh pergi ka sakolah dan bertanya tentang kemajuan anak nya.

       = Parents could go to the school and enquire about the progress of their children.

    d) The presence of a punctuation such as a semi-colon. e.g., Polis telah menangkap dia di dalam kampong itu; dia tak melawan. The police arrested him in the village; he offered no resistence

---

1.   For further discussion see Payne p.112.

CHAPTER THREE

CLASSIFICATION OF GRAMMATICAL ERRORS.

3.0 Introduction

In this chapter, attempts will be made to identify and classify the grammatical errors found in the analysed texts with reference to the grammatical description outlined in chapter two.   Only those errors which are found to be persistent will be classified and exémplified.   e Isolated errors, though not without linguistic interest, do not easily fall into systematic patterns and hence no satisfactory general remarks could be made about them to serve any useful purpose for a thesis of this nature.

3.01   All the grammatical errors will be cited in sentences, except those occuring at the rank of the word.   The 'incorrect'[1] form will be underlined and the 'correct' form will be written within brackets at the end of the cited sentence.   The English translation which accompanies each example interprets only what the candidate intended to express and it is therefore not the translation of the erroneous version.

3.02   Only one type or sub-type of error will be considered from each cited sentence.   Other errors which may still be found in the sentence will be ignored and will be treated elsewhere at the appropriate rank. To draw attention to an error at any one particular rank, error or errors occurring elsewhere in the cited sentence have been corrected.

---

1.   The term 'incorrect' is used in the sense that a particular form or structure deviates from that of the grammar of standard written Malay as outlined in Chapter two.

3.1 Classification of Errors

Errors are classified under grammatical ranks. There will therefore be errors at the rank of the word, the phrase, the clause, and the sentence.

3.2 Errors at the rank of the word

Errors occurring at the rank of the word will be described in terms of deviation from Malay word-structure rules (2.21) and morphophonemic rules (Rules of affixation 2.211). In the analysed texts, these errors cannot be regarded as common. Generally speaking, candidates whose scripts are examined for purposes of the investigation seem to have already mastered the two rules fairly well. The errors exemplified below are listed out in word-forms and no contextual citation is given.

3.21 Deviation from word-structure rules (2.21)

(a) Deviation from rule (iid)

As illustrated in the table (2.21) very few pairs of prefixes can combine with the root word to form a new derived word. Prefix di (passive marker) does not combine with prefix me, essentially an active clause marker. The following are examples of errors:-

dimendaki	from	di+me+daki	= to climb
			(didaki / mendaki)
dimengalahkan	"	di+me+alah+kan	= to defeat
			(dikalahkan / mengalahkan)

dimenggigit	from di+me+gigit ·	= to bite
		(digigit / menggigit)
dimemberi	" di+me+beri	= to give
		(diberi / memberi)
dimenghentikan	" di+me+henti+kan	= to stop
		(dihentikan / menghentikan)
dimenguasai	" di+me+kuasa+i	= to control
		(dikuasai / menguasai)
dimenolong	" di+me+tolong	= to help
		(ditolong / menolong)
dimengajar	" di+me+ajar	= to teach
		(diajar / mengajar)
dimeneruskan	" di+me+terus+kan	= to continue
		(diteruskan / meneruskan)
dimenyediakan	" di+me+sediakan	= to prepare
		(disediakan / menyediakan)

(b) Deviation from rule iic.

By this rule prefix me or di cannot be attached to a base having

suffix an. The following are examples of errors:-

| mendakian | from me+daki+an | = to climb | (mendaki) |
| merekaan | " me+reka+an | = an invention | (rekaan) |

dibandingan	from	di+banding+an	= to compare	(bandingan)
mendapatan	"	me+dapat+an	= income	(pendapatan)
membangunan	"	me+bangun+an	= a building	(bangunan)

3.22 Deviation from morphophonemic rules (see 2.211)

(a) Deviation from rule of addition

menengar	from	me+dengar	= to hear	(mendengar)
menangkat	"	me+angkat	= to lift/carry	(mengangkat)
menhadapi	"	me+hadap+i	= to encounter	(menghadapi)

(b) Deviation from rule of replacement

mentengok	from	me+tengok	= to see	(menengok)
menturunkan	"	me+turun+kan	= to bring down	(menurunkan)
menediakan	"	me+sediakan	= to prepare	(menyediakan)
mentangkap	"	me+tangkap	= to catch	(menangkap)

(c) Deviation from rule of basic form of me

menlihat	from	me+lihat	= to look, sees	(melihat)
pesharah	"	pe+sharah	= a lecturer	(pensharah)
mengrugikan	"	me+rugi+kan	= to the disadvantage of (merugikan)	
menglarikan	"	me+lari+kan	= to run away with (melarikan)	

3.3 Errors at the rank of the phrase

3.31 Verbal phrase errors

Verbal phrase errors are classified into two types:-

(a) Errors involving items at H^V.

(b) Errors involving items at X and Y.

3.311 Errors involving items at H^V. (see 2.2232)

Errors at H^V are generally errors in the use of affixes.   Four sub-types are distinguished:-

(a) Wrong insertion of an affix.

(b) Omission of an affix or affixes.

(c) Mistaken use of an affix.

(d) Wrong insertion of a postposition (see 2.132)

3.3111 Wrong insertion of an affix (see 2.2232)

(a) prefix ber in $V^{o(i/A)}$

i.   Anak jiren saya / bertidor / siang.   (tidor)

= My neighbour's child sleeps in the afternoon.

ii.   Dengan sebuah jip, kami pun / bersampai / ka kaki gunong itu.

(sampai)

= By jeep, we reached the foot of the mountain.

iii.   Beberapa minit kamudian, penjual itu / bermasok / .   e

(masok)

= A few minutes later, the salesman entered.

(b) <u>prefix me in V</u>$^{o(i/A)}$

    i.   Kami / <u>memandi</u> / didalan tasek itu.   (mandi)

       = We bathed in the lake.

   ii.   Semua budak-budak itu / <u>melulus</u> / .   (lulus)

       = All the children passed.

 iii.   Kami / <u>mendudok</u> / dibawah sapohon pokok. (dudok)

       = We sat down under a tree.

(c) <u>prefix me in V</u>$^{o(iv/H)}$

    i.   Kami / meninggal / di gunong itu salama tiga hari.

                                       (tinggal)

       = We stayed on the mountain for three days.

   ii.   Orang itu/tidak suka <u>meninggal</u> / di New York lebeh

       daripada tiga bulan.   (tinggal)

       = The man did not like staying in New York for more than

       three months.

(d) <u>prefix ter in V</u>$^{o(i/A)}$

    i.   Kalau kita / tidak <u>terlulus</u> /, kita akan malu. (lulus)

       = If we do not pass, we shall feel ashamed of ourselves.

   ii.   Kami bertolak salepas kawan-kawan semua / terdatang /.

                                       (datang)

       = We left after all our friends had come.

 iii.   Ais yang / <u>terturun</u> / bolah merosakkan jalan. (~~turun~~ turun)

       = The ice which came down the hill could cause damage to

       the road.

(e) <u>prefix ber in</u> $V^{o(ii/A)}$

    i. Negeri kita / akan <u>bermaamor</u> /.   (maamor)

        = Our country will be prosperous.

   ii. Jadi, pada masa lima puloh tahun yang akan datang,

        Malaysia / akan <u>berkaya</u> /.   (kaya)

        = So, in fifty years' time, our country will be rich.

  iii. Mereka / akan <u>bertaat</u> / kapada negara (taat)

        = They will be loyal to the nation.

(f) <u>prefix ber in</u> $V^{o(iii/C)}$

    i. Peladang- peladang itu / <u>akan berada</u> / mesen-mesen. baru

        (ada)

        = The farmers will have new machines.

   ii. Tiap-tiap orang budak itu / <u>berada</u> / pensel.

        = Every child has a pencil.

  iii. Mereka/tidak berada / sampan. (ada)

        = They did not have sampans.

(g) <u>prefix me in</u> $V^{o(v/C)}$

    i. Tiap-tiap hari Zain / <u>menghilang</u> / telor ayam. (hilang)

        = Everyday Zain lost chicken's eggs.

   ii. Bila saya / <u>menahu</u> / hal itu, saya pun ketawa. (tahu)

        = When I knew about it I laughed.

iii. Dia / <u>menurun</u> / bukit itu pada pukul lima. (turun)

= He came down ~~to~~ the hill at 5 o'clock.

(h) <u>prefix ter in V</u>$^{o(ii/A)}$

i. Motokar-motokar rosak kerana hawa / <u>tersejok</u> /. (sejok)

= The cars broke down because the weather was cold.

ii. Mereka menunggu sahingga buah-buah itu / <u>terbesar</u> /. (besar)

= They waited until the friuts became big.

iii. Orang-orang kampong itu / sangat <u>tergembira</u> /. (gembira)

= The village folks were very delighted.

(i) <u>suffix kan in V</u>$^{o(i/A)}$

i. Kami / <u>sampaikan</u> / ka kaki gunong itu pada pukul dua. (sampai)

We arrived at the foot of the mountain at 2 o'clock.

ii. Saya takut ular-ular / akan <u>keluarkan</u> /. (keluar)

= I was afraid that snakes would crawl out of hiding.

iii. Budak-budak itu / <u>datangkan</u> / ka rumah Ahmad. (datang)

= The children came to Ahmad's house.

(j) <u>suffix kan in V</u>$^{me/iv/C)}$

i. Negara kita / <u>mendapatkan</u> / kemerdekaan pada tahun 1957.

(mendapat)

= Our country achieved independence in 1957.

ii. Sabelum itu ia/pergi <u>memereksakan</u> / jala-jala ikan nya.

(memerksa)

= Before that he went to inspect his fishing net.

iii. Lepas itu, ia / <u>membajakkan</u> / tanah itu dengan saekor kerbau.

(membajak)

= After that, he ploughed the land with the help of a buffalo.

3.3112 Omission of an affix or affixes (see 2.2232)

(a) prefix ber in $V^{ber(i/A)}$

   i. Kereta-kereta kebal yang / boleh <u>jalan</u> / di ayerpun ada. *(berjalan)*.

      = Armoured cars which can go in the water were also there.

   ii. Bila sa-saorang / <u>kerja</u> / sapanjang hari, dia suka berehat.

                              (bekerja)

      = When one is working all day long, one likes to rest.

   iii. Tujoh orang itu / sedang <u>kelahi</u> / bila polis datang. (berkelahi)

      = The seven people were quarrelling when the police arrived.

(b) prefix ber in $V^{ber (ii/A)}$

   i. Salepas itu kami semua / <u>kumpul</u> / di situ. (berkumpul)

      = After that we all assembled there.

   ii. Kejayaan negara kita / akan <u>tambah</u> /. (bertambah).

      = The success of our country will be greater.

   iii. Ibu kota negara kita Kuala Lumpur / akan <u>tukar</u> / dalam

      50 tahun yang akan datang. (bertukar).

      = The capital of our country/will change in 50 years' time.

(c) prefix me in $V^{me(iv/C)}$

   i. Kata Pak Chek, Mak Chek selalu bermain majong dan / tidak ajar /

     anak-anak nya baik-baik. (mengajar)

     = Pak Chek (uncle) said that Mak Chek (auntie) always

     plays mahjong and does not bring up their children properly.

    ii. Budak-budak jahat itu / <u>tumbok</u> / pemandu kereta itu

        hingga kepala nya pechah. (menumbok)

        = The bad boys punched the driver of the car and he had

        a cut in the head.

   iii. Pada suatu hari Sabtu emak saya / <u>suroh</u> / saya pergi ka pasar.

                                   (menyuroh)

        = One Saturday, my mother asked me to go to the market.

    iv. Kami / akan <u>bawa</u> / makanan dan minuman. (membawa).

        = We shall bring food and drink.

(d) <u>prefix di in</u> $V^{di(i/D)}$

    i. Semua sekolah / tidak patut <u>jadikan</u> / sekolah champoran.

                                    (dijadikan)

        = All schools should not be converted into mixed schools.

    ii. Saya akan bersetuju dengan tajok yang / <u>beri</u> / diatas. (diberi)

        = I shall agree with the title given above.

   iii. Bila ikan-ikan itu / sudah <u>jual</u> / dia pun balek. (dijual)

        = When the fish was sold, he returned home.

(e) <u>suffix kan in</u> $V^{kan(i/C)}$

    i. Kami / <u>manyedia</u> / apa-apa barang yang kami handak bawa.

                                (menyediakan)

        = We got ready whatever things we wanted to bring with us.

    ii. Peladang-peladang / boleh mengguna / alat-alat itu. (menggunakan)

        = The farmers will be able to use those implements.

iii. Penjual itu / mengata / dia hendak menuntut bela.

(mengatakan)

= The shopkeeper said that he wanted to take revenge.

(f) suffix i in $V^{i(i/C)}$

i. Dia pun / membaik / batas-batas dan membajak tanah.

(membaiki)

= He then repaired the ridges and ploughed the land.

ii. Sekarang banyak orang / boleh mempunya / motokar-motokar besar.

(mempunyai)

= Now many people can own big motor cars.

iii. Tidak lama lagi dia/akan mengakhir / uchapan nya.

(mengakhiri).

= Not long after this, he will end his speech.

3.3113 Mistaken use of an affix

(a) prefix me for $V^{ber(i/A)}$

i. Apabila mereka / merehat / mereka terdengar daun-daun ditiup

angin. (berehat)

= While they were resting, they heard *the, leaves blown by the wind.*

ii. Mereka pun / melari / ka bilek hadapan. (berlari)

= They then ran to the front room.

iii. Orang-orang itu / menjalan / ka sana sini dengan menggunakan

'sledge'. (berjalan)

= The people went here and there by sledges.

(b) <u>prefix di for V</u>^{ber} (iii/A)

i. Pada masa akan datang semua kampong-kampong kechil/akan

ditukar /. (bertukar)

= In future, all the small villages will change.

ii. Pada masa lima puloh tahun yang akan datang padi yang

ditanam di negeri kita / akan ditambah /. (bertambah)

= In fifty years' time, rice which is grown in our

country will increase in quantity.

iii. Murid-murid sekolah itu / diator / pada pukul lapan

pagi. (berator)

= The pupils of the school assembled at eight o'clock

in the morning.

(c) <u>prefix di for V</u>^{ter}(iv/H)

i. Gunong Ledang / <u>diletak</u> / di negeri Johor. (terletak).

= Gunong Ledang is in the state of Johore.

ii. Negara kita / <u>didiri</u> / daripada tiga bahagian ia-itu Malaya,

Sabah dan Serawak. (terdiri)

= Our country comprises three parts namely, Malaya, Sabah,

and Serawak.

iii. Perkara itu / <u>dijadi</u> / dengan tidak diketahui oleh ibu

bapa nya. (terjadi)

= The incident happened without the parents knowing about

it.

(d) <u>prefix ter for V$^{ber(iii/A)}$</u>

    i. Pada masa itu ramai orang / terkumpul / di halam rumah

                   saya. (berkumpul)

     = At the time many people assembled in the court-yard

      of my house.

   ii. Kami melihat dua buah lori / <u>terlanggar</u> /. (berlanggar)

     = We saw two lorries colliding with each other.

  iii. Ahmad dan Husain / <u>terkelahi</u> / dihadapan guru besar.

                         (berkelahi)

     = Ahmad and Husain were quarelling in front of the

      headmaster.

(e) <u>prefix ber for V$^{me(iv/C)}$</u>

    i. Saya / bersediakan / dua ratus ela tali. (menyediakan)

     = I got ready with two hundred yards of rope.

   ii. Mereka / <u>berhentikan</u> / Mahmud lalu membawa Zain ka rumah

                      sakit. (merentikan).

     = They stopped Mahmud and took Zain to the hospital.

  iii. Walau pun budak-budak itu jahat, tetapi mereka / berhormatkan /

     orang-orang perempuan. (menghormatkan)

     = Although the children are naughty, they respect (~~the~~)

     ladies.

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iv. Ah Kau / suka <u>berkachau</u> / orang-orang lain. (mengachau)

   = Ah Kau likes to disturb other people.

v. Dengan segera saya / <u>berubat</u> / kaki nya. (mengubat)

   = Immediately I applied medicine to his foot.

(g) <u>prefix di for Ver</u>^{me(iv/C)}

   i. Oleh kerana negara kita maseh tidak berapa maju, kerajaan

      / <u>dihadapi</u> / beberapa masaalah pada masa sekarang.

                        (menghadapi)

      =Because our country is not very advanced, our government

      faces a number of problems.

   ii. Dia / dibawa / ikan itu ka pasar untok dijual. (membawa)

      = He took the fish to the market to sell.

   iii. Pada masa sekarang pun saya / tidak boleh <u>dilupakan</u> /

      jalan raya itu. (melupakan)

      = Even now I cannot forget the road.

(h) <u>prefix me for V</u>^{di(i/D)}

   i. Kulit nya/boleh <u>menjadikan</u> / pakaian. (dijadikan)

      = The skin could be made into clothing.

   ii. .... untok belajar bagaimana filem itu / membuat /.

                             (dibuat)

      = ... to study how the film is made.

iii. Perhubongan diantara kampong dan pekan / akan memperbaiki /.

(diperbaiki)

= Communication between towns and villages will be improved.

(i) <u>suffix kan for</u> $V^{i(i/C)}$

   i. Mereka / tidak <u>mengalamkan</u> / apa-apa- kesusahan. (mengalami)

   = They did not experience any hardship.

   ii. Pada mula-mulanya dia / <u>membaikkan</u> / batas-batas yang

   sudah rosak. (membaiki).

   = At first he repaired the damaged ridges.

   iii. Jikalau dia / <u>menaikkan</u> / kapal terbang dia akan merasa

   hairan. (menaiki)

   = If he went by an aeroplane he would be surprised.

(j) <u>suffix i for</u> $V^{kan\ (i/C)}$

   i. Saya / akan meluasi / tanah untok menanam padi. (meluaskan).

   = I shall extend my land for planting rice.

   ii. Pada hari Sabtu itu kami / memulai / perjalanan kami.

   (memulakan)

   = On that Saturday we began our journey.

   iii. Tetapi pengalaman di negeri itu / tidak boleh <u>melemahi</u> /

   semangat pemuda-pemuda itu. (melemahkan).

   = But the experiences in that country will not dampen the

   spirit of the youths.

3.3114 <u>Wrong insertion of a postposition</u> (2.132)

  (a) <u>Wrong insertion of postposition lah in</u> $V^{o(iii/C)}$

   i. Surat-khabar itu / <u>ada lah</u> / beberapa iklan. (ada)

      = The newspaper has a number of advertisements.

   ii. Tiap-tiap orang yang boleh membacha / ada lah /*buku di rumah nya.*

      = Everyone who can read has books in his house.

 iii. Orang gemok itu / <u>ada lah</u> / sabuah motokar. (ada)

      = The fat man has a car.

   iv. Bapa dia / <u>ada lah</u> / tongkat sakti. (ada)

     = His father has a magic rod (literally 'walking-stick).

  (b) <u>Wrong insertion of Lah in</u> $V^{o(Viii/J)}$

   i. Diatas bangunan itu / <u>ada lah</u> / sabuah taliskop. (ada)

      = On top of the building, there is a telescope.

   ii. Didalam dunia ini / <u>ada lah</u> / banyak negeri2 yang sejok. (ada)

     = In the worlds there are many cold countries.

 iii. / <u>ada lah</u> / satu jalan yang kechil ka atas gunong itu. (ada)

     = There is a narrow road to the summit of the mountain.

   iv. /<u>Ada lah</u> / banyak perbezaan diantata sabuah negeri yang

     berhawa sejok dengan negeri yang berhawa panas. (ada).

      = There is a lot of difference between a cold country and a

     hot country.

3.312 Errors involving items at X (see 2.2232)

Errors involving items at X are errors in the wrong insertion of an affix. The following are examples of errors:-

3.3121 Wrong insertion of an affix - the item X is a verb

   i. Bila kami sampai ka sana, Kami / $\overset{X}{\underline{bermula}}$ $\overset{H^V}{mendaki}$ / gunong itu.

                                    (mula)

      = When we reached there we began to climb the mountain.

  ii. Pada waktu senja, kami pun / $\overset{X}{\underline{memulai}}$ $\overset{H^V}{turun}$ / (mula)

      = At dusk we began to descend.

 iii. Pada pukul lima petang, dia / $\overset{X}{\underline{berpergi}}$ $\overset{H^V}{membeli}$ / sayor. (pergi)

      = At five o'clock in the evening he went to buy vegetables.

3.3122 Wrong insertion of an affix - the item X is an operator.

   i. Tiap-tiap orang peldang / $\overset{X}{\underline{diboleh}}$ $\overset{H^V}{menanam}$/ padi dan sayor-sayor.

                                     (boleh)

      = Every farmer could plant rice and vegetables.

  ii. Kami / $\overset{X}{\underline{mendapat}}$ $\overset{H^V}{menengok}$ / bunga-bunga yang chantek. (dapat).

      = We could see beautiful flowers.

 iii. Saya pergi ka Sabah kerana saya / $\overset{X}{\underline{hendaki}}$ $\overset{H^V}{mendaki}$ / gunong itu.

                                     (hendak)

      = I went to Sabah because I wanted to climb the mountain.

$$X \qquad H^V.$$

iv. Budak kechil itu / bersudah makan / (sudah)

The small boy has had his meal.

3.3123 Wrong order of items at X (2.22322)

$$X \qquad H^V$$

i. Kami / <u>akan tidak</u> menjadi / permuda2 yang tidak sayangkan

negara (tidak akan menjadi)

= We shall become young men who do not love their country.

$$X \qquad H^V$$

ii. Mereka / <u>patut tidak</u> melakukan / kesalahan itu. (tidak patut)

= They should not have committed the offence.

$$x \qquad Hv$$

iii. Penuntut-penuntut itu / <u>dapat belum</u> menchari / barang itu

(belum dapat menchari)

= The students have not found that thing yet.

3.313 Errors involving items at Y (see 2.2233)

All the errors can be classified as 'inappropriate items'

at Y.

$$Y \qquad H^V$$

i. Kami mendaki gunong yang / <u>berapa</u> jauh / dari rumah kami. (agak)

= We climbed a mountain which is fairly far from our house,

$$Y \qquad H^V$$

ii. Kupu-kupu itu semua / <u>banyak</u> chantek / dan besar. (sangat)

= The butterflies are very beautiful and big.

iii. Pada mulanya perjalanan kami / <u>tidak beberapa</u> susah/.

(tidak berapa)

= At first, the journey was not difficult.

iv. Budak-budak sekolah itu / <u>tidak beberapa tua</u> /.

= The school children are not very old

3.33. Prepositional Phrase Errors (2.222)

The following is the suggested classification of examples of

errors found in the analysed texts:-

3.331 Using Inappropriate Preposition

(a) <u>'pada = at on' instead of 'bagi = for; kapada= to;</u>

<u>dalam = in, into; untok = for ; kerana = because of'.</u>

i. /<u>Pada</u> tiap-tiap pekerja /, hari bekerja ialah hari ithnin

Sabtu

sampai hari ~~Rabu~~. (bagi)

= For every worker, the working days are from Monday to

Saturday.

ii. Orang-orang lain berchuti / <u>pada</u> sebab-sebab yang lain /.

(kerana)

= Other people have vacations for different reasons.

iii. Ini sangat berguna / <u>pada</u> prang-orang perempuan /. (kapada)

= This is very useful to the ladies.

iv. Oleh itu / <u>pada</u> lima puloh tahun / yang akan datang, negara kita

akan menjadi kaya. (dalam).

= so, in fifty years time, our country will become rich.

v. /<u>Pada</u> masa itu / hingga sekarang, negara kita sudah sabelas

tahun merdeka.   (dari)

= From that time until now, our country has been independent

for eleven years.

vi. Kami hendak memasak nasi / pada orang laki-laki /. (untok)

= We wanted to cook rice for the menfolk.

viii. / Pada malam itu / sampai pagi angin sejok bertiup. (dari) #

= From night until morning cold wind was blowing.

(b) 'dengan = with ' instead of ' oleh = by, bersama = along with. ikut = following '.

i. Rumah mereka dikelilingi / dengan ayer /. (oleh)

= Their house is surrounded by water.

ii. Disamping itu saya membawa / dengan saya / baju tebal. (bersama)

= Other than ~~than~~ *that*, I brought along with me warm clothing.

iii. Kami tak suka mendaki gunong / dengan jalan lama /. (ikut).

= We did not like to climb the mountain following the old

route.

iv. Ada banyak perbezaan / dengan kehidupan negeri sejok / dengan

kehidupan negeri panas.

= There is a lot of difference between life in the cold

country and that of the hot country.

(c) 'untok = for e.g. Saya beli buku untok dia = I bought the book

for him ' instead of ' salama = for - denoting period'

i. Kami mendaki / untok dua jam /. (salama)

= We climbed for two hours.

ii. Sahabat saya itu telah menjadi pengakap / untok lima tahun /.

(salama)

= My friend has been a scout for five years.

(d) <u>'kapada = to 'instead of ' untok = for '.</u>

    i. Tiap-tiap pagi dia bangun dan menyediakan makanan /

      <u>kapada</u> anak nya/. (untok)

      = Every morning she got up to prepare breakfast for

      her child.

   ii. Kita akan membuat tempat-tempat permainan / <u>kapada</u>

      budak-budak miskin. (untok)

      = We shall make a playground for the poor children.

(e) <u>'di = at, in' instead of 'ka = to (to a place) '.</u>

    i. Kami akan bertolak / <u>di</u> Kuala Lumpur / esok. (ka)

      = We are leaving for Kuala Lumpur tomorrow.

   ii. Kemudian mereka pun hampir / <u>di</u> tepi sungai itu /. (ka)

      = Then they approached the bank of the river.

(f) <u>'dalam = in, inside' instead of 'dengan = with, by'</u>

    i. Kami terus ka kaki gunong itu / dalam / sabuah jip. (dengan)

      = We went straight for the foot of the mountain by jeep.

(g) <u>'dengan = with ' instead of 'daripada = of e.g., of rubber'.</u>

    i. Barang-barang saperti kasut yang diperbuat / <u>dengan</u> getah /

      senang dapat dibeli. (daripada).

      = Articles made of rubber can easily be bought.

   ii. Kain-kain itu dibuat / <u>dengan</u> kulit binatang /. (daripada)

      = The clothing is made from the skin of animals.

3.332 Omission of a preposition

(a) <u>Omission of 'dengan = with'</u>

i. Kami berjanji / (<u>dengan</u>) dia.

= We promised him him.

ii. Ahmad telah berkahwin / (<u>dengan</u>) anak ketua kampong itu /.

= Ahmad had married the daughter of the headman.

iii. Emak saya telah berchakap / (<u>dengan</u>) dia / salama dua jam.

= My mother was talking to him for two hours.

(b) <u>Omission of 'ka = to'</u>

i. Kita di Malaysia suka berkunjong / (<u>ka</u>) negeri-negeri yang

berhawa sejok.

= We in Malaysia like to visit the cold countries.

ii. Kami sampai / (ka) kaki gunong itu / pada pukul lapan pagi.

= We reached the foot of the mountain at 8 o'clock in the

morning.

iii. Bila sekolah chuti budak-budak semua balek / (<u>ka</u>) kampong /.

= When the school holidays start, the pupils returned home.

(literally, 'to their village').

(c) <u>Omission of 'di = at, in '</u>

i. Dalam lima jam lagi kita akan tiba / (<u>di</u>) Tangkak /.

= In five hours' time we shall reach Tangkak.

ii. Negeri yang berhawa sejok terletak di utara dan / (_di_)

selatan Khatul istiwa.

= Cold countries are in the north and south of the

equator.

3.32. The Nominal Phrase Errors. (see 2.221)

The following is the suggested classification of examples of

errors found in the analysed texts:-

N.B. Nominal phrases will be written within slant brackets and the

errorneous items will be underlined.

3.321 Wrong order of elements of structure.

M H instead of H M

$$\qquad\qquad\qquad\qquad\qquad\qquad M \qquad\qquad H$$
i. Guru itu menanyakan / kawan-kawan nama / kapada saya. (nama

kawan-kawan)

= The teacher asked me the names of the friends.

$$\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad M \quad H$$
ii. Gunong itu sangat besar dan saya tidak tahu / mana jalan /

kami mesti ikut. (jalan mana)

= The mountain is very big and we did not know which way we

must follow.

$$\qquad M \qquad H$$
iii. /Lain orang / berchuti kerana sebab-sebab yang lain. (orang lain)

= In the other basket I kept my money.

$$\overset{\text{M}}{}\overset{\text{H}}{}$$

v. Lebeh banyak / <u>moden bangunan</u> akan didirikan. (bangunan

moden)

= More modern buildings will be built.

$$\overset{\text{M}}{}\overset{\text{H}}{}$$

vi. Pada masa itu / <u>Timor Malaysia</u> / pun akan mempunyai

banyak jalan-jalan raya. (Malaysia Timor).

= At that time East Malaysia too will have many roads.

3.322 Errors involving items at Q

(a) <u>wrong insertion of a prefix in a non-numeral quantifier</u>

i. Dalam negara kita pada 2018, / <u>berbanyak</u> bangunan / akan

didirikan. (banyak)

= In our country in 2018, many buildings will be built.

ii. / <u>Terbanyak</u> penjaja / tidak menutup barang-barang makanan nya.

= Many hawkers do not cover their foodstuff.

iii. / <u>Beramai</u> orang / berkumpul melihat ikan itu. (ramai)

= Many people gathered to see the fish.

(b) <u>Wrong insertion of a classifier</u>

i. Apabila / orang polis itu / datang, mereka pun lari.

(polis itu)

= When the police came, they ran away.

ii. / Banyak <u>buah</u> universiti / akan dibena untok raayat,

(Banyak universiti).

= Many universities will be built for the people.

iii. Semua kampong-kampong akan menjadi / buah bandar-bandar

yang indah /. (bandar-bandar yang indah)

= All the villages will become beautiful towns.

(c) The mistaken use of a wrong non-numeral· quantifier

'ramai = many (of persons, human beings) instead of

' banyak = many (of things, persons, etc. '.

i. / Ramai jejambat / akan dibena. (banyak)

Many fly-overs will be built.

ii. Saya mendapat / ramai pengalaman / pada masa mendaki

gunong itu. (banyak)

= I gained a lot of experience by climbing the mountain.

iii. Mereka membuat kapal-kapal yang boleh menyenangkan mereka.

menangkap / ramai ikan/. (banyak).

= They built ships which would make it easy for them to catch

fish.

'berapa = how, how much, how many (an interrogative particle)

instead of beberapa = a few, several.'

iv. Padi itu direndam didalam ayer untok / berapa hari /.

(beberapa)

= The rice is soaked in water for several days.

v. / Berapa utas tali / dibawa bersama. (beberapa)

= Several pieces of rope were brought along,

vi. Saya datang dengan / <u>berapa</u> orang kawan saya / . (beberapa).

    = I came with a few of my friends.

<u>'sa-suatu = any e.g. sa-suatu benda = any article; instead of</u>

<u>' suatu = a e.g. suatu negara yang maamor = a prosperous nation'</u>

vii. Pada masa lima puloh tahun yang akan datang negara kita

    akan menjadi / sa-suatu negara yang kaya /. (suatu)

    = In fifty years time, our country will become a rich

    country.

viii. Negara kita ialah / <u>sa-suatu</u> negara yang modern /. (suatu)

    = Our country is a modern country.

(d) <u>Omission of a classifier</u>

    <u>N.B.</u> The omitted item is written within brackets.

  i. / Beberapa (orang) kami / jatoh.

    = A number of us fell down.

  ii. / Dua (orang) daripada mereka / ditipu.

    = Two of them were cheated.

  iii. Malaysia mendirikan / Lapan (buah) universiti /.

    = Malaysia is building eight universities.

(e) <u>Omission of a non-numeral quantifier</u>

    <u>N.B.</u> The omitted item is written within brackets.

i. / Lebeh (banyak) hutan rimba / akan dibuka.

= More jungles will be cleared.

ii. Kerajaan akan mendirikan / lebeh (banyak) rumah

sakit. /

= The government is building more hospitals.

iii. Pada masa lima puloh tahun yang akan datang kita akan

mempunyai / lebeh (banyak) motokar/.

= In fifty years' time, we will have more motor cars.

3.23. Errors involving items at M.

(a) Wrong order of items

H   Md.   Myg.   instead of H. Myg. Md

$$\overset{\text{H \qquad Md. \qquad \underline{Myg.}}}{}$$

i. Kami berbesikal ka / gunong itu yang jauhnya 14 batu /.

= We cycled to the mountain which is 14 miles away.

$$\overset{\text{H \qquad Md. \qquad \underline{Myg}}}{}$$

ii. Satelah saya membeli / kasut itu yang berharga $ 25, saya

balek ka rumah. (kasut yang berharga $25 itu)

= After I bought the shoes which cost $25, I returned

home.

$$\overset{\text{H \qquad Md. \qquad \underline{Myg.}}}{}$$

iii. Kita ada peluang menggunakan / tanah itu yang belum diusahakan /.

(tanah yang belum diusahakan itu)

= We have a chance to utilize the land which has not yet

been developed.

(b). <u>Wrong insertion of M^d at M</u>

i. Sunggoh pun / banyak keburokan dan kebaikan sain <u>itu</u> /,
   tetapi jika kita boleh menggunakan nya dengan betul, kita
   akan beruntong. (banyak keburokan dan kebaikan sain).
   = Although science has its bad and good points if we can
   use it properly, we would benefit by it.

ii. / Akbar <u>itu</u> / telah menjadi sa jenis bachaan yang didapati
    di-mana-mana. (Akhbar).
    = The newspaper has become a reading material available
    anywhere.

iii. / Russia dan Canada <u>itu</u> / mengalami hawa sejok tiap-tiap
      tahun. (Russia ~~and~~ *dan* Canada)
      = Russia and Canada experience cold weather every year.

3.224 <u>Errors involving items at H</u>

(a) <u>Wrong insertion of suffix 'an' to a non-derived noun.</u>

i. / ^H<u>Hargaan</u> sanaskhah surat khabar / sangat murah. (harga)
   = The cost of a copy of newspaper is very cheap.

ii. Kita terpaksa menggunakan parang untok membuat / jalanan /. ^H
    (jalan)
    = We had to use a parang to clear a track,

iii. Bagi kaum perempuan yang berpengetahuan senang lah

                            H

    mereka menchari / <u>kerjaan</u> /.   (kerja)

    = It will be easy for women with education to get

    ⌣ jobs.

(b) <u>Mistaken combination of affixes to form derived nouns.</u>

      adj ✢ an instead of <u>ke + adj + an</u> (see 2.1111,b)

  i. Pada masa itu berbagai-bagai bangsa di seluroh dunia boleh

     meneruskan / <u>hidupan</u> nya / dalam aman.

     (ke + hidup + an --- kehidupan)

     = At that time all races in the world will be able to

     continue to live in peace.

  ii. / <u>Majuan</u> / di negeri ini pun bertambah.   (ke + maju + an

                                        --- kemajuan)

     = The rate of progress of this country will increase.

 iii. / <u>Takutan</u> saya / tidak dapat dicheritakan.   (ke + takut + an

                                       --- ketakutan)

     = My fear cannot be described.

     '<u>ke + adj + an</u>' instead of '<u>per + adj + an</u>'.

  iv. / perpanasan itu / sampai 85 F.   (ke + panas + an ---

                                   kepanasan)

     = The heat reached 85 F. (The temperature reached 85 F.)

(c)   Inappropriate personal pronouns

'kita = we (inclusive)' instead of 'kami = we (exclusive)[1]

i.   / <u>Kita</u> / mendaki gunong itu sabelum hujan turun.   (kami)

= We climbed the mountain before the rain started.

ii.   Pada pukul dua belas tengah hari / <u>kita</u> / berehat di tepi

sabuah sungai.   (kami)

= At twelve noon we rested by the bank of a river.

iii.   Mereka sangat baik dan memberi nasihat yang berguna kapada

/ <u>kita</u> /.   (kami)

= They were very good and gave useful advice to us.

(d)   Mistaken use of a personal pronoun instead of a noun.

i.   Sekolah-sekolah pada masa itu akan menjadi besar. / <u>Mereka</u> /

akan menjadi sekolah-sekolah yang terbesar di dunia ini.

(sekolah-sekolah)

= At that time the schools will be large schools.   They

may become some of the largest schools in the world.

ii. /Ia/ ada pegawai-pegawai yang chekap. (Malaysia).

= Malaysia has efficient officers.

iii./<u>Dia</u> / akan ada pelabohan-pelabohan yang moden. (Malaysia)

= Malaysia will have modern sea-ports.

---

1.   See (2.112)

3.3 Errors at the rank of the Clause.

Three error-types are distinguished and all of them are errors involving items at A^1.

(a) Inappropriate item at A

(b) Wrong insertion of item A

(c) Wrong positioning of A in the clause structure.

3.31 Inappropriate item at A.

" pun = also, too " instead of " juga = too "

   i. // Salain daripada itu kami pun membeli ubat //. (juga)

      = Besides that we also bought medicine.

  ii. // Kami pun membawa chukup ayer untok menchuchi tangan // (juga)

      = We also brought enough water to clean our hands,

 iii. // Pelajaran kita mesti pun dibaiki //. (juga)

      = Our education must also be improved.

  iv. Kami pun membawa tali yang kuat. (juga)

      = We also took with us strong rope.

3.32 Wrong insertion of A (The item to be omitted is underlined)

   i. // Ada pun banyak surat-khabar dalam bahasa Melayu //.

      = There are many newspapers in the Malay language.

  ii. // Kadang-kadang mereka pun mati // sebab tidak men dapat

     makanan.

      = Sometimes they died because of shortage of food.

---

1. See (2.234)

iii.   // Alat-alat sain dan alat-alat rumah akan dibuat di negeri

ini <u>pun</u> //.

= Scientific instruments and household goods will be

manufactured in the country.

3.33   <u>Wrong positioning of A in the clause structure</u>.

i.   // Pelajaran kita mesti pun dibaiki //.

<u>instead of</u>

Pelajaran kita pun mesti dibaiki.

= Our education too must be improved.

ii.   // Di negeri yang panas hendak mendapat ayer susah pun //.

<u>instead of</u>

Di negeri yang panas hendak mendapat ayer pun susah.

= In a hot country to obtain water is also difficult.

iii.   // Emak bapa nya tidak bersetuju pun dengan ranchangan itu //

<u>instead of</u>

Emak bapa nya pun tidak bersetuju dengan ranchangan itu.

= His parents too did not agree with the plan.

iv.   // Saya meneyewa pun sabuah motokar //

<u>instead of</u>

Saya pun meneyewa sabuah motokar.

= I too hired a motorcar.

3.5 The Sentence

3.51 Inappropriate Binders (see 2.41)

bila = when instead of 'pada masa = when, at the time'

i. /// Bila saya berjalan-ka kedai, saya nampak orang

bergadoh ///. (pada masa).

= As I was walking to the shop, I saw people quarelling.

ii. /// Bila saya berjalan-jalan di pantai, saya terdengar

orang menjerit///. (pada masa).

= While I was taking a walk on the beach, I heard someone

shout.

iii. /// Bila saya di sana, saya sangat suka melawat bandar London ///

(pada masa).

= While I was there I liked to visit the city of London.

iv. /// Bila saya membacha surat khabar, beberapa orang kawan saya

datang /// (sedang, pada masa)

= While I was reading a newspaper, a number of my friends came.

3.52 Inappropriate Linker (see 2.41)

'dan' instead of 'lalu'

i. /// Saya nampak isteri nya bangun dan mengambil sabuah kerusi ///.

(lalu)

= I saw his wife getting up and picking up a chair.

ii. /// Ali pun pergi ka rumah Ramasami dan mengikat nya ka sabuah

pokok /// (lalu).

= Ali then went to Ramasami's house and tied him to a tree.

iii. /// Ahmad senyum dan melompat ka atas bahu Ali ///   (lalu)

= Ahmad smiled and climbed on Ali's shoulder.

3.6 Frequency count of grammatical errors.

Of the 800 scripts used for this investigation, 200 of them have been taken for making this count.   They are considered representative of the total scripts for they include scripts written by learners both from the rural as well as the urban areas, and those from the Chinese secondary and English secondary schools.   Quite naturally these 200 scripts have been subjected to more thorough marking than the rest.

The purpose of the count is merely to reveal which error-types are the most common.   It is not meant to be a full statistical study. Hence, the figures are not dealt with later according to strict laws of statistics.   They are helpful in so far as they support in a tangible manner any conclusion made about the grammatical errors in general.

3.61   Frequency Count of Grammatical Errors

According to Rank

Rank	Number of Occurrences	Percentage
Word	54	3
Phrase	1495	88

Clause	72	4
Sentence	84	5
	1705	100%

N.B. For the purpose of this count, errors other than grammatical are not taken into account.

3.62 Frequency Count of Grammatical Errors

at the Rank of the Phrase

Phrase	Type / sub-type		Number of Occurrences
		ber in $V^{o(i/A)}$	85
		me in $V^{o(i/A)}$	96
		me in $V^{o(iv/H)}$	30
		ter in $V^{o(i/A)}$	22
		ber in $V^{o(ii/A)}$	50
Wrong Insertion of		ber in $V^{o(iii/C)}$	52
an affix (3.3111)		me in $V^{o(v/C)}$	25
		ter in $V^{o(ii/A)}$	30
		kan in $V^{o(i/A)}$	40
		kan in $V^{me(iv/C)}$	50

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		ber in $V^{ber(i/A)}$	25
		ber in $V^{ber(ii/A)}$	37
Omission of an		me in $V^{me(iv/C)}$	120
affix (3.3112)		di in $V^{di(i/D)}$	30
		kan in $V^{kan(i/C)}$	25
		i in $V^{i(i/C)}$	10

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<u>Type / sub-type</u>

	me for $V^{ber(i/A)}$	42
	di for $V^{ber(iii/A)}$	24
	di for $V^{ter(iv/H)}$	25
	ter for $V^{ber(iii/A)}$	30
Mistaken use of	ber for $V^{me(iv/C)}$	20
an affix.	di for $V^{me(iv/C)}$	23
(3.3113)	me for $V^{di(i/D)}$	14
	i for $V^{i(i/C)}$	15
	i for $V^{kan(i/C)}$	18
		211

VERBAL	Wrong insertion of a postposition (3.3114)	lah in $V^{o(iii/C)}$	28
		lah in $V^{o(viii/J)}$	23
			51

Items at X	An affix when the item X is a verb	18
	An affix when the item X is an operator	26
	Wrong order of items at X	12

Type / sub-type		Number of Occurrences	
Items at Y	Errors of items at Y	16	16
		Total	106
Wrong order of ele. of structures (3.321)	M H instead of H M	24	24
NOMINAL			
Errors involving items at Q (3.322)	wrong insertion of prefix in Q^{non}	25	
	wrong insertion of classifier	28	
	mistaken use of Q^{non}	15	
	omission of classifier	22	
	omission of Q^{non}	17	107
Errors involving items at M (3.3223)	wrong order of items	23	
	wrong insertion of M^{d}	20	43

Type / sub-type		Number of Occurrences
	wrong insertion of kan to a non-derived noun	15
Errors involving items at H (3.3224)	wrong combination of affixes	22
	Inappropriate personal pronouns	70
	mistaken use of personal pronoun for noun	18
		__125__
		299
	Using inappropriate preposition	95
PRE- POSITIONAL	Omission of preposition	34
		129
	TOTAL	

14 89

1,486

CHAPTER FOUR
EXPLANATION OF GRAMMATICAL ERRORS

4.0   Introduction to chapter

4.1   Contrastive analysis with the mother tongue.

    4.11.   Contrastive analysis with English

4.2   Explanation of errors at the rank of the word.

4.3   Explanation of errors at the rank of the phrase.

    4.31   The verbal phrase errors

    4.32   The nominal phrase errors

    4.33   The prepositional phrase errors

4.4   Explanation of errors at the rank of the
                                                clause.

4.0 Introduction to chapter

This chapter aims at describing and explaining most of the grammatical errors classified in chapter three.

The main causes of errors offered are interference from the SL[1], inadequate teaching and learning and the extension of analogy of patterns the learners have already learnt. While this is not exclusively an exercise in contrastive analysis, it is found necessary to resort to its methods in explaining errors caused by the interference of the SL.

4.1 Contrastive analysis with the mother tongue

For purposes of making a contrastive analysis with the learners' mother-tongue, Mandarin has been chosen as the representative of all the dialects spoken in Malaysia. All examples cited therefore will be from Mandarin. This does not mean that the writer does not recognize the differences existing at all linguistic levels between the Chinese dialects[3] but the task would simply be tremendous if comparison has to be made against each Chinese dialect spoken in West Malaysia. Although the majority of the Chinese speak either Cantonese or Hokkian, the choice of Mandarin is a logical and practical one[2].

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1. Source language.
2. See (1.02)
3. The term 'dialect' is used in traditional sinological term. This in fact is a language.

Regarding the difference between Chinese dialects, Yuen Ren
Chau[3] writes" Dialects differ from one another in three aspects.

The most importance difference is that of pronunciation. Thus the
same root which means " wood " is pronounced 'lin' in Peiping, 'ling'
in Shanghai and 'lam' in Cantonese. Secondly, dialects differ in the
choice of words for common use. Thus the word for 'he, she' is 'ta'
in Mandarin, 'yi' in Shanghai and 'ghoe' in Cantonese...... Thirdly,
dialects differ in grammar. Thus, in Peiping, one uses the word order
'give me some water', while in Cantonese and in Shanghai dialects, one
says, 'give some water me'. This third aspect is the least important,
as there is comparatively great uniformity of grammar among the
dialects".

4.11 Many Chinese learners in English medium schools come from
families in which English is their first language. While, very
few Chinese learners are completely non-Chinese speaking[2], a good
number c. tend to be more proficient in English than in Chinese.   For
this reason, it is only logical to explain errors in terms of
interference from English.

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1. See "Mandarin Primer" by Yuen Ren Chao, published by Harvard
    University Press 1964.
2. All Chinese learners are presumed to be able to speak at least
    one Chinese dialect.

4.2 Explanation of Errors at the rank of the word.

4.21 Based on the frequency count of errors[1], this is certainly an area of Malay grammar which gives the least trouble to the learners. The total number is very small compared to the actual errors collected in the course of this investigation. Most of the errors are made by candidates who scored less than average marks for the paper. It can be assumed therefore that candidates who scored average and more than average marks rarely make errors of this type.

4.22 Deviation from word-structure rules (see 2.21)

. This particular type of error is concerned with the right combination of affixes (prefix and prefix or prefix and suffix) and root word to form new derived words. The citations indicate that candidates who make this type of error have failed to recognize one important fact of Malay grammar – namely that at H^V. whilst there exists a maximum selection of nine-term system of affixes, some pairs of affixes are mutually exclusive[2]. The choice of prefix me or prefix di at H^V. is a case in point.

It cannot be suggested that deviation of this type can be described in terms of interference from the SL – Mandarin or English.

---

1. See (3.61)
2. See (2.21)

V^{me} is a feature of an active clause and V^{di} that of a passive

clause. In Chinese, the distinction between active and passive

clause is not distinguished morphologically in the head-verbs. Yuen

Ren Chao[1] writes,"There is no distinction of voice in Chinese,

the direction of the action depending upon the context. Thus, 'Wo

yao shi lean '= I want to wash my face : 'lean hair mei shii ne' =

My face has not yet been washed". The head-verb 'shii = to wash'

remains the same. Similarly, there is no formal correspondence[2] in

English of features such as V^{me} and V^{di} as markers of active and

passive clause structures respectively.

Like many other types of errors, inadequate learning and teaching

seems to be the plausible cause. The learners have failed to master

the rules properly and in their confusion have made use of affixes

which were available at immediate recollection.

Errors of this type must be considered basic although the variety

and the number found in the analysis texts is very small. It is

certainly very disappointing for those concerned with the teaching

of Malay to note that after eight years, the learners have not fully

mastered the mutually exclusiveness of V^{me} and V^{di}. More so when

books on Malay grammar used as text books throughout the schools in

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1. 'Mandarin Primer' by Yuen Ren Chao, published by Harvard
    University Press 1964.
2. 'A linguistic Theory of Translation" J.C. Catford, O.UP 1965.

Malaysia today have exercises specially dealing with transforming
passive verb di form into active verb me form., and vice versa.

4.23. Deviations from morphophonemic rules

The variety and the number of errors certainly do not justify
one making elaborate explanation. It can safely be said that errors
of this type are no longer a problem to the learners.

4.3 Explanation of errors at the rank of the phrase

4.31 Verbal phrase errors (see 3.31.)

4.311 Errors involving items at H^V

The errors of items at H^V as examplified in chapter three are
deviations involving the correct selection of affixes. The variety
and the large number of errors[1] simply support what every teacher of
Malay as a second language already knows too well - namely that this
is an area of Malay grammar in which the Chinese learners and indeed
all learners of Malay find exceedingly troublesome. Many teachers have
gone so far as to suggest that a learner of Malay who has mastered the
use of affixes at H^V will have mastered the major portion of Malay
grammar.

The difficulty in selecting the correct affix at H^V (prefix or
suffix) is due to the fact except for the selection of prefix me or
prefix di it is not determined by syntactic criteria. The selection

---

1. See (3.62)

is not determined by such categories as number, tense, person etc.
In other words concord and government are features which are totally

irrelevant in Malay grammar. The sellection of an affix at H^v is

largely a matter which is lexically determined i.e. what affix a

particular H^v should have is conditioned by the lexical item itself.

For this reason, it is not an area of Malay grammar in which the

non-Malay learner can easily predict. Like Malay, Chinese head-verbs

are not inflected for number, tense and person. But whilst Malay

head-verbs are mostly poly-morphemics, Chinese head-verbs on the

other hand mostly occur in monomorphemic forms.

<u>Examples</u>   (Chinese and Malay head-verbs are underlined)

(a) Ta <u>mai</u> ti ben.

    = Dia nak mem+beli buku.

    = He will buy one (copy of) book.

(b) Wo neng <u>shuo</u> zhongguo-hua.

    = Saya boleh <u>berchakap</u> bahasa China

    = I can speak Chinese.

(c) Wo ba tamende mingzi duo <u>wang</u> le.

    = Saya terlupa nama mereka.

    = I have forgotten their names.

(d) Zuotian wo kan dianyingr yi hou, wo shi zouhui jia

qu de.

= Semalam saya berjalan balek ka rumah salepas saya

menengok wayang.

= Yesterday I walked home after I saw the pictures.

(e) Wo hai yao wen ni.

= Saya juga suka nak bertanya awak.

= I would also like to ask you.

The purpose of the preceding examples is to show that there
exists no formal correspondence between Chinese system of affixation
and that of Malay. Chinese affixes are mostly suffixes amd the most
common ones are 'le' suffix of completed action, 'guo' suffix of
an action which have taken place once in the past, and 'zhe''suffix
of action of relatively long duration.' None of these can be placed
on one to one correspondence with Malay affixes.

This lack of any formal correspondence between the two systems of
affixiation in the two languages suggests that generally deviations
at H^V cannot be explained in terms of interference of the SL.

In the following sections, it is proposed to examine and
explain each type of errors at H^V separately.

It is important, before giving descriptions and explanations

of errors at H^V to point out the extent to which Malay affixes are used

in modern written Malay. It would be next to impossible to say even

approximately what the number and frequency of Malay head-verbs take

affixes without a large scale analysis, but perhaps a count from two

passages of modern written Malay - each of 5,500 words each - will

give at least an idea of what the proportions are like. Only four prefixes are represented.

Number of occurrances

	Passage A	Passage B	Total	%
$V^\emptyset$	44	38	82	8.5
V^{me}	208	224	532	55
V^{ber}	152	108	260	27.5
V^{ter}	64	55	119	9
Total	468	425	993	100

This is, of course, the kind of table from which many false

impressionistic conclusions could be drawn. The number of occurrances

would most likely be different for different passages and different

styles. Nevertheless, it will be noted that instances of prefix me

and ber cover more than 80% of all the prefixes.

4.3111 Wrong insertion of affixes (see 3.3111)

Errors in the wrong insertion of affixes are due to two

causes. The first cause is that of inadequate learning and teaching.

This may not sound very fair in view of the fact that the candidates

whose written compositions are used for this investigation have

studied the language for a period of eight years continuously at a

minimum of three hours a week. There is no doubt that many teachers

have over-emphasized the importance of the use of affixes in general

at H^V and this has resulted in great confusion among learners of Malay.

It is indeed true that many Malay head-verbs are accompanied by affixes[1]

but there is still a small but an important list of Malay verbs[2] which

must occur on its own in certain clause structures. It does appear

as though many learners have not been aware of the existance of such

head-verbs. Hence simple everyday words such as ' mandi = to bath,'

' dudok = to sit down ', ' tiŋggal = to live, stay at a place ',

'balek = to return ', etc. which in the clause pattern under discussion

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1. See (4.311) table showing frequency of occurrences of affixes.
2. See (4.311) table showing frequency of occurrences of affixes.

take the zero affix have been given a me, ber, or ter prefix. One
could even deduce from the citations that in their confusion, the
learners are making wild guesses in regard to the selection of an
affix. Quite naturally prefix ber and prefix me would make the first
choice as they are the most widely. used Malay prefixes.

The wrong insertion of an affix instead of the zero affix (see
3.3111) can therefore be described as a feature of hyper-correction.

The learners are under the misconception that a Malay head-verb must
always occur with an affix and have therefore ensured that an affix
must be present.

The second cause is that of the application of analogy. In a
sense this overlaps the first cause as it could be explained that the
extension of analogy of points of grammar the learners have learnt,
have led them to believe that an affix must at all times be used with
a head-verb.

Of these errors the wrong insertion of prefix me and prefix ber
are the most common.

Errors in the wrong insertion of suffix 'kan' in the head-verb
such as 'mendapat = to get, achieve ' instead of ' mendapatkan ',
' memereksa = to inspect ' instead of ' memereksakan ', 'membajak = to
plough ' instead of membajakkan ' (see 3.3111,3) indicates very

clearly the lack of grasp between transitive and intransitive verbs in the Malay language. To attach prefix 'kan' to the above words (which are already non-derived transitive verbs) would alter the meaning of the whole sentence. As pointed out in the description (see 2.2231) suffix kan attached to a transitive verb is benefactive 'kan' and hence, ' mendapatkan = to get or achieve something for the sake of someone else or for the benefit of someone other than the agent', memereksakan = to inspect something on behalf of someone', and so on. For the purposes of conveying the intended meanings as exemplified in the citations, the inclusion of suffix 'kan' would render the sentences errorneous. Like errors in the wrong insertion of prefixes instead of the zero affix, the learners have again shown the desire to be 'over-correct' in the use of affixes. In fact, such errors further indicate that the learners have a totally wrong concept of the function and the use of Malay affixes. As in the case of the wrong insertion of an affix instead of the zero affix (examplified in 3.3111), these are mostly basic lexical items which by any standard the learners should have mastered long before they reach this stage of their learning Malay.

Another typical example is the word 'ada = to have, to possess. A fairly wide range of affixes have been used to combine with this words

when all the candidates need to do is to use the zero affix.

4.3112 The omission of affix / affixes.

The omission of prefix me and prefix ber (see 3.3112 a.b.c.)

are errors which can be explained in terms of interference. The two

causes mentioned above will also apply.

The source of interference is mainly bazaar Malay[1], although

there is still the possibility that the influence of the mother-tongue

plays a part. Head-verbs in bazaar Malay are rarely given affixes.

This means that head-verbs will occur in their root forms as they would

normally appear as entries in the dictionary. Hence 'kerja' instead

of 'bekerja = to work', 'jalan' instead of berjalan = to walk and so on.

'Kerja' and 'jalan' are in fact examples of two very common day-to-day

words used by bazaar Malay speakers. It is fair to assume that the

learners whose written compositions are investigated for purposes

of this thesis, have first acquired bazaar Malay[2] and it does seem

that this habit of using Malay head-verbs in their root forms is carried

over when the learners speak or write in standard Malay. Words such as

'kelahi[3] = to quarrel', 'tambah[4] = to increase' would not normally be

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1. See (1.24)
2. See (1.3)
3. For 'kelahi = to quarrel' bazaar Malay speakers would use the word 'gadoh'.
4. For 'tambah = to increase' bazaar Malay speakers would use the word 'baik = to become better, to better'.

included in the vocabulary of bazaar Malay and yet they too have

received the same treatment as the more common day-to-day words such

as 'kerja' and 'jalan' mentioned earlier.

The omission of prefix ber in the head-verb may also be due

to another cause - namely 'play it safe' attitude. Having reached this

stage of learning the language, the learners should be fully aware

that the majority of Malay head-verbs, as mentioned earlier, are

accompanied by affixes. So, quite naturally, when they have recalled

the lexical item rightly or wrongly for purposes of conveying the meaning[1]

they are then confronted with the problem of supplying the right

prefix. But, because they have not fully mastered the patterns at

H^V the learners would resort to one of two ~~causes~~ *courses* of action, namely

to make a wild guess and supply one of the more common affixes as

discussed above or to present the lexical item in its root form. Many

learners are under the misconception that to present a lexical

item in its root form is to express it in 'simple Malay'. It is clear

therefore rather than taking the risk of making errors by selecting the

wrong affix, the candidates prefer to 'play it safe' and conform

to the so-called 'simple Malay'.

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1. The implication of this statement is that learners particularly
    the weak ones are continually translating from the SL into the TL.

The omission of prefix me (see 3.3112, c) is among the most numerous of errors at H^v. All that which have been said on the omission of prefix ber can also be said of prefix me. However, one further point may be added. This is the fear of taking the risk of making morphophonemic errors[1]. This means that while the learner realizes that such and such a verb must be accompanied by prefix me, he is unable to present the head-verbs with a prefix me because he is unsure of the allomorph to select.

As has been suggested earlier, the errors involving the omission of prefix ber and me may also be due to the influence of the mother tongue.

Malay affixes have no formal correspondence in Chinese and the learners may try to transfer the principle of Chinese H^v into Malay namely to present the head-verbs in the root forms as in Chinese. We do not however consider this to be a very plausible argument in view of the fact that by the time the learners wrote the compositions
                    would
they/have been sufficiently exposed to the Malay language.

<u>The omission of prefix di</u>

Very few of this sub-type of error has been found in the analysed texts. A possible explanation of the deviation is the interference from Chinese morphology in which no distinction is made morphologically

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1. See morphophonemic rule (2.211)

between transitive and intransitive verbs.

The omission of suffix kan and suffix i

Strangely enough, the errors involving the omission of suffix kan and suffix i are also considered common among some native speakers of Malay particularly those who come from the north of Malaysia. In a sense, the norm as far as the use of suffix kan is concerned differs among the Malay speakers themselves. It is however, correct to say that teachers of Malay tend to conform to the standard usage.

It would be wrong to assume that the learners have been influenced by the regional usage for there is evidence that learners who make mistakes in the use of the prefix kan not only come from the northern states but also from other parts of West Malaysia. The deviation seems to be due to the failures to recognize the semantic function of the suffix. Kan is a transitivizing suffix and it must therefore be attached to words which are not transitive verbs if the new derived words were to function as transitive verbs.

Errors in the use of suffix i are very rare. Non-Malay learners shun the use of the suffix and hence few mistakes are found in the analysed texts.

4.3113 Mistaken use of an affix or suffixes.

Under this heading, errors involving the mistaken use of a wrong affix at H^V instead of another will be discussed. As a sub-type of error, this is found to be fairly common in the analysed texts. It seems fair to point out that as in the case of all errors at H^V (3.311) in general the indications are that the learners have not adequately learnt this area of Malay grammar. One fact appears to stand out namely that the learners have shown that they realize the typical characteristic of items at H^V and this realization automatically rules out the possibility that the deviations are caused by interference from the mother tongue, or bazaar Malay or for that matter English.

The citations (3.3113) have certainly indicated that the Chinese learners have made great efforts to learn, remember and reproduce the correct lexical items in each case for purposes of conveying the intended meaning. They have, however, as in other areas involving affixes, failed to recall the correct affix to accompany the root word.

It is necessary to examine in greater detail in what ways inadequate teaching can be described as the cause of the deviation. The term 'inadequate teaching' admittedly covers a wide field and as has been pointed out earlier, it is one of the causes of grammatical errors found at all ranks, in this investigation. And as far as this

particular sub-type error is concerned, inadequate teaching implies

the failure on the part of the teachers of Malay to recognize that

while forms such as 'lari = to run', 'jalan = to walk', 'kumpul =

to assemble' etc. are regarded as root words, for purposes of teaching,

each root form must not be separated from the affix it usually takes.

Thus, 'berjalan = to walk', 'berkumpul = to assemble', 'berlari = to run'

and so on would have to be treated as it were, as an unanalysable

whole and it is in this form that it should be introduced to the

learners and be taught in meaningful contexts.

It might be argued that many teachers of Malay in fact do not

make it a practice to teach the root forms of the words as the unit

of teaching. This may be so, but certainly it is a fact that many

teachers of Malay as suggested earlier do make it a practice to draw

unnecessarily the attention of the learners of Malay that forms such

as 'berlaku = to occur' are analysable into prefix ber and root 'laku'

and that the forms 'laku' and 'berlaku' must be taught separately in

the same way as forms 'put' and 'puts' in English. But English 'put'

and 'puts' as one lexical item can each be used in a sentence for a

different grammatical purpose. 'laku on the other hand is a

bound form and does not occur on its own in a sentence. In a sense,

this is the same as saying that teachers of Malay have the tendency

to emphasize very strongly the significance and function of Malay

affixes. This is what we mean by 'inadequate teaching' and in

our opinion it is this that will lead the children to learn'

jalan' separately from 'berjalan' and 'kumpul' separately from

'berkumpul' and 'laku' separately from 'berkumpul' and so on.

The result is obvious. When the learners want to express themselves,

they would as suggested in the earlier section, recall the root word

and then think of the appropriate accompanying affix. The learners

may or may not recall the correct affix or affixes.

4.32 The Nominal Phrase

4.321 Errors of the order of elements of structure (3.32)

Interference seems to be the main cause of errors of this sub-type.

Deviations indicate that the learners have not yet fully mastered

the order of the elements of structure of the Malay nominal phrase

nor have they recognized fully the difference between the order of

elements of structures of the nominal phrase in their mother tongue

and that of Malay. Hence, there is a great tendency to carry over

the order of elements of structure of the nominal phrase in Chinese

and English when expressing themselves in Malay.

This is another area of Malay grammar where many teachers of Malay

expect the Chinese learners to encounter difficulty. This however is

not the case. The number and the variety of errors falling under this

heading is very small. Undoubtedly, at a lower level of competence,

Chinese learners find this area troublesome.

In Chinese, the general principle of the order of the elements of structure of the nominal phrase is a complete reversal of that of Malay – namely that the corresponding element M precedes the element H. Thus, 'Zhongguo-ren = a Chinese person' where 'Zhongguo = Chinese' and 'ren = person'. Other examples are:-

Zhongguo-pengyou   = Chinese friends / friends of China

ni-taitai   = your wife

All the errors, therefore, can be explained in terms of interference of the nominal phrase structure of the SL. (Chinese and English).

4.322 Errors involving items at Q (3.322)

4.3221 Wrong insertion of a prefix in a non-numeral quantifier

All the errors found in the texts are centered around two lexical items 'banyak = much, many (of things countable and uncountable, of persons, etc.) ' and 'ramai = many (of persons only).

Like the errors in the wrong insertion of affixes at H^v (3.311) the indication is that the learners are trying to be overcorrect in their use of affix or affixes. Here, again the learners seem to be deceived by the concept that 'correct' Malay forms should have affixes. We can only speculate that the choice of prefix 'ber' as in 'beramai' and 'berbanyak' in preference to prefix me or ter, is due to the fact in certain contexts the forms 'berbanyak' can occur.

It must be admitted that while this sub-type of error is not really common in the analysed texts, it must be regarded as significant to warrant a separate explanation. There is no doubt that, the pattern of the SL does not interfere with the pattern of the TL, because both in Chinese and in English proper nouns do not colligate with the item 'the'. One can only speculate as in many other areas that the learners have extended by analogy the pattern the learners have learnt namely that the item Md.'itu' in Malay is always present in the exponent S of a clause structure. In some special contexts of the spoken language, the item Md. 'itu or ini' could indeed be inserted after a proper noun such as 'Ahmad ini selalu sahaja sakit' = This Ahmad is always sick', but we hesitate to suggest that the spoken language could actually have interfered with the written style. After all, at this stage of the learners competency in the language, it would be unlikely for them to be familiar with the pattern 'proper noun Md.'

In the second sub-type of error, the item Md. is wrongly inserted following a common noun. Here again, as in the case of the sub-type mentioned above, the plausible cause of the deviation is the extension of analogy. Interference from the pattern of the SL could also be another cause. While it is true that many Malay nouns can be followed by 'itu' in the structure of the nominal phrase, it will be'incorrect'

that forms such as 'beramai' and 'berbanyak' are acceptable in some special contexts. 'berbanyak terima kaseh = many thanks' is an example.

These errors are not described in terms of interference of the SL patterns as no formal correspondence exists in the SL.

The desire to be 'over-correct' can be related to inadequate learning and teaching. Like in other errors, it is the failure on their part to recall spontaneously and correctly the 'correct' pattern that result in the deviations.

4.3222 The mistaken use of a wrong non-numeral quantifier (3.322,c)

The mistaken use of 'ramai' for 'banyak' is also another example of hype-correction. It cannot be denied that teachers of Malay have taught or for that matter the learners themselves have learnt the difference between the two items - namely that as a non-numeral quantifier 'ramai' is used exclusively when the following head-noun is a human noun and 'banyak = much, many' is used with any noun. However, the 'purists' among the teachers seem to have over-stressed what could be regarded as merely a stylistic difference between the two items, i.e. ' banyak' when used preceding a human noun is considered as sub-standard. They would not therefore accept the phrase

'banyak orang = many people'. (This was true some ten or fifteen

years ago, but in current usage only the former difference

is recognized). The consequence of this 'over-emphasis' in the

stylistic difference is that the inefficient learners are more

inclined to remember that 'ramai' is a 'better' word than 'banyak'.

The mistaken use of 'berapa = how?, how much? how many? ' instead

of 'beberapa = several, a few of ' seems to be common among the

very inefficient learners. Inadequate teaching and learning is the only

plausible explanation.

The above explanation will also apply in the case of the mistaken

use of 'suatu' for 'sasuatu'.

4.3223. The omission of classifiers

The omission of classifiers, as expected, are errors which are

found to be common among learners from English secondary schools.

There is a formal correspondence in Chinese. Like Malay, a number

cannot precede a nominal phrase directly:-

Chinese	Malay	English
sanben-shu	tiga buah buku	three (volumes of) books.

The errors can be related to transference of the pattern of the

English nominal phrase (where the item classifier is not generally

required) into Malay. In the citations, the corresponding English

nominal phrase, would not need a classifier.

4.3224 The omission of non-numeral quantifier

Transference of the pattern of the English nominal phrase is also

the cause of errors involving the omission of 'banyak = many, much '

in the Malay nominal phrase. In Malay, the item 'lebeh = more' is not

usually followed directly by a noun in the nominal phrase structure.

4.323 Errors involving items at M.

4.3231 Wrong order of items at M.

Only one sub-type of errors is found to be persistent and it

concerns the order of items Myg. and Md. (3.323a). As has been

pointed out in (2.22), in all cases the item Md. must come finally

in the structure of the Malay nominal phrase. Quite clearly, the

learners have failed to recall spontaneously the order of the two

items and have therefore allowed the pattern of the SL to interfere

with the pattern of the TL. Hence,as in English, the head-nouns

is followed immediately by the item Md. 'itu' which corresponds to

'that' or 'the' and the'myg'. then follows Md. Indeed in all the

citations, the deviations can be produced by a word/translation from
                                              for

English into Malay.

4.3232.Wrong insertion of Md.

~~Two sub-types of errors are distinguished. First, the deviation~~

~~is caused by the wrong insertion of Md. following a proper noun.~~

In Malay it is an error →.

to insert an Md. when the preceding noun carries a general

meaning. Hence items like 'surat-khabar = newspaper' is not

followed by 'itu' unless it specifically refers to a particular

paper e.g. 'Surat-khabar itu charek = The newspaper is torn.

4.33 The Prepositional Phrase (See 3.33)

Contrary to expectation, the variety and the number of errors

found in the analysed texts at this rank is relatively small con-

sidering that there exists one important difference between the

structures of the Malay prepositional phrase and the Chinese

prepositional phrase. The structure of the Malay prepositional

phrase (2.222) is similar to that of English and has the same

fixed order of elements of structure, namely that the preposition

precedes the nominal phrase. This is, however, not the case with

many Chinese translation equivalents of Malay and English prepositional

phrases for certain items which correspond to Malay prepositions are

placed preceding the nominal phrase while others following it.

Examples

N.B. Malay prepositions and the

corresponding items in Chinese are

underlined.

Chinese	Malay	English
frangzi-litou	didalam rumah	inside the house
shan-shang	dibawah- bukit	down the hill
cong Meiguo	dari Amerika	From America
dao shudian	ka kedai buku	to the bookshop
zuo gonggong	dengan bas	by bus

There is no doubt that at a lower stage of the learners
competence in the Malay language, this difference can be a source
of interference in constructing prepositional phrase in the TL.

Mistakes of the type'kerusi bawah = under the chair' instead of
'bawah kerusi', 'meja atas = on the table' instead of 'atas meja'
and 'rumah belakang = behind the house', instead of 'belakang rumah'
and so om are known to be common in the primary and lower secondary schools.
It is indeed very gratifying to note that such errors are not found
to be persistent in the analysed scripts and it can safely be assumed
therefore that they have got over this difficulty by the time the
learners sit for the Malay paper for the Malaysian Certificate of
Education[1].

4.331 Inappropriate prepositions

Errors which have been classified under the heading 'inappropriate
prepositions' can be attributed to two causes - inadequate teaching
and learning and transference[2].

1.   See foot-note 3 (1.52)
2.   "A Linguistic Theory of Translation" J.C. Catford O.U.P. 1965

It is not intended to discuss the first cause in detail.
It would be sufficient to reiterate what has been said earlier in
the thesis that one obvious result of inadequate learning and teaching
is that the learners find themselves unable to recall spontaneously
and correctly the TL linguistic patterns and items they have learnt
in order to convey the meanings they intend to express. It has been
stated above that the learners seem able to recall correctly the order
of elements of the structure of the Malay prepositional phrase and
in general they have shown that they have mastered the use of the
more common Malay prepositions such as 'depan or didepan = in front
of', 'belakang or dibelakang = behind' 'dari = from' and so on.

These items are in fact easier to learn and remember for not only
such items are of everyday use but also each one of the items, as
shown in the examples above can be placed on one to one corres-
pondence with the item in the SL, be it English or Chinese. It is
therefore with the less common prepositions and those which cannot
easily/placed on one to one correspondence with the prepositions in the
be
SL that the learners encounter difficulty. Transference will therefore
be carried out. By this is meant the SL prepositional items are
represented in the TL text by quasi-prepositional items deriving their
formal and contextual meanings from the structures of the SL (Chinese

or English), not the TL (Malay). 'untok dua jam' instead of

'salama dua jam' = for two hours' in the sentencce 'Kami mendaki/

untok dua jam/' is a good example of transference where the learner

has given the Corresponding item in Malay for the English 'for' as

'untok' instead of 'salama'. True enough, in another context the

English item'for ' could be translated into Malay by untok' e.g.

'I bought it _for_ him' = Saya beli itu _untok_ dia'.

It is because of transference that most of the examples of

errors under the heading of 'inappropriate prepositions' can be

translated word for word into the SL (and in the majority of cases

the SL is English).

4.332 Omission of prepositions

Most of the citations under the heading of "Omission of

Preposition" derives from lack of prepositions in the corresponding

SL clauses. The omission of preposition 'ka' in the sentence 'Kami

sampai kaki gunong itu pada pukul lapan malam' instead of 'Kami

sampai ka kaki gunong itu pada pukul lapan malam ' is a good example.

The SL in this case is the English - we reached the foot of the

mountain at eight o'clock in the evening.

an impossible task to try and analyse the errors involving

these two items in terms of the brief grammatical outline in

chapter Two .

CHAPTER FIVE

LEXICAL ERRORS

5.0 Introduction

Formal items operating at the level of lexis are described

as lexical items and enter into an open set selection[1]. Most gram-

matical words in Malay can be co-extensive with lexical items, but

lexical items can also be co-extensive with the grammatical unit,

the phrase. For this reason, constructions such as compound words,

idioms, and 'ready-made utterances[2], cliche', will be regarded as

lexical items.

The two axes of relationship, namely paradigmatic and syntagmatic

are used as the basis for the identification and classification of

lexical items. For the syntagmatic relation, the term collocation[3] is

used.

5.02 Collocation

By collocation is meant the tendency for one lexical item

to habitually co-occur with another lexical item. In Malay, the

item 'hujan = rain' collocates with 'lebat = heavy (of rain)',

'basah = wet' berat = heavy (of object, responsibility etc.) does not

collocate with 'hujan'. Thus, in the sentence "Hujan itu berat =

the rain is heavy", the item 'berat' is erroneous and in the

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1. See M.A.K.Halliday 'Category of the Theory of Grammar' Word Vol,17.
2. See J.Lyons 'Introduction to Theoretical Linguistics', Cambridge 1968, No. 3.
3. See R.H.Robins 'General Linguistics - An Introductory Survey' Longmans 1966.

analysis it will be classified under the heading 'Collocation unaccepted in Malay.'

5.03 Lexical set

For paradigmatic relation the term 'set' is used. Items which belong to one lexical set have one collocational range. In Malay, items such as 'pinggan = plate', 'piring = saucer', 'chawan = cup' , 'chamcha = spoon' are members of one lexical set on the basis that they are likely to collocate with the same set of items such as 'makan = to eat', 'minum = to drink' etc.

5.1 Classification of lexical errors

Four main types of lexical errors are distinguished.

(a) Errors of Collocation.

(b) Sub-standard lexical items.

(c) Contextually unacceptable items.

(d) Errors of 'ready made utterances'

5.11 Errors of collocation

(1) "patah = to break (of wood, stick, branch of a tree etc)"
    instead of "pechah = to break (of glass, chinaware
    etc)".

// Diatas lantai itu ada chawan yang patah // (pechah)
    = On the floor there is a broken cup (liter. a cup which
    is broken)

(2) "lebar = wide – measuring from side to side, e.g. jalan

lebar = wide road", instead of "banyak = many".

// Saya akan ada pilehan yang lebar.// (banyak)

= I shall have a wide choice.

(3) "jelas = clear, distinct, well-defined (of voice, explanation

etc.) instead of "jerneh = Clear (of water)

// Ayer sungai itu sangat jelas.// (jerneh)

= The water of the river is very clear.

(4) "segar = to be physically fresh" instead of "berseh = clean"

// Orang-orang itu meminum ayer yang segar itu // (berseh)

= The people drank the fresh water.

(5) "gagah = to be strong (of human being)" instead of

"tegoh = Strong of rope, structure etc.

// Dia menurunkan tali yang gagah//. (tegoh)

= He brought down a strong piece of rope.

(6) "lekas = to be quick" instead of "pantas = fast (lekas)

// Pada masa itu kita boleh menaiki roket-roket yang lekas //.

   (pantas)   (lekas)

= At that time we shall be able to ride on fast rockets.

(7) "pechah = to ~~break~~ break (of glass, chinaware) " instead of

"koyak = to tear (of cloth, paper) " etc.

// Baju baru Ahmad pechah.// (koyak)

= Ahmad's new shirt is torn.

(8) "pechah = to break (of glass, chinaware)" instead of "putus =

to snap, break (of string, chain, etc.)

// Rantai anjing itu pechah dan Ahmad sangat takut//. (putus)

= The dog's chain broke and Ahmad was very frightened

(9) "hilang = to lose something, e.g. hilang pensel = to lose a

pencil" instead of "sesat = to lose one's way".

// Kami tidak akan hilang jalan.// (sesat)

= We shall not lose our way.

(10) "terdiri = to be situated (of buildings, monuments etc.)

instead of "terletak = to be situated (of mountain, hill etc.)

Gunong itu terdiri di barat negeri ini. (terletak).

The mountain is situated in the western part of the country.

5.12. Sub-standard lexical items

These are items which are not acceptable as written Malay[1] lexical items. They include:-

(a) Words which are used only in particular spoken dialects, such as 'mencherin = to feel unwell' in Perak dialect.

(b) Words which are acceptable in spoken standard Malay[2], but have not yet been accepted for purposes of writing. Example; "merambu = to wander around".

(c) Words which are used only in bazaar Malay[3]. Examples are; "bikin = to do, to make" instead of "buat"; "bilang = to say" instead of "kata or chakap" etc.

For obvious reasons, no example of error or sub-types (a) and[4] (b) are found in the texts. Errors of sub-type (c) are examplified as follows:-

(11) "taroh = to place"   instead of "masokkan = to put into"

// Kami taroh makanan itu didalam beg kami.// (masokkan)

We put into the bag the food. (put the food into the bag)

---

1. See (1.2.3.)
2. See (1.2.4.)
3. See (1.2.4.)
4. The learners are native-speakers of Chinese and apparently have not been influenced by regional dialects of Malay or the standard spoken Malay.

(12) "mari = to come (used in standard Malay in the imperative

  sense only" instead of "datang = to come"

  ///Bila bas mari, saya pun naik/// (datang)

    = When the bus came I boarded it.

(13) "mahu = to want, desire e.g. Saya mahu barang itu sekarang =

  I want that item now" instead of "hendak = shall, will".

  /// Bila kami mahu turun, kami nampak bendera/// (hendak)

  = When we were about to descend, we saw a flag.

(14) "kasi = to give" instead of "beri"

  // Saya tidak kasi tali itu pada dia malam itu/// (beri)

  = I did not give the string to him that night.

(15) "bikin = to do, make" instead of "buat"

  // Pada petang itu saya tidak bikin apa-apa//

  = That evening I was not doing anything.

(16) "lu = you" instead of "kamu, awak"

  // Anak lu tidak sudah pergi ka rumah dia//. (awak)

    = Your son did not like to go to his house.

5.13 Contextually unacceptable items

Under this heading are lexical items which are inappropriate in the contexts they are used. By itself, each of the items is acceptable Malay. The following are examples of errors.

5.131 The erroneous item is a verb

(17) "mengambil = to take", instead of "membawa = to bring"

// Mustafa mengambil sabilah parang dan sabotol ayer // (membawa)

= Mustafa brought a parang and a bottle of water.

(18) "menengok = to look at, to try to see" instead of "nampak = to see. Salepas berjalan beberapa batu // kami menengok saekor binatang yang ganjil//. (nampak).

= After walking a few miles, we saw a strange animal.

(19) "menyaksikan = to witness, to watch (a football match, a performance) instead of "nampak = to see

// Kami menyaksikan beribu-ribu pokok yang besar//. (nampak)

= We saw thousands of trees.

(20) "lihat" = to look instead of "nampak = to see"

/// Apabila saya sampai ka rumah // saya melihat saorang budak mengambil sabatang kayu ///. (nampak)

= When I arrived home I saw a child taking a stick.

(21) "<u>membuangkan</u> = to throw something e.g. membuang batu -

to throw a stone" instead of "<u>merebahkan</u> = to lie down,

to throw oneself onto something".

/// Saya pun balek ka rumah // dan <u>membuangkan</u> badan saya ka

atas katil//

= I then returned home and threw myself on the bed.

(22) "<u>anggap</u> = to regard, consider" instead of "agak = to

expect".

/// Saya <u>anggap</u> saya akan pergi lagi ka gunong itu /// (agak)

= I expect I shall go to the mountain again,

(23) "<u>meminta</u> = to ask for something, to request " instead of

"<u>bertanya</u> = to ask a question, to enquire".

/// Kalau awak <u>meminta</u> saorang Eropah, dia akan mengatakan

dia suka hawa sejok ///. (bertanya)

= If you were to ask a European, he would say that he likes

cold weather.

(24) "<u>belajar</u> = to study, to learn " instead of "<u>ketahui</u> =

to know, to find out".

/// Kami <u>belajar</u> bahawa turun lebeh susah daripada naik ///.

(ketahui)

= We found out that to go down is more difficult than to go up.

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(25) "datang = to come " instead of "pergi = to go".

/// Salepas satengah jam // kami datang ka pasar ///. (pergi)

= After half an hour, we went to the market.

(26) "berchadang = to have the intention," instead of "menetapkan

= to make up one's mind, to decide".

/// Salepas berchadang gunong yang kami hendak daki // kami pun

balek ///. (menetapkan)

= After deciding which mountain we were going to climb, we

returned home.

(27) "bertanya = to ask, enquire" instead of "menyuroh =

// Pagi itu emak saya bertanya saya pergi ka kedai. (menyuroh)

= That morning my mother asked me to go to the shop.

(28) "datang = to come" instead of "tiba = Dia memasang lampu

minyak sebab malam hampir datang. (tiba)

= He lighted a lantern because it was getting dark (liter.

night is coming)

(29) "membuat = to make, to do", instead of "memasak = to cook"

Apabila kami sampai ka atas gunong itu kami membuat makanan.

(memasak)

= When we reached the summit, we cooked our food.

(30)"datang = to come" instead of "menjadi = to become".

Tempat-tempat yang diluar bandar akan datang baik. (menjadi)

= Places in the rural areas will become nice.

(31) "belajar = to study, to learn" instead of "membacha = to read".

Murid-murid it dapat belajar buku-buku yang lebeh susah.

(membacha)

= The pupils could read more difficult books.

(32) "difikirkan = was thought of" instead of "dibinchangkan = was discussed"

Perkara itu telah difikirkan dengan guru kami. (dibinchangkan)

= The subject was discussed with our teacher.

(33) "tingal = to be left" instead of "berhenti = to stop"

Penuntut-penuntut yang baru tinggal dari sekolah digalakkan menjadi doktor.

= Students who have just left schools were encouraged to become doctors.

(34) "menyusun = to arrange, to pile up" instead of "mengemaskan = to pack up.

Pada pagi itu kami bangun dan <u>menyusun</u> khemah kami. (mengemaskan)

= That morning we got up and packed up our tent.

(35) "<u>menjemput</u> = to invite"(to a party) instead of "mengajak =

to invite

Kawan saya <u>menjemput</u> saya mendaki gunong itu.

= My friend invited me to climb the mountain.

(36) "<u>mengangkat</u> = to lift up something" instead of "<u>mengambil</u> =

to take,

Ah Chong mengatakan adek nya nampak Ah Leong <u>mengangkat</u> wang itu

(mengambil)

= Ah Chong said his brother saw Ah Leong taking the money.

(37) "<u>membaikkan</u> = to mend, repair", instead of <u>mengubat</u> = to

apply medicine".

Doctor itu membaiki kaki saya dengan ubat. (mengubat)

= The doctor applied medicine to my foot.

(38) "<u>buka</u> = to open" "for <u>kembang</u> = to bloom".

/// Dari kebun Mahmud saya mengutip bunga2 yang telah <u>buka</u>///

= From Mahmud's garden we gathered flowers which have blossom

(39) "di-basohkan = was washed" for basah = 'wet'

/// Muka budak itu di-basohkan dengan ayer mata///. (basah)

= The boy's face was wet with tears.

(40) 'berulang' = to repeat' for terus = to continue

/// Lepas itu kami pun berulang mendaki gunong itu ///   (terus)

= After that we continued to climb the mountain.

(41) 'memandang = to look for' melihat = to see, watch.

/// Ramai orang memandang perkelahian itu///.   (melihat)

= Many people were watching the fight.

5.14. Errors of 'Ready-made' utterances

'Ready-made utterances' are "expressions which are learned

as unanalysable wholes and employed on particular occasions by

native speakers"[1]. These include idioms, cliche'[2] and other

habitual collocations of more than one word. An example from Malay

is 'naik angin = to be short tempered'. Other examples are 'pada dua

haribulan oktober = on the 2nd of October', pagi-pagi lagi = early

in the morning and so on.

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1. See J. Lyons, Introduction to Theoretical Linguistics' Cambridge
    University Press 1968.
2. See R.H. Robins "General Linguistics - An Introductory Survey -
    Longmans 1966.

The suggested classification of errors are as follows:-

N.B. Errors are underlined and the correct forms are written within brackets.

5.141 "ready-made" utterances which are not Malay.

(42) // Sapendek masa sasudah merdeka, negara-negara lain tahukan

negara kita //   (tidak lama)

= Not long after independence, other countries knew our country.

(43) // Sakejap lepas, kami nampak beberapa batu besar //. (tidak lama

kemudian)

= Not long after that, we saw several boulders.

(44) // Kami berbesikal dengan baik laju //. (dengan pantas, chepat)

= We cycled with good speed.

5.1.4.2. Wrong construction of 'ready-made utterances'

(45)/Kami mendaki gunong itu pada masa pukul tujoh pagi//

(pada pukul tujoh pagi)

= We climbed the mountain at 7 o'clock in the morning

(46) // Pada masa bulan yang lalu, saya telah melihat satu perkelahian//.

(pada bulan yang lalu)

= Last month, I saw a fight.

(47) // <u>Pada hari petang itu</u>, di rumah saya saya bising //.

(pada petang itu)

= That evening, it was very noisy in my house.

(48)//<u>Pada pagi-pagi benar</u>, kawan-kawan saya datang ka rumah saya //.

(pagi-pagi lagi)

= Very early in the morning, my friends came to my house.

(49)// <u>Pada hari dua haribulan Oktober</u>, kami pergi mendaki Gunong

Anjing//.   (pada dua hanbulan Oktober)

= On the 2nd of October, we climbed Gunong Anjing.

(50) // <u>Pada pagi-pagi sahaja</u> saya pergi ka rumah kawan saya //.

(pagi-pagi lagi)

= Early in the morning, I went to my friend's house.

(51) // <u>Pada enam pagi</u>, kami bertolak//. (pada pukul enam pagi,

pukul enam pagi).

= At six o'clock, we left.

(52) // <u>Di kanan kiri</u>, kami melihat pokok-pokok besar // (di kiri kanan)

= On the left and on the right, we saw large trees.

(53) <u>Bernasib baik</u>, negeri kita dikelilingi oleh laut yang chetek

(nasib baik)

= Fortunately, our country is surrounded by shallow seas.

(54) Membacha surat-khabar itu sudah menjadi tabiat orang-orang

yang tidak <u>buta-hurufnya</u>. (buta huruf)

= Reading newspaper has become a habit for people who are not

illiterate.

(55) <u>Akhir</u> kami bersedia hendak pergi. (akhirnya)

= At last we are ready to go.

(56) <u>Satiba-tibanya</u>, saekor ular kechil keluar dari lobang itu.

(tiba-tiba)

= Suddenly a small snake came out from the whole.

(57) Lelaki itu ketawa bila peremuan itu jatoh ka atas <u>lima kaki</u>.

(kaki lima)

= The man laughed when the woman fell on the five-foot way.

(58) Negara kita akan menjadi maju <u>samakin masa</u> (samakin lama)

= Our country will become progressive as time goes by.

(59) <u>Samula waktu</u>, mendaki gunong itu sangat senang. (mula-mulanya)

= At first, climbing the mountain was easy.

(60) <u>Sabalek pun</u>, negeri itu sangat panas pada musin panas.

(sabaleknya)

= On the other hand, the country is very hot in the summer.

5.1.4.3. Mistaken us of 'ready-made utterances'

In the following examples, the 'ready-made utterances' are erroneous in the contexts they are used.

(61) // <u>Tidak lama lagi</u>, kami sampai ka kemunchak gunong itu //.

(tidak lama lepas itu)

= Not long after that we reached the summit.

<u>N.B.</u> "<u>tidak lama lagi</u> = soon", cannot be used to refer to the past.

(62) // <u>Ekonomic</u> negara kita pada masa sekarang <u>didalam tangan</u>

bijeh timah // (bergantong kapada).

= Our econmy now depends on tin.

<u>N.B.</u> "didalam tangan = *in hand*.

(63) // <u>Esok pagi</u>, saya membawa kawan saya berjalan //. (pagi

esok-nya)

= The next day, I took my friend for a walk.

<u>N.B.</u> "esok pagi = tomorrow" could not be used to refer to the

past.

(64) // <u>Beberapa hari lagi</u> sabelum kami bertolak, kami menyiapkan

perkakas- perkakas yang berguna // (beberapa hari)

= A few days before we left, we packed all the necessary

things.

"<u>beberapa hari lagi</u> = a few days more ".

5.2

The errors listed above are only a small sample of errors found

in the analysed texts. Of the four sub-types, two are found to be

common namely 'contextually unacceptable items' and ' errors of ready-

made utterance'.

Contrary to expectation, errors falling under the heading of

'sub-standard lexical items' are not persistent. This is very gratifying

when one takes into consideration the fact that nearly all Chinese

learners of Malay speak bazaar Malay. We can conclude that the influence

of bazaar Malay at the lexical level is no longer a problem to learners

of Malay in the upper secondary classes.

5.21 <u>Contextually unacceptable items.</u>

If we turn to the citations, we find one thing common to nearly

all of them is that errors are caused by attempts to provide translation

equivalents of SL items (mostly English) in the TL. A typical example

is the use of "<u>mengambil</u> = to take " instead of "<u>membawa</u> = to bring" (17).

It is true that the translation equivalent of the English word "to take"

in Malay is "mengambil" as in " I am taking the book from him =
Saya nak mengambil buku itu daripada dia", but the English word 'take'
used in the sense of 'to carry, accompany ' as in ' to take letters to
the post, to take the luggage upstairs etc.' has the translation
equivalent "membawa".

The root cause of such errors is inadequate learning and teaching.
The indication is that learners are still unable to recall habitually
the lexical items in the TL and in their attempt to express themselves
in the TL , the SL lexical items are first selected, to be follcowed by
the translation equivalents in the TL. We admit that errors of lexical
items with complicated semantic features in the TL are tolerable but we
fail to understand/errors of type "mengambil " instead of "membawa "(17),
"meminta" instead of "bertanya" (23), "belajar" instead of "membacha"(31)
are still persistent among learners who have learnt the language for
a considerable length of time.

It is relevant to point out at this juncture that there is now a
real need for a good mono-lingual dictionary. It is common knowledge that
many learners of Malay have relied on bi-lingual dictionary (Malay-
English) . We suggest that a mono-lingual Malay dictionary incorporating
details as found in "The Advanced Learner's Dictionary of Current English"[1]
would help learners to master some of their problems of learning
Malay vocabulary.

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1. See Hornby, Gatenby, Wakefield, "The Advanced Learner's Dictionary
    of Current English", O.U.P. 1963.

5.3 Errors of 'ready-made utterance'

Like errors under the heading of 'contextually unacceptable items', here too the learners have resorted to giving translation equivalents of the SL in the TL(see 5.14). Some of the translations result in good Malay (many 'ready-made utterances' in English have been translated word for word into Malay e.g. in other words = dengan lain-lain perkataan), but a good number have resulted in unacceptable Malay. A typical example is "sakejap lepas " from English "shortly after, afterwards".

There is lack of grasp among the learners of the fact that 'ready-made utterances' are items which must be learnt as unanalysable wholes. It might be possible for some of those examplified (45) - (60) to be analysed as grammatical constructions, for example, "pada bulan yang lalu" as a prepositional phrase with items pn, H^n, M^{yg}., and so on, but we feel that it would be best to regard each one of them as one fixed construction. Learners of Malay must learn them as fixed constructions and teachers should drill their pupils in the form of controlled exercises[1] until they are able to recall the constructions habitually.

Errors of idioms are very rare and are therefore not examplified.

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1. See (6.31).

CHAPTER SIX

CONCLUSION

6.0. Introduction

This chapter will be concerned with linguistic and some general problems of Malay language learning and teaching to Chinese learners in non-Malay medium secondary schools. Where practical, recommendations and suggestions to remedy the problems are offerred.

6.1 The thousands of errors from the analysed texts of which only samples have been given in chapter three (grammatical errors) and chapter five (lexical errors) are made by Chinese learners from all regions in Malaysia[1]. If we take into consideration the fact that the learners have not only studied the subject for at least eight years, but have also lived in a country where half the population are native speakers of Malay - a situation which must be regarded as ideal for learning a new language - the standard of competency is

1. This refers to West Malaysia.

very disappointing[1]. No doubt there is every indication that the
general standard is gradually rising[2] but it is still far from
satisfactory. A fairly large proportion of the errors involve
basic grammatical items and constructions and simple lexical items.
With improved learning and teaching, stronger motivation and more
practice in writing and speaking the language both inside and outside
the classroom, these errors could have been eradicated long before the
learners sat for the paper[3].

Various causes have been offered for the deviations - among
them interference from the SL (Chinese as well as English), inad-
equate learning and teaching and language interference. From this
investigation one further fact seems to stand out namely that many
of the errors arise because a learner always finds himself in a
situation in which he puts into writing not what he wants to say but
what he is actually able to recall. So, when he has to write a
'composition exercise' his total expression is limited to the small
number of grammatical items and patterns and lexical items which are

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1. This is particularly so in view of the fact that in the investigation
   the sample of errors are taken only from scripts with average or
   more than average marks.
2. The writer was the chief examiner for the Malay (National language)
   paper for a number of years and had noted the rising standard year
   by year.
3. Malay (National language) paper - now Bahasa Malaysia 1 for the
   Malaysian Certificate of Education.

available at immediate recollection. He recognizes more than that

if they are presented to him but there are not 'at the end of his

pen'. The task for the learner then resolves itself into an exercise

not in composition but in translation as he struggles to find expression

in the TL (Malay). This explains why errors at H^V (3.311) are

most common for the task of supplying the TL lexical items and the

grammatical items and patterns that go with them are too much for

him. For example, it would not be adequate merely to be able to

recall that the corresponding Malay word for the English word "to

rest" is "rehat", without knowing what affix would go with it in the

clause structure[1].

<u>6.2.</u> Errors among the learners will undoubtedly continue to flourish

until they have adequate mastery of the various grammatical items and

patterns and are able to recall sufficient number of lexical items

expected of them. By this is meant, the learners must be able to use

them in a habitual manner and must not merely be able to recognize

them when they are presented to him. Many teachers are aware of this

and aural-oral drills during the early years have contributed a great

deal towards helping the learners to master basic grammatical items

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1. See (2.235)

and patterns. But it does seem that in order to produce the kind of writing expected of him at the end of the secondary school, the learner needs a great deal of concentrated remedial work in written Malay. For this purpose, it is possible to apply the techniques and principles used in the teaching of Malay on the aural-oral level to the teaching of written Malay.

<u>6.3</u> There are today, a number of texts written for non-Malay learners in secondary schools which contain exercises on various aspects of Malay grammar, exercises on comprehension, exercises in constructing sentences, filling in the blanks with appropriate grammatical or lexical items, transforming one type of construction to another etc. While these exercises could be regarded as suitable, the following crit- icisms, in our opinion, are valid.

(a) There is too much emphasis on passive recognition of grammatical items and structures and lexical items brought about by too many exercises on reading and comprehension. We admit that one of the ultimate objectives of learning a language is understanding both the spoken language and the written language but such exercises should not be carried out to the detriment of other important aspects of language learning.

(b) Out-moded language materials such as exercises

on proverbs, archaic Malay idioms should be excluded

from texts for non-Malay learners.

(c) Exercises on precis writing should be left to the

last years in the secondary school.

We recommend two categories of language material to be

included in a text for non-Malay Learners : controlled exercises

and controlled contents.

6.31 Some suggested examples of controlled exercises on the

nominal phrase and the verbal phrase are found at the end of the

section. Similar exercises could be planned for practice in other

grammatical units.

In these exercises, the use of symbols[1] *is* proposed and

the learners are required to convert some 'abstract-looking

algebraic' symbols into actual units of Malay - the verbal phrase

the nominal phrase etc. These symbols, although not important

in themselves, are important to the learners for they help them

focus on the structures of the Malay language rather than on the meaning

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1. The symbols used in the suggested exercises are identical to those
   found in the grammatical description of this thesis. For purposes
   of teaching, they could be simplified.

of the individual words. Those concerned with the teaching of
Malay to non-Malay learners realize that the meaning conveyed by
the head-verb with prefix ter, such as 'terjatoh = to fall off
(accidentally), is almost impossible for them to grasp, yet
these same learners can be taught to use the verb from the point
of view of the structure of Malay clause / sentence patterns, rather
than from the point of view of meaning. Of course, in actual practice,
both structure and meaning must be considered. Thus the typical
Malay nominal phrase structure, $H^n M^{adj}M^d$ can represent a variety
of lexical combinations such as 'rumah besar itu = the big house',
'motokar baru itu = the new car', 'budak malas itu = the lazy boy',
but not just any combination. The learners to whom such exercises
are directed should have adequate vocabulary at their command so that
they would be unlikely to try a combination like 'motokar rajin itu =
the industrious car'.

6.311 Suggested controlled exercises on the nominal phrase.

(1) Transform the following sentences into nominal
   phrases.
   Models: i. Guru itu mengajar sejarah ⟶ Guru yang
   mengajar sejarah itu = The teacher teaches history ⟶
   the teacher who teaches history.

ii. Kawan saya minum susu. ⟶ Kawan saya yang minum

susu itu = My friend is drinking milk ⟶ My

friend who is drinking milk.

(a) Orang gemok itu menjual sateh.

= The stout man sells sateh.

(b) Pekerja-perkerja itu bekerja di ladang getah.

= The workers work in the rubber estate.

(c) Kasut itu dibuat daripada kulit.

= The shoe is made of leather.

(d) Jam tangan itu berharga lima ringgit.

= The wrist watch costs five dollars.

(e) Ranchangan itu belum berjalan.

= The plan has not been implemented.

(2)   Write noun phrases using the following formulas.

Make the phrases as specific and interesting as possible.

Models: i. H^n M^{adj} M^d

Orang   gemok   itu

= The stout man

ii. Q^{non} H^n M^{adj} M^{pn} M^d

Semua   bakul   besar   dia   itu

= All his large baskets...

(a) Q^n Q^c H^n

(b) Q^{bu} Q^{non} H^n M^d

(c) Q^{non} H^n $Myg.(i)$ M^d

(d) H^n $M^{n.}$ M^{adj} M^d

6.312 Suggested exercises on the verbal phrase

(1)   Write verbal phrases according to the following formulas.

      Use as many different items at X as possible.

       <u>Model</u>:   X $V^{o(i/A)}$

                  sudah   tidor

                = is asleep

   (a) X $V^{o(i/A)}$

    (b) X $V^{o(vii/1)}$

   (c)   X $V^{me(ii/A)}$

   (d)   X $V^{me(iii/A)}$

    (e) X $V^{me(v/C)}$

    (f)   X $V^{ber(ii/A)}$

    (g)   X $V^{ber\ (i/A)}$

    (h)   X $V^{ter(ii/A)}$

    (i)   X $V^{di(i/D)}$

    (j)   X $V^{kan(i/C)}$

    (k)   X $V^{i(i/C)}$

6.32 In "controlled contexts" the learner is required to

extend the principles of close imitation to a unit longer than

the sentence - paragraph[1]. This involves memorizing paragraph

or paragraphs of conversation, narration and description. The

task for the learner is undoubtedly more difficult for instead of

focussing attention or imitating syntactic units no longer than

the sentence, he has to imitate series of logically related

sentences, In this case, each word choice narrows the potential

for the next choice. He has not only to master logical and grammatical

units but also of the real grasp of the Malay vocabulary. Many

non-Malay learners, if given a topic to write on, seems to have more

to say than the average Malay pupils, but they do not have sufficient

grasp of Malay grammatical constructions to do more than compound their

errors. "Controlled texts" carried out with the principle of close

imitation would help him to develop better language habits and over-

come his difficulties.

6.33 At this juncture, it is relevant to point out one very important

principle which should be carried over from the aural-oral course to

that of written composition namely that the amount of time spent

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1. In the grammatical description of this thesis the paragraph
   is not treated as a grammatical unit.

talking about the Malay language should be small in proportion to the time spent in using the language. The implication of such a statement is that general remarks made by teachers of Malay with the view to impress upon the learners the importance and significance of certain aspects of Malay grammar without giving adequate concrete examples to be followed by spoken and written exercises will do more harm than good to the learners.

In 'Linguistic Sciences and Language teaching'[1] Halliday, Macintosh and Stevens write,

"Teaching a language involves conjoining two essential features: first the learner must 'experience' the language being used in meaningful ways, either in its spoken form or its written form: secondly, the learner must himself have the opportunity of performing, of trying out his own skills, making mistakes and being corrected. These are the essence of language learning; and teaching about a language does not contribute directly to either of them".

1.See "Linguistic Sciences and Language Teaching" Halliday, McIntosh and Stevens - Longmans 1966.

6.4 Correction

It is common experience that correction is a very useful activity for the effective teaching and learning of a language. Many teachers spend hours during their free periods and at home correcting composition exercises written by their learners, but remain unhappy with the result. They are disappointed because the learners continue to make the same mistakes over and over again. The following are some of the common faults of correction:-

(a) Vague remarks or symbols such as long dashes, wavy lines, circles etc, which could represent anything from error in spelling to error in style.

(b) Correction is often regarded as an activity which is an end in itself. The learners notice the errors and are not required to do anything about them.

(c) Teachers have little time[1] to discuss the errors with the learners. In some cases the correction done by the learners are later ignored by the teachers due to pressure of work.

(d) Teachers are not able to classify and describe the errors to the full satisfaction of the learners. As native speakers[2], they are naturally able to identify the errors.

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1. Generally speaking, teachers of Malay are expected to teach around 32 periods per week, each period is of 45 minutes duration.
2. See (1.53).

In correction, the objectives should always be the complete
eradication of errors and formation of proper language habits that
will automatically produce the correct forms. To achieve these

s⟨ two important objective/the activity of correction should be

systematic and be carried out as a special language exercise. Learners
must be taught to react intelligently to correction of mistakes by
the teachers otherwise time spent by teachers would be a great loss.

   It is not intended to discuss the various aspects of correction
in this thesis. However, we suggest the use of specific correction
symbols accompanied with directions telling the learners, for example,
to write five sentences modelled on the corrected sentence. This
practice, admittedly, is nothing other than old-fashioned, often
boring drill. But, this is undoubtedly the kind of practice that is
needed before anyone can form the proper habits to write a foreign
language with ease and facility. The suggested examples of symbols are
as follows:-

V^d Use the verb without the prefix ⁓ "tidor" instead of "bertidor".
   Write ten sentences modelled on the corrected sentence.

Example: V^o
                Budak itu suka <u>bertidor</u> siang .

Correction:
                Budak itu suka tidor siang.

                = The boy likes to sleep during the day.

V^{me} Use the verb with prefix me - mengajar = to teach

instead of "ajar". Write ten sentences modelled on the

corrected sentence.

    Example:

         Itek it/ajar anak nya berenang

    Correction:

         Itek itu mengajar anak nya berenang.

         = The duck is teaching its young ones to swim.

L   Linker[1]

  i. Wrong linker

 ii. Linker needed

iii. More appropriate linker required, e.g. Saya suka

     chara dia berchakap, dan saya fikir susah hendak

     mengajok nya. (tetapi)

     = I like the way he speaks and (but) I think it is

     difficult to imitate him.

M^d Determiner - itu, ini.

  i. determiner missing.

 ii. determiner not needed

iii. wrong determiner

 iv. wrong position of determiner, e.g. "rumah itu yang

     besar" instead of "rumah yang besar itu = the big

     house".

---

1. See (2.134)

$\underline{Q^n}$ Numeral classifier

      i. classifier missing

     ii. wrong classifier

    iii. classifier in the wrong position

$\underline{P^{pn}}$ Personal pronoun

      i. wrong personal pronoun, e.g. 'Kita sampai di situ

          pada pukul lima' instead of "Kami sampai di situ

          pada pukul lima = We arrived there at five o'clock".

          N.B. Exclusive instead of inclusive.

6.5 Non-linguistic Problems.

As has been mentioned in the introduction (1.61), in the

process of acquiring the Malay language, the Chinese learners encounter

a number of non-linguistic problems. In this investigation, these

problems are not offerred as direct causes for the deviations found

in the analysed texts. It is, however, relevant to take note of some

of the major non-linguistic problems/as these, in one way or another,

hinder the learners linguistic acquisition.

6.51 Teachers' Qualification

While nearly all those who teach Malay to Chinese learners in

the secondary schools are native-speakers of Malay, many of them have

not been specially trained for language teaching[1]. Regarding the

importance of training for teachers of language, Professor Pattison B.

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1 See (1.53)

in "Studies in Education No. 4., English Teaching in the World Today"
writes "The problem of teaching a language is at once linguistic and
pedagogic.   That is why teachers of language need special training.
Much effort is wasted by entrusting language teaching to people who
can merely speak and write in the language and have some sort of
general qualifications as teachers".   The need for special training
is greater for teachers of Malay as a second language because of the
very varied standard of competency among the learners of Malay even
among those studying in the same form.   The situation is now
aggravated in schools where native-speakers of Malay and Chinese learners
are put tpgether in one class.   On the surface of it, such a situation
would be to the advantage of the non-Malay learners who would have *an*
excellent opportunity to practise in speaking the language.   In
practice, however, in the hands of untrained language teachers, the
non-Malay learners tend to be neglected and while admittedly a small
number will still forge ahead, the rest of them will find the subject
too difficult and gradually lose interest in the subject.   A trained-
teachef of language would be able to cope much better in such a
situation.   Not only would he divide the class for teaching purposes
into two groups namely, the native speakers on one hand and the non-
Malay learners on the other, he would also be able to plan his lesson

in such a way that at any one time every member of the class would

be learning something. Two separate texts could be used but a

trained teacher of language knows that he should not depend entirely

on the texts for his language materials. Within the non-Malay

learners group the standard of competency varies so much that it will

be necessary for him to prepare his own language lessons, language

exercises and remedial works which will be as far as possible suitable

for each individual learner in the classroom. For this reason, the

traditional method of conducting a lesson on written composition

exercises where the teacher writes down the title of a composition

and then collects the exercises at the end of the period would be

most ineffective. From the scripts we find that many of the candidates

were not really ready for "free composition exercises" and although

we admit that the syllabus requires them to write free composition

exercises in the examination, exercises on remedial work, controlled

exercise[1] and controlled contexts[2] should form the major part of their

Malay lessons until the end of form four. In the last year, perhaps

they could have more exercises on free compositions.

---

1. See (6.311)
2. See (6.321)

6.52 Teachers Own Problems

<u>6.521</u>   One problem besetting teachers of Malay has been the
                                                    reading
relative inadequacy of suitable/materials for non-Malay learners.
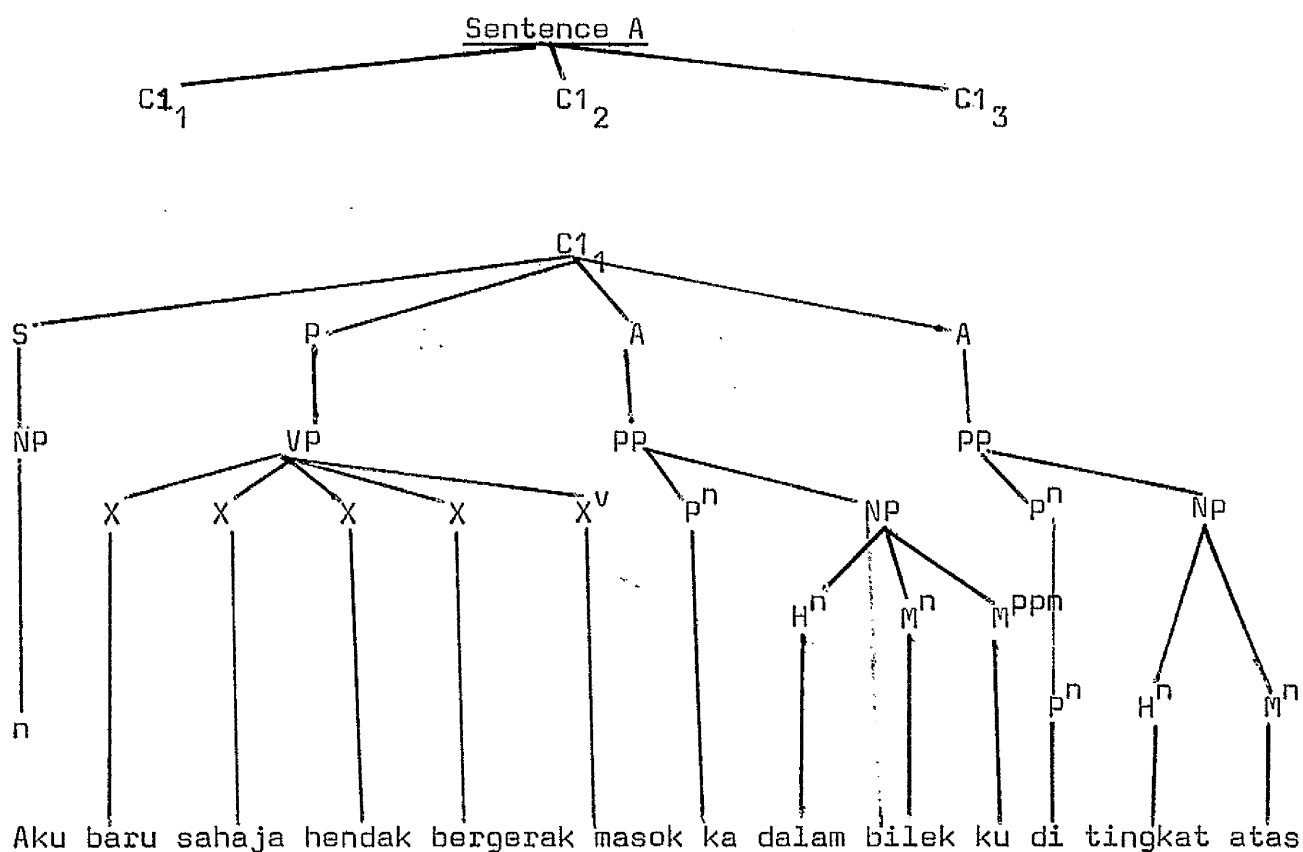
It has been stated earlier that much progress has been made in

recent years but much work still remains to be done. Some suggestions

have been made in regard to the contents of suitable language texts

for non-Malay learners and we do not intend to elaborate further on

this point. However, it is felt that mention should be made about

the lack of suitable supplementary readers to be used by non-Malay

learners both inside and outside the classroom. Considerable progress

has been made in terms of quantity, illustrations and contents, but

not enough attention has been given to the linguistic items and

structures. Many supplementary readers supposedly written for non-

Malay learners in the secondary schools have syntactic structures and

lexical items far beyond their comprehension. It is realized that

such remarks are unfair without a large scale analysis of the grammatical

structures, but perhaps sentence analysis of two sentences each taken

from page one of supplementary readers will give at least an idea of the
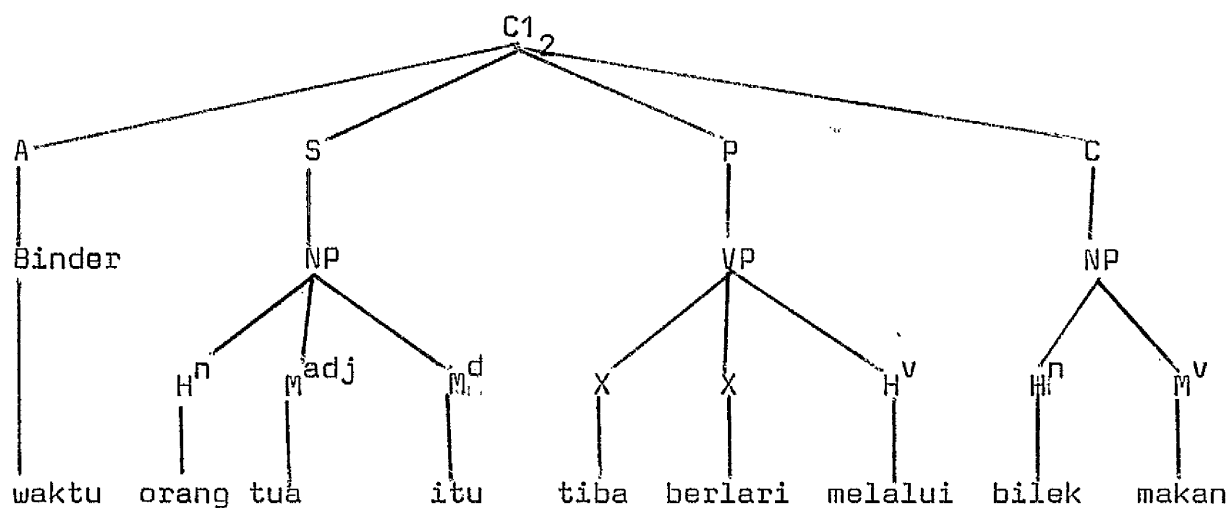
complexities of the grammatical structures.

Cl₂ tree:

- A — Binder — waktu
- S — NP — H ⁿ (orang tua), M adj, M d (itu)
- P — VP — X (tiba), X (berlari), H ᵛ (melalui)
- C — NP — H ⁿ (bilek), M ᵛ (makan)

$$Cl_2$$

A — Binder — waktu
S — NP — Hⁿ / Mᵃᵈʲ / Mᵈ — orang tua ... itu
P — VP — X / X / Hᵛ — tiba berlari melalui
C — NP — Hⁿ / Mᵛ — bilek makan

= when the old man came running through the dining room

$$Cl_3$$

(S) — (NP) — (orang tua itu)
P — X / VP — terus masok
A — PP — pn / NP
pn — ka bilek
NP — Hⁿ / Mⁿ / Mᵖᵖⁿ — mutalaah nya
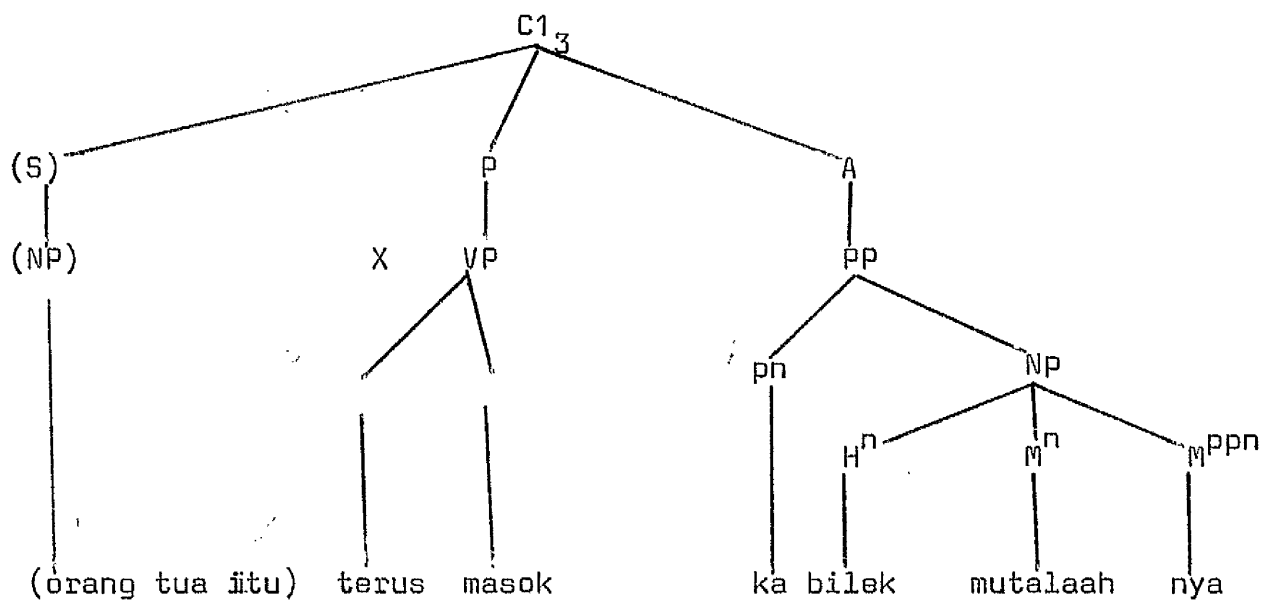
= (the old man) went straight to his study.

Sentence B[1]

/// Sakali pun masa nya telah lama, hampir empat tahun sudah lampau//

tetapi pada perasaan ku saolah-olah bahawa beberapa hari sahaja ///

Sentence

Cl_1 Cl_2

Clause$_1$

A   S   P   A

NP   VP   S   P

H^n M^{ppn} X H^v NP   VP

Q^{non} H^n H^n X H^v

Binder H^n M^{ppn} X H^v Q^{non} H^n H^n X H^v

Sakali pun masa   nya   telah lama   hampir empat tahun sudah lampau

= Although the time has long since past (nearly four years)

Clause$_2$

A   S   A   A   P   A

NP   NP

H^n M^{ppn} Q^{non} H^n

linker H^n M^{ppn} particle   particle   particle

                                         bahawa

tetapi   perasaan ku   sa-olah-olah/ beberapa   hari   sahaja.

= it seems to me as though only a few days ago.

1. The sentence is taken from "Nakhoda Tenggang " by Abdul Samad Ahmad-
                                                    Kuala Lumpur.

<u>6.522</u> Unlike other subject teachers, the Malay language teacher

gets practically no help from his colleagues in the school. He

is virtually alone in his effort to improve the learners mastery

of the language. In comparison, his colleagues, the English

teacher has the assistance of other subject teachers, because all

other subjects are taught in the medium of English. In a sense,

this is understandable but surely in the days when the Malaysian

government and the Malaysian people as a whole are working towards

establishing Malay as the sole official language and ultimately making

Malay as the sole medium of instruction for all subjects, other

subject teachers should co-operate by means of participating in such
                                such
activities/as 'National Language Week', 'National Language Day' and

'National Language Society' etc. Such an act would greatly help his

morale and would help eliminate a prevalent feeling that he is not as

important as teachers of other subjects. Indeed, until recently, his

subject has not the recognition automatically accorded all other

subjects in the curriculum.

Even his headmaster is unlikely to give the encouragement he

needs. Most headmasters either because of their limited knowledge

of Malay or because of their indifferent attitude towards the

subject would be quite happy to leave the Malay teachers to get

on with their work with the minimum of interference, - to the

delight of the unconscientious teachers. In our view, this is one

of the most serious problems with which teachers of Malay have to

contend with. It is common knowledge that many Chinese learners

have a predetermined attitude towards learning Malay that is often

negative. It is an attitude which they have been conditioned

by their parents, elders and some leaders of the Chinese community

who directly or indirectly are opposed to the idea that Malay is an

important subject to study. Headmasters and other subject teachers

could do a great deal to remedy this situation and help raise the

status of the Malay teachers in the eyes of the non-Malay learners.

We cannot of course rightly claim that what is generally

applicable is true of each Chinese family or each non-Malay medium

school. However, we believe, the following suggestions could have an

immediate effect upon the problems encountered by teachers of Malay

in non-Malay medium schools.

(a) More rigorous efforts should be made to teach

Malay (Bahasa Malaysia) to headmasters and teachers

of other subjects[1]. In future, a qualification in

Malay[2] should be compulsory for the appointment of a

headmaster or a headmistress.

(b) More non-Malays should be encouraged to become

teachers of Malay in non-Malay secondary schools.

(c) 'Malay language supervisors' should be appointed in

every state to ensure co-ordination of effort among

teachers, to advise Malay teachers in their work. While

we recognize that such posts have already been created in

many states in Malaysia, they have not attracted the

people with/the right qualifications. Supervisors must

have the respect of fellow-teachers and we are of the

opinion that such posts should be filled up by qualified

teachers having the following qualifications and

experience:-

i. Qualified teachers with honours degrees in Malay.

ii. At least five years teaching experience.

iii. Must have followed a course on the teaching of a

foreign language or a second language.

---

1. Since 1952 it is compulsory for all trainees in teachers training
colleges to have a pass in Malay. It is found that the standard of
competency of the teachers is generally low. The whole aspects of
teaching and learning of Malay must be reviewed.
2. We feel that a pass in Malay (Bahasa Kebangsaan) is inadequate for
this purpose. A special test which takes into account both their
ability to spell and write in the language could be devised.

There is no doubt that many such teachers are to be
found in Malaysia today. It might be relevant to
mention that 'supervisors' should work closely with
the training colleges. Much time and effort will
be wasted if teachers of Malay trained at a training
college are unable to put into practice what they have
learnt in classrooms simply because the ideas are not
acceptable to the 'supervisor! Most teachers resent
the presence of 'supervisors or inspectors' in the
classrooms and there is a prevalent feeling among them
'supervisors are out to look for faults. For this reason
we believe that every individual teacher must be given
the opportunity to discuss his problems as language
teachers with the supervisor.

(d) Through parent-teacher association, parents could be
made to offer encouragements which will help change
the attitudes of their children towards learning Malay.

APPENDIX

SAMPLE SCRIPTS

<u>Script A</u>

Sa-lepas hari pilehan raja, nama saya telah di-siarkan di-tiap² surat khabar dan saya telah di-pileh oleh semua ra'ayat menjadikan saya sa-orang raja di-negeri ini bernama negeri Tuah. Warga negeri ini menguasakan saya agar mengendalikan negeri yang amat kaya ini.

Menjadi sa-orang raja, saya hendak-lah menchelorkan diri pada negeri dan mesti juga memikir beberapa chara yang mungkin memberi keselamatan dan kemaamoran pada negeri ini. Bahkan, hendak-lah saya menjadikan negeri ini lebeh kemajuan dari negeri² yang lain.

Jangan-lah kita lupa pula pepatah yang berkata "Pemuda harapan bangsa, pemudi tiang negara." Dari pepatah-nya, saya mengerti bagaimana mustahak-nya pemuda pemudi pada negeri. Oleh yang demikian saya mesti bertindak agar mendidek ~~dan mempelajar~~ dan menggalakkan mereka supaya menjadi ~~mereka~~ berkelakuan baik dan benar² berturut setia kepada negeri. Dengan-nya bila mereka ~~meningat~~ meningkat menjadi

Kebebasan berugama tidak di-nafikan sangat-lah penting. Oleh itu saya tidak akan memaksa ra'ayat-nya berugama tentu. Saya tahu tiap² ugama-nya akan membimbing pengaut-da menjadikan mereka berkelakuan baik.

Hendak-lah juga saya memperpadukan semua ra'ayat dan menjadikan negeri ini sa-buah negeri yang sa-rupa bangsa. Dengan perpadu perselisehan akan di-elakkan dan jika di-langgar oleh negeri lain dapat-lah negeri ini mempunyai kuasa berlawan dengan-nya.

Untoh menchapai kemajuan, mesti-lah saya meninggikan taraf pelajaran sains dan menggalakkan penut ra'ayat-nya berusahasa bersama² belajar sains.

Ini semua-nya sangat-lah penting bagi ra'ayat negeri itu. Jika keselamatan dan kemaamoran telah di-chapai, ra'ayat-nya dapat diam di-sabuah negeri yang aman dan damai.

Tentang saling persafahaman antara ra'ayat di-negeri ini, saya hendak mendirikan beberapa kelap dan pertubohan pemuda pemudi dan menggalakkan semua pemuda pemudi menyertai kelap², supaya melalui chara ini dapat-lah mewujudkan saling persafahaman antara warga negeri ini.

Dalam sa-bulan masa saya pun beli barang yang hendak di-gunakan untok mengembara berjalan kaki ka-negeri lain. Saya taroh semua barang itu ka-dalam sa-buah bag kulit yang tidak beberapa besar. Bag itu saya akan menanggong di-belakang saya.

Bila hari itu sudah sampai saya pun pergi dengan membawa dua ratus ringgit sahaja. Saya pun memakai seluar dan baju pendek dan memakai kasut kulit. Dengan pertama saya mengikut sa-buah kapal yang hendak pergi ka India. Dalam kapal itu saya buat sedikit kerja sahaja. Bila saya tiba ka-negeri ini, saya pun berjalan kaki ka-Europa. Di-India saya menengok bermacham-macham benda. Di-negeri ini ada banyak orang. Ada pun orang yang menjual kueh dan lain lagi. Sa-lepas beberapa bulan saya pun sampai ka-negeri Europa. Poket saya pun sudah kosong dan perut saya lapar. Saya pergi bertanya rumah, dan buat kerja saperti sapu rumah, menchuchi kereta dan sa-bagai-nya. Dengan itu saya boleh mendapat wang dan makanan. Pada malam tempat itu sangat chantek sa-kali, dan jalan saya ada bermacham negara lampu. Saya membuat kawan sana.

Pada suatu hari saya tiba ka-Amerika.

Negeri itu sangat besar dan chantek. Dengan tidak berasa hari saya pun mendapat dia itu. Saya pergi ka-keluarga dan tinggal beberapa hari keluarga itu sangat baik. Saya menchita negeri saya dan mengembara saya itu. Bila saya sudah sehat saya tinggai keluarga itu. Mengembara berjalan kaki itu sangat-lah susah tetapi saya boleh lihat negeri lain-dan beritahu penghidupan mereka. Bila saya balek ka-negeri saya, lima tahun sudah lepas. (257 patah perkataan)

711, Jalan Suntan
Ayer Itam,
Pulau Pinang
1966. Nov.

ka-hadapan sahabat saya yang berada dengan selamat-nya di-Kuala Lumpur.

Sahabat Mary,

Saya telah mendapat melanjutkan pelajaran di-sa-buah maktab di-negeri kamu. Sebab itu saya hendak tanya kamu untok tu bagi saya tinggal. Tolong memberitahu saya perkara itu. Saya boleh bayar tempat dan

SCRIPTC   52/298

Soalan 1   Karangan

2) Mengembara berjalan kaki ka-negeri lain.

Tiap² orang ada mempunyai kegemaran sendiri. Ada orang suka berlanchong, ada orang suka bertanam tumbuh²an atau bunga², dan ada juga orang suka berjalan kaki ka-negeri lain dan sabagai-nya.

Dari semua kegemaran yang tertulis di-atas mengembara berjalan kaki ka-negeri lain ia-lah yang biasa. Kita boleh jumpa di-mana² ada orang berjalan kaki ka-negeri lain terutama orang puteh. Mereka ada mempunyai suatu ugama yang penting dan tidak takut melakukan apa², yang susah ia menyebut mereka bebas melakukan sa-suatu kerja.

Dengan berjalan kaki ka-negeri lain itu, kita boleh melihat berbagai perkara, ia-itu boleh meluaskan pandangan sa-sadang. Boleh dapat berasa esnir sa-sesuah negara dan penduduk² di-negeri itu. Oleh itu, ada orang suka berlanchong ka-negeri luar. Kalau ta' berlanchong, sa-hidup ini pun ta' boleh dapat lihat atau berasa keadaan penghidupan di-negeri lain. Sungguh pun susah kalau berjalan kaki ka-negeri lain tetapi boleh berasa dengan sendiri ugama kehiduran sa-sesuah negeri dengan ... ta' boleh mempunyai suatu

...ting sakali di-dalam kehidupan sendiri. Ada juga
...ang mempunyai wang banyak, dan dia boleh berlanchong
...-negeri lain dengan kapal terbang atau kereta²,
...a pun boleh berlanchong ka-sada sa-sawah negara
...api, itu talah hilang sa-suatu kegembira pada
...u sa-orang. Dia ta' di-puji oleh ra'ayat sa-sabuah
...gara, tetapi kalau sa-sa-orang ada chita² hendak
...jalan kaki ka-negeri lain dan dia se... ... dia
...ka di-puji oleh orang dan gambar dia akan di-
...bit di-dalam surat khabar. Jadi nama dia akan
...nas di-tiap² negara.

Berjalan kaki ka-negeri lain bukan senang.
...a mesti hendak berchita, dan mesti ada ... ugama
...ndak berjalan ka-sa-sabuah negeri. Dia mesti ...
...i berjalan bahasa, supaya dia boleh bercakap
...gan ... penduduk² di- ... sa-sabuah negara. Dia
...ndak berkuasa hati baik dan berbudi bahasa,
...paya ra'ayat sa-sabuah negara itu suka ...
...ya kalau dia ada menghadapi bersama kesusahan

Berjalan kaki ka-negeri lain ia. Jadi suatu
...a yang ... Kalau hujan pun hendak berjalan,
...i panas dia pun berjalan juga. ... mereka
...pat di-puji oleh orang². Mereka ...
...lanya kalau dia berlanchong ka-semua tempat²
...negeri² nama dia akan ... ka-tiap² orang
...dunia ini. Sunggoh pun susah berjalan bertahun²

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