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PARTIAL REPLACEMENT OF CEMENT WITH COMMERCIAL AVAILABE RICE HUSK ASH IN CONCRETE

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ABSTRACT
Natural coagulants are now proving to be good substitutes for chemical coagulants due to their availability, cost effectiveness, nontoxic and biodegradable natures. In this research work, the treatment of highly turbid surface water by coagulation method with sesame and peanut seeds as a natural coagulant has been investigated. This study investigates the potential, suitability, effectiveness and efficiency of sesame and peanut seeds as an environmental friendly and natural coagulant for the treatment of high turbid water, and the effect of each one of the coagulant on the pH of the water, as well as a comparison between the two natural coagulant as which one is more effective in removing the turbidity from water. The sesame and peanut seeds have been used after extraction of the active coagulation component by distilled water and salt solution. The results obtained from the jar test showed that peanut seeds extracted with KCL could effectively remove 88.3% of the 340 NTU turbidity using only dosage of 20 mg/l, while sesame seeds extracted could remove only 79.7% of the 344 NTU turbidity using dosage of 60 mg/l . Moreover, the results showed that the peanut seed is more effective in removing the turbidity from water more than the sesame seeds as it is not that effective in removing turbidity from water. So, it has been demonstrated, in this work, that peanut seed is one of the promising natural coagulants for water treatment Concrete is the world most used construction materials for many structural purposes due to its naturally high compressive strength but production of cement, one of its main ingredients which contribute to the concrete strength, require high amount of energy, costly and release tremendous amount of CO2 to the atmosphere causing global warming and climate change. Thus, by incorporating waste material which has pozzolanic properties as partial replacement of cement can contribute to a lower production cost and environmental friendly. Rice husk has been identified as having the greatest potential as it is widely available and, on burning, produces a relatively large proportion of ash, which contains around 80% - 90% of silica. There are 2 types of silica present in rice husk ash (RHA) which are amorphous and crystalline form. The former being more reactive towards pozzolanic activity and can be achieved through controlled burning. The purposes of this study are to determine the workability and compressive strength of concrete incorporating commercial based rice husk ash as well as the optimum replacement level of RHA based on the concrete compressive strength. Concrete grade M25 were used in this study without the addition of water reducing admixture. Cement is replaced by weight with rice husk ash at 10%, 15%, and 20%. Results showed that the slump value decreases as RHA content increase. Compressive test were done at 7 and 28 days of age. Optimum level of RHA replacement has been identified at 15% where the compressive strength of RHA concrete recorded almost similar value with control concrete.

Keywords:
compressive strength, concrete, optimum replacement level, rice husk ash, slump

INTRODUCTION

Milling of rice produce a by-product know as husk, which is the outer covering layer of paddy grain, commonly used as fuel for combustion in the rice mills to generate steam for the parboiling process. When the burning is done, what left of the husk has now turn into ash and is called as rice husk ash (RHA).

There are 2 types of silica in RHA which are amorphous and crystalline. Amorphous silica is softer, more chemically responsive and has a lower melting point than crystalline. Amorphous silica reacts more actively with lime from cement than those of crystalline form.. Early used of RHA mostly come from uncontrolled combustion which result in more crystalline structure than amorphous. Mehta (1977) published several papers dealing with utilization of RHA. He concluded that burning rice husk under controlled temperature – time conditions resulted in ash containing silica in more amorphous form.

According to the World Bank back in 2012, the worlds' cities produced 1.3 billion tonnes of solid waste such as industrial waste, agricultural waste and waste from rural as well as urban area per year. In the construction industry, some of this wastes had major contributions in the making of concrete such as fly ash, blast furnace slag, silica fume and rice husk (converted into ash) due to their pozzolanic properties. Rice husk has been identified as having the greatest potential as it is widely available and, on burning, produces a relatively large proportion of ash, which contains high amount of silica.

Production of cement, one of concrete main ingredients which contributes to the strength require high amount of energy, costly and release tremendous amount of CO2 to the atmosphere causing global warming and climate change. Thus, by incorporating waste material such as RHA which has pozzolanic properties as partial replacement of cement can contribute to a lower production cost and environmental friendly.

Incorporating waste products such as rice husk ash as partial replacement of cement can greatly reduce the cost of concrete since production of cement is expensive. By reducing the use of cement, less greenhouses gases such as CO2 were released to the atmosphere. The use of waste product is an environmental friendly method of disposing large quantities of waste that would contaminate the surrounding. Unlike natural pozzolans, rice husk ash (RHA) is a renewable source of silica since it came from paddy grain which can be planted over and over again. Countries that are major rice producer could use this method to develop structure and infrastructure with cutting cost in cement production as well as releasing less greenhouses gases.

Ramezanianpour *et al.* (2009) studied the effect of rice husk ash (RHA) on mechanical properties and durability of sustainable concretes using homogeneous RHA produced by special designed furnace at 650°C and 60 minutes burning time. Results showed that concrete with addition of RHA had higher compressive strengths at various ages when compared with control concrete.

Nagrale *et al.* (2012) conducted a research on utilization of rice husk ash (RHA) in concrete with M20 mix proportion. Results showed that compressive strength increased with increasing water/cement ratio for different percentage of RHA in concrete. Ramasamy (2012) evaluated the compressive strength and durability properties of RHA concrete using commercially available RHA with cement was substituted at 5%, 10%, 15%, and 20% by weight with RHA.2 grades of concrete were prepared, M30 for medium strength concrete normally used in column design and M60 for high strength concrete widely used in prestressed concrete. Strength of concrete increased with levels of percentage of replacement of 10% at which increase in strength was 7.07% at 90 days compared control.

Ghassan and Hilmi (2010)) studied on properties of rice husk ash (RHA) and its use as a cement replacement material. Results showed that RHA concrete give maximum strength value (30.8% increment over control mix) at 10% replacement of concrete. RHA can be used up to 20% to replace cement without jeopardising the strength.

Ravande Kishore *et al.* (2011) investigated the mechanical properties of high strength concrete with different replacement levels of ordinary Portland cement with rice husk ash (RHA). Results showed that the optimum level of replacement is 10% for both grades of concrete.

Godwin *et al.* (2013) conducted a research of introducing rice husk ash as a partial replacement of Ordinary Portland Cement (OPC) on structural properties of concrete. Results showed that RHA concrete has a slump between 50 - 90 mm. They conclude that RHA can be replaced with cement up to 25% without loss in workability or strength. However, 10% replacement is optimal for structural concrete. Ayesha Siddika *et al.* (2018) studied the strength of concrete with RHA replacement. Cement was replaced with RHA at 10% and 15% by weight. Slump decreased with increasing content of RHA. M. Anwar *et al.* (2000) investigated the main characteristics of the Rice Husk Ash. RHA concrete shows similar or higher strength than OPC concrete mix.

Therefore, the primary purpose of this research is to investigate the application of commercial ready-made rice husk ash (RHA) as a partial substitute of cement due to its pozzo lanic properties. The two (2) main areas which would be focused on are the workability and compressive strength of RHA concrete.

METHODOLOGY

The methodology is the theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted. To meet the objective of this paper, an intensive literature review was conducted to explore and discuss the evolution of materials management research in the construction industry. Results and findings will be discussed in the next sections.

Collection of Ingredients

i) Rice Husk Ash (RHA)
Rice husk ash was obtained from a local gardening supplier. The ash was sieved through BS standard sieve size 75µm and its colour was grey/black

Table 1: Physical properties of RHA

No.	Particulars	Properties
1	Colour	Grey/Black
2	Shape texture	Irregular
3	Mineralogy	Non crystalline
4	Mean particle size	10.61 µm
5	Odour	Odourless
6	Specific gravity	2.21

Table 2: Chemical properties of RHA

No.	Particulars	Proportion (%)
1	Silicon dioxide	90.16
2	Aluminium oxide	0.11
3	Iron oxide	0.41
4	Calcium oxide	1.01
5	Magnesium oxide	0.27
6	Sodium oxide	0.12
7	Potassium oxide	0.65

ii) Cement
Ordinary Portland cement (OPC) of 53 grade conform to IS: 8112-1989 was chosen due to generally recommended in general civil construction work such as residential, commercial and industrial structures, where the grade of concrete is up to M-30, as in this case, grade M-25.

Table 3: Cement composition

No.	Contents	Percentage (%)
1	CaO	60 - 67
2	SiO_2	17 - 25

3	Al_2O_3	3 – 8
4	Fe_2O_3	0.5 - 6.0
5	MgO	0.1 - 4.0
6	Alkalis ($K_2O_3Na_2O$)	0.4 - 1.3
7	SO_3	1.0 - 3.0

iii) Coarse aggregates
Crushed granite according to ASTM Standard with maximum aggregate size of 20 mm is used.

iv) Fine aggregates
Natural sand according to ASTM Standard with maximum aggregate size of 4.75 mm is used.

v) Water
Water free from impurities is a must to mix with cement in order to form pastes which bind all the ingredients together.

Mix Design

Table 4: Without RHA replacement

Material	1 cube (kg)	6 cubes (kg)
Cement	1.62	9.72
Sand	3.38	20.28
Coarse aggregate	4.59	27.54
Water	0.81	4.86

Table 5: With 10% RHA replacement

Material	1 cube (kg)	6 cubes (kg)
Cement	1.46	8.76
Sand	3.38	20.28
Coarse aggregate	4.59	27.54
Water	0.81	4.86
RHA	0.16	0.97

Table 6: With 15% RHA replacement

Material	1 cube (kg)	12 cubes (kg)
Cement	1.38	8.26
Sand	3.38	20.28
Coarse aggregate	4.59	27.54
Water	0.81	4.86
RHA	0.24	1.46

Table 7: With 20% RHA replacement

Material	1 cube (kg)	12 cubes (kg)
Cement	1.30	7.78
Sand	3.38	20.28
Coarse aggregate	4.59	27.54
Water	0.81	4.86
RHA	0.32	1.94

Preparation of specimens

Cement and fine aggregate is mixed in a dry drum mixer until the mixture is thoroughly blended and is uniform of colour. Coarse aggregate is added and mixed with the mixture until it is uniformly distributed in the mixer. Water is added to the mix until it appears to be homogenous and of the desired consistency. The mixture is mixed for at least 5 minutes. Total of 36 cubes with size 150mm x 150mm x 150 mm were prepared. Figure 1 shows the sample preparation and Table 8 shows detail of the specimens.

Figure 1: Sample Preparation

Table 8: Detail of the specimens

Percentage	7 days	14 days	28 days
0% RHA Replacement	3	3	3
10% RHA Replacement	3	3	3
15% RHA Replacement	3	3	3
20% RHA Replacement	3	3	3
Total	12	12	12

Slump Test

The inner side of the mould is cleaned and applied oil. The mould is placed on a smooth horizontal non- porous base plate. The mould is filled with the prepared concrete mix in 4 approximately equal layers. Each layer is tamped with 25 strokes of the rounded end of the tamping rod in a uniform manner over the cross section of the mould. For the subsequent layers, the tamping should penetrate into the underlying layer. Excess concrete is removed and the surface is levelled with a trowel.Any mortar or water leaked out between the mould and the base plate is removed. Figure 2 below shows slump test.

Figure 2: Slump Test

Compressive Strength Test

The compressive strength of concrete is the most common performance attribute used when designing structures. Compressive strength is measured by breaking cube concrete specimens is a compression-testing machine. Compressive strength is calculated from the failure load divided by the cross-sectional area resisting the load and reported in units per square meter. Figure 3 shows the specimen before and after compression test.

(a)

(b)

Figure 3: Compressive Strength Test (a) Before Compress, (b) After Compress

RESULTS AND DISCUSSION

Slump Test

Table 9: Slump Test Results

Concrete Mixture	Slump (mm)
Control	62
RHA (10%)	53
RHA (15%)	46
RHA (20%)	35

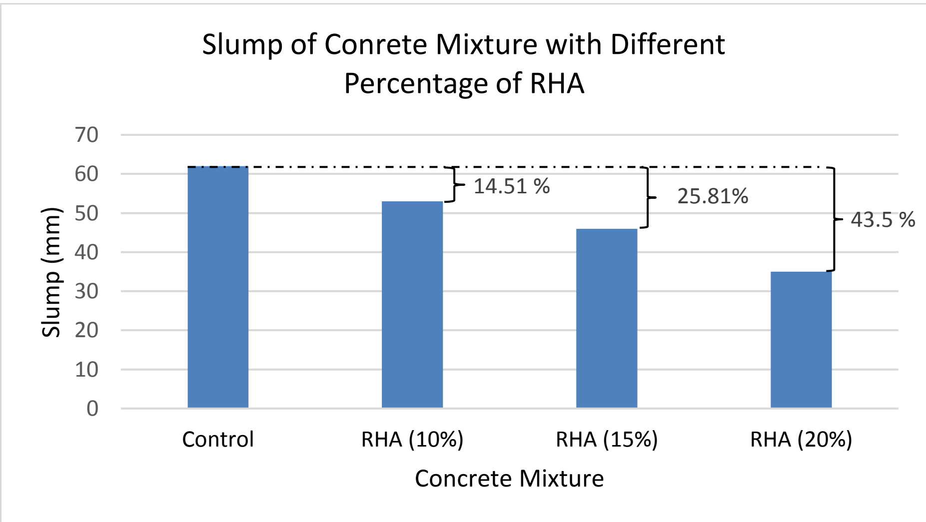

Figure 4: Slump Test with Different Percentage of RHA

The fresh properties of concrete mixtures are given in Table 9 and Figure 4; the design slump is between 50 - 75 mm, bleeding was negligible for the control mixture. For concretes incorporating RHA, no bleeding or segregation was recorded. OPC control mixture and RHA 10% recorded slump values of 62 and 53 mm respectively, which falls 14.51 % in the range of design slump. However, when the percentage of RHA increases, the slump value continue to decrease as shown by RHA 15% and RHA 20% concrete mixture which resulted in 46 and 35 mm in that order. The percentage increase 25.81% for RHA (15%) and 43.5% for RHA (20%). The results showed a good agreement with Nagrale (2012) in the study of the utilization of rice husk ash (RHA) in concrete. Adding RHA to the concrete increases the cohesiveness of the mixture and stiffness because of the high fineness of RHA. RHA has a much higher surface area compared to cement which resulted in higher water demand. To maintain the workability, it is absolutely recommended to use water reducing admixtures in RHA concrete mixtures. It is clear that slump decreased with the increase in RHA content.

Compression Test

Table 10: Compression Test Results

Concrete Mixture	Strength at 7 days (MPa)	Strength at 28 days (MPa)
Control	19.05	25.72
RHA (10%)	16.24	22.28
RHA (15%)	18.66	25.12
RHA (20%)	17.76	24.43

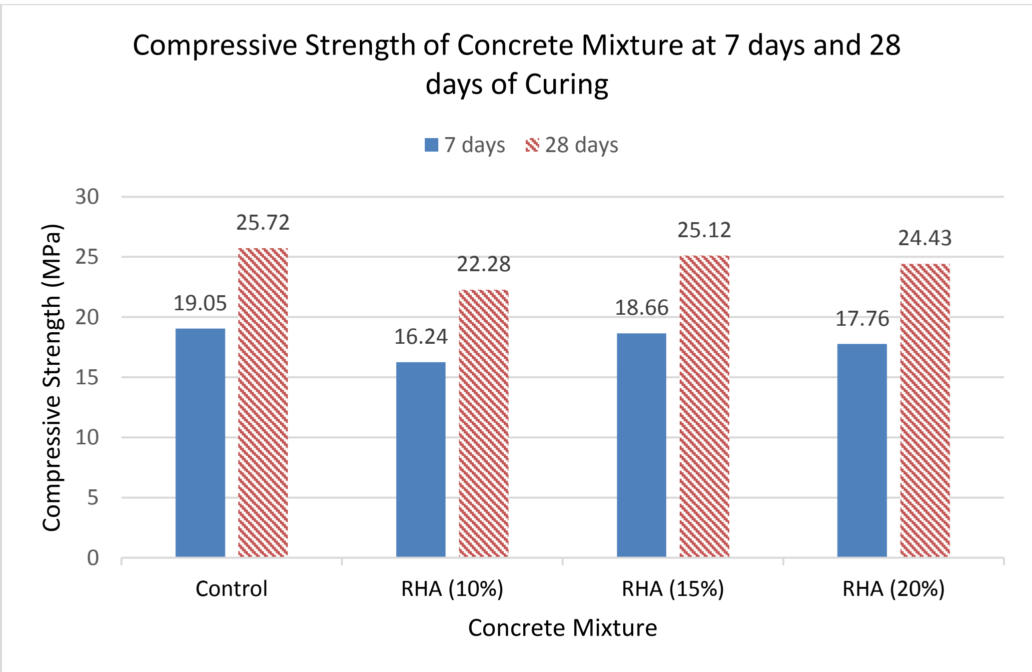

Figure 5: Compressive Strength of Concrete Mixture at 7 days and 28 days of Curing

Figure 5 shows, in terms of replacement level, the 10% achieved lower values of compressive strength at both 7 and 28 days. Based on that, it can be noticed that the amount of RHA present when 10% replacement is used not adequate enough to enhance the strength of concrete. The available silica from the 10% RHA reacted with only a small portion of calcium hydroxide (C-H) released from the hydration process and thus, the calcium silicate hydrate (C-S-H), which is responsible for the strength of concrete, released from the pozzolanic reaction was relatively limited.

The strength increased with RHA for up to 15% which resulted in achieving the maximum value compared to other replacement level. RHA (15%) mixture resulted in 14.90 % and 5.07 % increment compared to RHA (10%) and RHA (20%) at 7 days of curing. As for 28 days, RHA (15%) mixture recorded 12.75 % and 2.82 % increment compared to RHA (10%) and RHA (20%). At 15% replacement level, the amount of silica from RHA is proportionate to react with the amount of C-H available from the hydration process, thus undergoing optimum pozzolanic reaction. When compared to OPC control mix tested at 7 and 28 days age, RHA (15%) falls just slightly below the control strength.

The strength values when RHA was replaced by 20% were found to be higher than 10% but lower compared to 15%. In this case, the amount of silica available in the hydrated blended cement matrix is probably too high and the amount of the produced calcium hydroxide (C-H) is most likely insufficient to react with all the available silica and as a result of that, some amount of silica was left without any chemical reaction. The decrease in strength by increasing the RHA replacement level can also be due to the reduction in the cement amount and as a result of that, the released amount calcium hydroxide of (C-H) due to the hydration process is not sufficient to react with all the available silica from the addition of RHA and thus, the silica will act as inert material and will not contribute to the strength development.

CONCLUSION

To achieve desired strength with economy, the use of RHA as partial replacement of cement in concrete up to a certain level are satisfactory and useful in accordance with the present study and previous researches. From the results, it can be concluded that:

1) RHA is a highly pozzolanic material composed around 80% - 90% of silica. There are 2 types of silica in RHA which are amorphous and crystalline, the former being more reactive towards pozzolanic. Uncontrolled combustion result in more crystalline structure than amorphous and controlled combustion give vice versa.
2) Incorporating waste material such as RHA which has pozzolanic properties as partial replacement of cement can contribute to a lower production cost and environmental friendly.
3) RHA has a much higher surface area compared to cement which resulted in higher water demand. Adding RHA to concrete decreases slump value, hence lower workability.
4) It is observed that 15% of rice husk ash by mass of cement as the optimum dose of replacement in concrete production of M25 particularly as found in compressive strength test. The strength of RHA 15% concrete are comparable to the control M25 OPC mix. 10% replacement of RHA is not enough to increase the strength of concrete while 20% replacement does not contain adequate cement to enhance concrete strength.

RECOMMENDATIONS AND FURTHER STUDIES

1) The rice husk ash obtained can go through a lab test to determine the percentage of silica it composed and to check the structure of silica whether it amorphous or crystalline.
2) Water reducing admixture has to be used in order achieve the desired slump when incorporating rice husk ash to the concrete.

3) Using a vibrating table to compact instead of doing it manually during concrete casting will produce a much denser and evenly distributed specimens.
4) Aggregates both coarse and fine should be kept protected from the weather as raining would affect the moisture content.
5) Curing tank should remain free from other impurities and filled with clean water only.

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EXPERIMENTAL STUDY IN USING AIR JET ASSISTED COOLING APPROACH FOR MILLING MACHINING

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ABSTRACT
In machining, cutting fluid plays a very important role. However, the usage of cutting fluid has been addressing the issues of environmental intrusiveness and occupational hazards especially the cutting fluid used in conventional wet machining. Therefore, pure dry machining has become a reliable choice in machining for some materials. Yet, the pure dry machining process has significant effect on cutting temperature due to no lubrication and cooling effect during the metal cutting process. Hence, the machining assisted with air pressure has arisen as an important alternative technique to increase the production efficiency and to minimise the usage of traditional cutting fluid such as water, oil-based cooling agents that contained harmful ingredients. In this study, a new lubrication method called air jet assisted cooling system was fabricated and applied for improving the cooling effect during the pure dry machining. The result from the cutting experiments showed that the air jet assisted cooling system has brought a great improvement on the cutting performance with reducing the cutting temperature and having a better surface finishing on the workpiece.

Keywords:
Air jet assisted cooling, Dry machining, Cutting temperature, Surface finishing, Aluminium alloy, Up-milling process

INTRODUCTION

Machining is the process in which a tool removes material from the surface of a less resistant body, through relative movement and application of force. In recent time, cutting fluid plays a very important role in machining. It is a type of coolant and lubricant designed specifically for metalworking and machining processes. There are various kinds of cutting fluids, which include oils, oil-water emulsions, pastes, gels, aerosols (mists) and air or other gases. They may be made from petroleum distillates, animal fats, plant oils, water and air, or other raw ingredients. Yet, the usage of cutting fluid has brought a lot of detrimental effects such as health hazards and environmental pollutions when it is handled improperly (Dhar, N *et al.*, 2006). In addition to the lately issue of cutting fluids increase the machining cost as its cost frequently higher than the cost of cutting tools, dry machining becomes one of the solutions to solve this problem and the trend towards dry machining is growing rapidly (Dudzinski *et al.*, 2004).

In pure dry cutting operations, the friction and adhesion between chip and tool tend to be higher, which causes higher temperatures, higher wear rates and, consequently shorter tool lives. Therefore, completely dry operation is not suitable for all processes and all materials especially hard materials. In end milling operation, there are parameters that could affect the surface roughness of the work piece, such as depth of cut, feed rate, cutting speed, operating temperature and material used (Goindi & Sarkar, 2017). Thus, the machining assisted with air pressure has become an important alternative technique to increase the production efficiency. A similar study of using cooling liquid mist together with air jet assisted cooling had been carried out by Obikawa, 2015. In this paper, the cooling technique was referred and modified to using only air jet assisted cooling system (AJACS) on dry milling process to define its efficiency of function.

LITERATURE REVIEW

A new lubrication method called air jet assisted (AJA) machining was reported as a solution of high-speed finish-machining of many materials. In this machining method the jet of compressed air was applied to the tool tip in addition to cutting fluid in conventional wet machining. Preliminary experiments showed that AJA machining had a favorable effect on the tool life extension. In AJA machining, not only cutting fluid but a jet of compressed air as well is applied to the tool tip from an air nozzle at the flank face of a tool holder (Obikawa *et al.*, 2011). In the air jet assisted cooling system (AJACS), air pressure is the main role as an alternative way to provide cooling effect during the dry milling process (Habrat et al, 2016).

A similar research project had been carried out by Obikawa *et al.* in year 2012. Their experiment setup had adopted an air nozzle with size of 0.95 mm^2 cross section and 1.1 mm inner diameter. Figure 1 showed the schematic design of AJA machining method adopted by Obikawa, 2012. The distance from the air nozzle to the tool tip was 12.0 mm. The pressure of compressed air for generating the air jet was fixed at 0.54 MPa in gauge pressure. Its flow rate was measured to be 61.7 l/min (NTP) using an area flowmeter. Its mean velocity was calculated to be 175 m/s on the assumption that its pressure was kept at 0.54 MPa at the exit of the nozzle. It was found that AJA machining improved tool life by 20 – 30% in comparison with conventional wet machining. It was proved that the cutting speed could be increased by 12% without decrease in tool life length by changing conventional wet machining to AJA machining (Obikawa *et al.*, 2012).

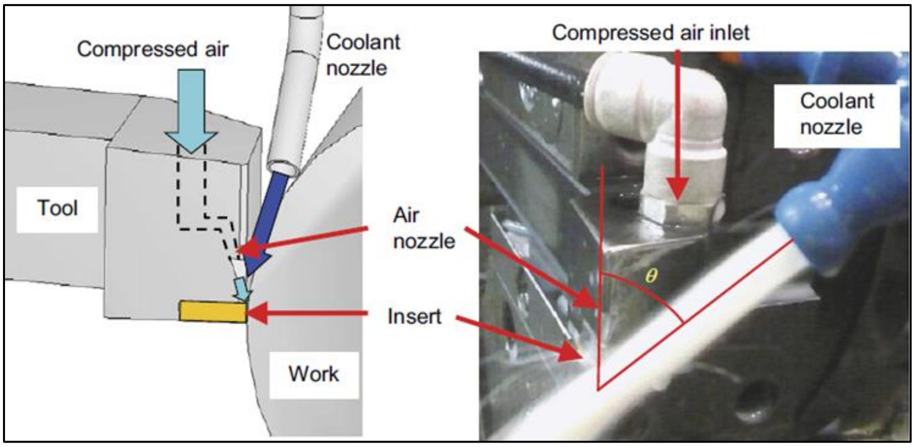


Figure 1: A Schematic Design of AJA Machining Method (Obikawa *et al.*, 2012)

EXPERIMENTAL METHOD

The development of AJACS was set up according to the diagram illustrated in Figure 2. It is supported by air compressor sub-assembly unit which consists of air compressor, air pressure water separator and air compressor hose pipe, while the AJACS (see Figure 3) is fabricated by using air pressure regulator gauge, air ejector line and an air nozzle. The air pressure regulator gauge is important to measure the air pressure output at the end of the air hose pipe and set the desirable air pressure range throughout the air ejector line and lastly to the air nozzle. The air ejector line is adjustable for any desirable direction and it comes with a control valve to control the air pressure flow. It is durable to eject high pressure air without any air leakage throughout the experiments.

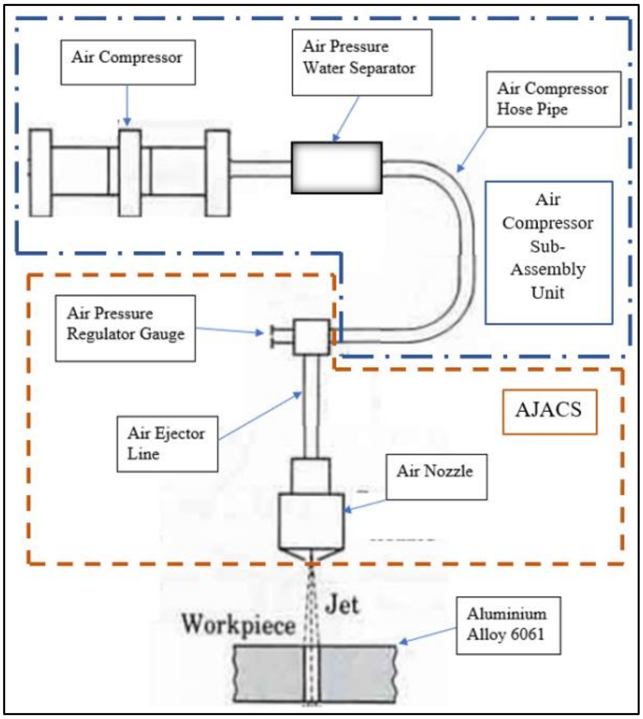


Figure 2: A Schematic Diagram of Components Used in the Air Jet Assisted Cooling System

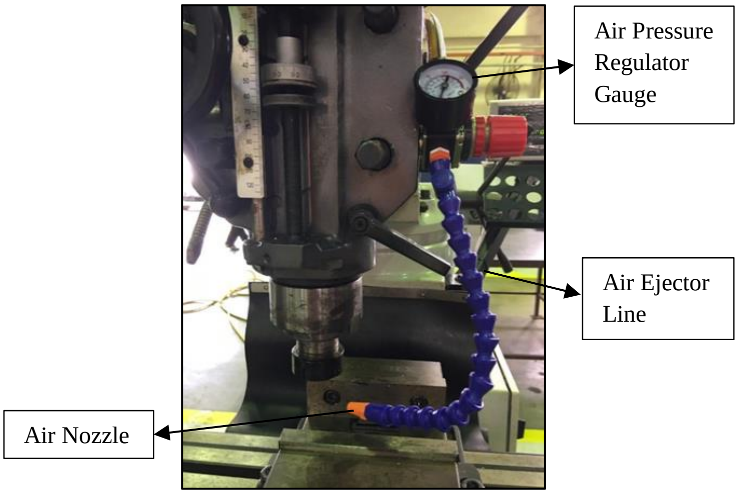


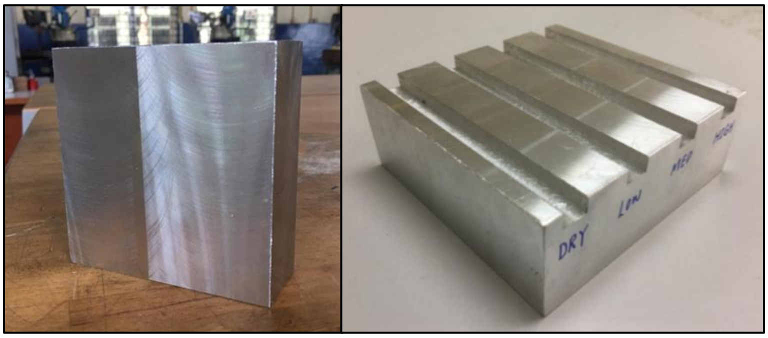
Figure 3: Air Jet Assisted Cooling System (AJACS)

The overall experimental parameter controls and machine settings during the experiment are as listed in Table 1.

Table 1: Experimental Parameter Settings and Controls

Experiment Mode	Dry Machining	i) Pure Dry ii) Air Pressure Assisted - Low Pressure (2 Bar) - Medium Pressure (4 Bar) - High Pressure (6 Bar)
Machine Control	Spindle Speed	3600 RPM (Fixed)
	Feed Rate	104.24 mm/min (Fixed)
Workpiece Control	Depth of Cut	5 mm (Fixed)

The workpiece selection is one of the important factors during an experiment. The selection of workpiece for this experiment is Aluminium Alloy 6061. The reason of choosing Aluminium Alloy 6061 is because of the alloy series is the most common material availability and economical. Before running the experiment, the workpiece shown in Figure 4 was after squaring process and pre-slotted with 4 slots in 5mm depth for a better up-milling process later. Each of the slots was labelled with 3 points in order to get the average data for every mode of experiment as shown in Figure 5.



a) Workpiece after squaring b) Workpiece after slotting process

Figure 4: Preliminary Process

The experiment was conducted in two conditions of dry end milling process, one was without any coolant and another was with the air jet assisted cooling system (AJACS). The experiment of AJACS was further compared to 3 levels of air pressure, that are low, medium and high pressure with 2 Bar, 4 Bar and 6 Bar respectively.

The cutting tool selection is a 6mm HSS endmill bit. The cutting method used in the experiments was half immersion up-milling method. The experiments were taking place in a sunny day with ambient temperature 30˚C. The machine employed throughout the experiments was a ram-type milling machine that is a brand of Lagun FTV-2.

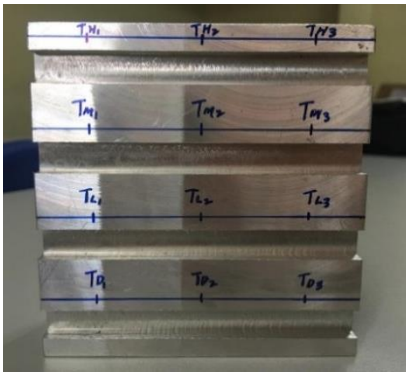
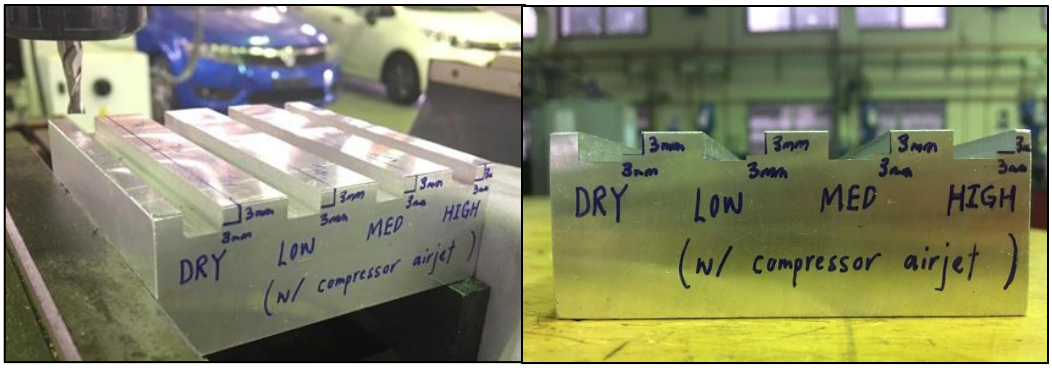
<table>
<tr><td rowspan="4"></td><td>T_{H1}, T_{H2}, T_{H3}</td><td>AJACS High Pressure = 6 Bar</td></tr>
<tr><td>T_{M1}, T_{M2}, T_{M3}</td><td>AJACS Medium Pressure = 4 Bar</td></tr>
<tr><td>T_{L1}, T_{L2}, T_{L3}</td><td>AJACS Low Pressure = 2 Bar</td></tr>
<tr><td>T_{D1}, T_{D2}, T_{D3}</td><td>Pure Dry Machining</td></tr>
</table>

Figure 5: Workpiece before Experiment and the Points of Data Collection

Experimental Milling Process

The cutting region of workpiece was marked in 3mm x 3mm from the slot edge as shown in Figure 6(a). FLIR Thermal Imaging Camera (TIC) E50 model was used to measure the cutting temperature during the milling process for all the 3 points in each row to get the average data (see Figure 7). FLIR E50 is a good and high sensitivity device for capturing accurate thermal data. It is capable of distinguishing differences of 0.05 degrees Celsius.

The experiment was first started with pure dry condition without using any coolant and then continues testing in 3 different levels of air pressure of 2-bar, 4-bar and 6-bar. After completion of the milling process, the workpiece in Figure 6(b) was sent to surface roughness test.



a) Cutting Region Marked on the Workpiece

b) Workpiece after Half Immersion Up - Milling Process

Figure 6: Workpiece Used in Experiment

Figure 7: Capturing Cutting Temperature with Thermal Imaging Camera

Surface Roughness Testing

The apparatus used for the surface roughness test was called Mahr Perthometer S2 as shown in Figure 8(a). After the calibration, the workpiece was attached at the Perthometer PGK where the diamond stylus is located. Figure 8(b) shows the workpiece's set up at the Perthometer PGK. The surface roughness readings were taken 3 times per slot to get an average data. The steps were repeated for all of the 4 slots indicated dry, low, medium and high.

a) Mahr Perthometer S2 b) Workpiece set up at the Perthometer PGK

Figure 8: Surface Roughness Test

The result appeared on the screen are Mean Roughness (R_a), Roughness Depth (R_z), Maximum Roughness Depth (R_{max}) values as shown in Figure 9. R_a is the most common result among all three data. However, to get a more accurate surface roughness result, R_a and R_z have been recorded for this project.

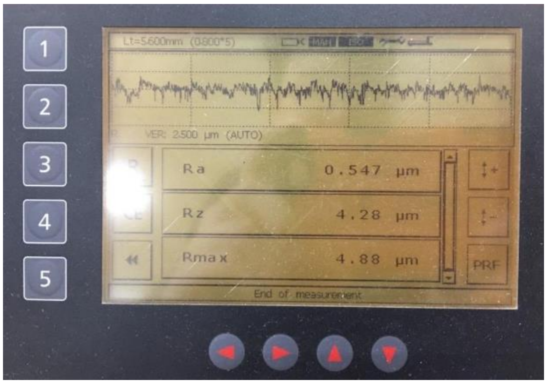


Figure 9: Screen Result of R_a, R_z & R_{max} Values

RESULTS AND DISCUSSION

From the experiment conducted, two main output parameters were collected; they are cutting temperature, T_c (˚C) and surface roughness, R_a and R_z (µm).

Data Collection and Data Analysis for Cutting Temperature, T_c (˚C)

Table 3 shows the cutting temperature, T_c (˚C) obtained from the Thermal Imaging Camera which is supported by software FLIR Tools.

Table 3 Data Collection for Cutting Temperature, T_c (˚C)

Experiment Mode \ Experiment Output	Cutting Temperature, T_c (˚C)			
	1	2	3	Average
Dry Machining (without AJACS)	$T_{D1} = 60.3$	$T_{D2} = 64.4$	$T_{D3} = 66.6$	$T_{Davg} = 63.8$
Low Pressure 2-bar (with AJACS)	$T_{L1} = 40.0$	$T_{L2} = 48.2$	$T_{L3} = 43.6$	$T_{Lavg} = 43.9$
Medium Pressure 4-bar (with AJACS)	$T_{M1} = 35.8$	$T_{M2} = 37.0$	$T_{M3} = 39.7$	$T_{Mavg} = 37.5$
High Pressure 6-bar (with AJACS)	$T_{H1} = 34.9$	$T_{H2} = 35.0$	$T_{H3} = 37.3$	$T_{Havg} = 35.7$

The graph in Figure 10 shows that the cutting temperature for pure dry machining (without using AJACS) has the highest temperature of 63.76°C, followed by experiment mode using AJACS with Low Pressure (2-Bar) of 43.93°C, then 37.5°C for the Medium Pressure (4-Bar) and the lowest of 35.73°C for the High Pressure (6-Bar). This defined that air pressure and the cutting temperature has an inverse proportion relation. By increasing the air pressure in AJACS will result in decreasing the cutting temperature.

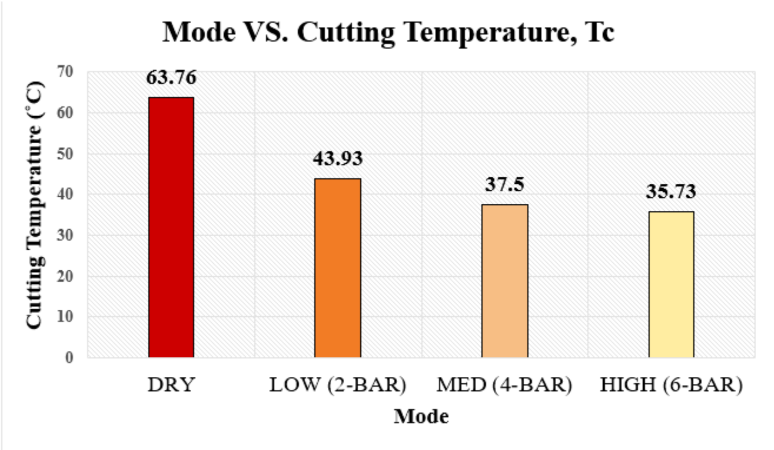


Figure 10: Experiment Mode vs. Cutting Temperature, T_c

Data Collection and Data Analysis for Surface Roughness, R_a and R_z (μm)

Table 4 indicates the data output of the surface roughness, R_a and R_z (μm) captured for all the modes of experiment.

Table 4 Data Collection for Surface Roughness, R_a & R_z, (μm)

Experiment Control / Mode	Surface Roughness, R_a & R_z (μm)							
	1		2		3		Average	
	R_a	R_z	R_a	R_z	R_a	R_z	R_a	R_z
Dry Machining (without AJACS)	0.919	7.59	0.987	8.79	1.030	7.59	0.979	8.00
Low Pressure 2-bar (with AJACS)	0.859	7.10	0.887	8.52	0.817	7.33	0.854	7.65
Medium Pressure 4-bar (with AJACS)	0.787	7.44	0.792	7.34	0.667	5.17	0.749	6.65
High Pressure 6-bar (with AJACS)	0.662	5.48	0.547	4.28	0.650	6.16	0.619	5.31

From Figure 11, it is noticed that both lines in the graph show a linear decreasing for Mean Roughness, R_a and Roughness Depth, R_z. The slot from the pure dry machining (without AJACS) has given the highest value of R_a = 0.979 μm, while mode AJACS with Low Pressure (2-Bar) decreased to 0.854 μm, and followed by 0.749 μm for the Medium Pressure (4-Bar) and the lowest of 0.619 μm for the High Pressure (6-Bar). Similarly to the data output of Roughness Depth R_z, the pure dry machining (without AJACS) has shown the highest value of 8.00 μm, while the High Pressure (6-Bar) has shown the lowest value of 5.31 μm. This also defined that air pressure and the surface roughness has an inverse proportion relation. By increasing the air pressure in AJACS will result in decreasing the value of mean roughness.

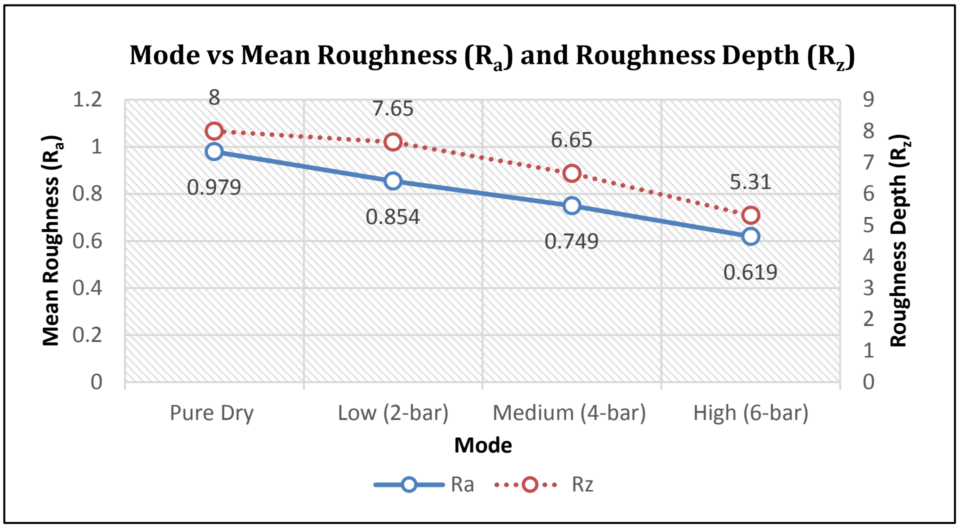


Figure 11: Mode vs. Surface Roughness

The lower the value of the mean roughness is, the finer the surface finishing on the workpiece. From the experiments, it shows that a lower cutting temperature during the milling process does providing a better surface finishing on the workpiece.

EFFECTIVENESS OF THE AIR JET ASSISTED COOLING SYSTEM

The dry machining without air jet assisted cooling system has been set as a benchmark of comparison with the dry machining with AJACS. The comparison data indicated in Table 5 shows that when the air pressure level used was increased, the % reduction in cutting temperature and mean roughness were increased as well. AJACS with High Pressure (6-Bar) has given the highest % reduction of 43.96% in cutting temperature, T_c and the highest % reduction of 36.77% in mean roughness, R_a.

Table 5 Comparison of AJACS with Pure Dry Machining

Benchmark	Pure Dry Machining = 63.76 ˚C		Pure Dry Machining = 0.979 µm	
Experiment Parameter / AJACS Mode	Cutting Temperature, T_c	% Reduction	Mean Roughness, R_a	% Reduction
Low Pressure 2-bar	43.93 ˚C	31.1%	0.854 µm	12.77 %
Medium Pressure 4-bar	37.5 ˚C	41.19%	0.749 µm	23.49 %
High Pressure 6-bar	35.73 ˚C	43.96%	0.619 µm	36.77 %

The result proved that the air jet assisted cooling is an effective approach of cooling process during dry milling. With the air pressure applied to the workpiece during the milling machining, this will give a better cooling efficiency and also provide a better surface finishing to the workpiece.

CONCLUSION

As a conclusion, this project has proved that the cutting performance has been improved effectively by using the AJACS during the dry milling process. The cutting temperature has been greatly reduced to 43.96% with using the AJACS High Pressure (6-Bar) comparing to the pure dry milling. The surface finishing on the workpiece also has been greatly improved by 36.77% due to the better cooling effect of the AJACS as well. In a nutshell, the higher the air pressure used during the dry machining process, the lower the cutting temperature. Additionally, the surface roughness has a inverse correlation to the cutting temperature. The lower the cutting temperature is the better the surface finishing.

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THE FUTURE OF TRADITIONAL MALAY HOUSE DESIGN IN PENINSULAR MALAYSIA

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ABSTRACT
Heritage is an item needs to be preserved. Malay traditional house has been slowly faded from the Malaysian development since its independence in 1957. Malay traditional house is one of the most unique house designs that can be found in Asia. It is Malay’s heritages that are very important to be preserved and conserved. The significant of Malay traditional house is selected as a reference is that traditional house is closely related with Malaysia as a whole and thus become an iconic identity. Most houses were built of timber construction using the Malay’s traditional carpentry experts because they are the pioneer in this type of construction. That is why it is no wonder that the best architectural house design using timber is Malay’s traditional timber house. It is hoped with this reference and analysis of this type of house will make a better house design for future generation and what can be learned from the ‘natural wisdom’ of the original Malay traditional house carpenters. In 2008, the numbers of recorded well preserved and conserved Traditional Malay House is declining. Thus, it is very worrying that their numbers will be lower in future and becoming extinct. Only some few efforts either by individuals or governments will try to maintain and contain this physical heritage. It is crucial that without enough join effort of those who are afford to have and maintain the house only will sustain the heritage and thus the Malaysian identity.

KEYWORDS:
Traditional, Malay, Malaysian, Identity, House, Design, Architecture, Heritage, Conservation,

THE TYPOLOGY OF MALAY HOUSE

Malay house in Peninsular Malaysia can be categorized into 5 types. These 5 types of Malay house style design can be found in Malaysia. This research will classified each type of houses and elaborate each types in its details visible characteristics. Each type has its own function and application in the Malay traditional culture and practice:

1. Istana or Castle
2. Rumah or House
3. Masjid or Mosque
4. Wakaf or Gazebo
5. Banting Padi or Rice House

Rumah or House is categorized as the people’s shelter and are the most built and can be found in Peninsular Malaysia. It can be categorized into 4 styles that will be discussed in 4.4 of this chapter. Each style has its own characteristic and design that are distinguish from one another.

THE BASIC MALAY TRADITIONAL HOUSE

The basic Malay Traditional House consists of features that suits with the culture, lifestyle and climatic response (Figure 3). One of the most recognizable of the Malay Traditional house feature is the ***‘Attap Pitch Roof’*** that is made from natural materials. It responded successfully to the climate of tropical country through filtering the heat from sunlight and at the same time disperses heat from inside the house through cross ventilation at ***‘tibar layar’.***

Coconut tree are among the most commonly used in the Malay Traditional House because it permit more cross ventilation through the skyline of the house and source of food, implements, construction and as well as fuel.

Basic Malay Traditional House also is built on raised level or stilts that avoid floods and dangerous animals. It also provides privacy to the occupants. The raised floor also indirectly creates sense of different zone between the exterior and interior. In climatic response, this also catches winds on higher velocity. This design will also prevent the heat coming from the ground (conduction) to the interior floor of the house.

Underneath the raised floor, the Malays normally used it for storage of their daily activities equipment and materials such as ***'sampan'***, ***'padi'***, coconut leaves, bicycle implements and others. It is a space that is sheltered from heat and therefore also activity area such as product making space such as leaf weaving area.

The compound is used for drying materials such as drying salted fish, laundry attires and others. It is also used as a space for social interaction and work. Children use the compound as playground.

The barrier of each unit of Malay traditional house can be as simple as fruit tree (eg; '***rambutan'*** tree) and shrubs because the Malay believes usage of fence can be anti-social and no neighborhood spirit. The utilities of Malay traditional house using a very simple system solution. The drainage waste water from kitchen are drained and soaked into the sandy ground.

The ***'Jitra toilet'*** outside the house (as toilet are the considered as unclean space to be inside the house) is using pour-flush toilet system and easily to build and maintain. The well outside is for washing clothes, bathing and drinking. It is fenced with coconut leaves as privacy barrier and covered with concrete slabs as pavement. In short, the Basic Malay Traditional house comprises of unique features that suits the culture, lifestyle and climatic response of the Malays. It is the best solution, therefore the best setting for the previous way of life of the inhabitant that uses it.

METHODOLOGY AND DATA COLLECTION

The research combines all the data collection from various institutions that conducted architectural measured drawings by the students. All the documentation is been studied and picked up to be classified and detailed as for the documentation of the research. Then the findings are presented in papers and journals for the exposure to the public.

THE MALAY TRADITIONAL HOUSE STYLES

The Malay Traditional House is divided into 4 styles as mentioned by 1 Zulkifli Hanafi on Malay Architecture (2005). Below are the styles that can be simplified from all the Malay Traditional House in Peninsular Malaysia (as shown in Figure 1, 2 & 3):

i. Kedah Style (Kedah, Perlis and Penang State)
ii. Perak Style (Along Perak River)
iii. Melaka Style (Melaka, Selangor, Negeri Sembilan, Pahang and Johor State)
iv. East Coast Style (Kelantan and Terengganu)

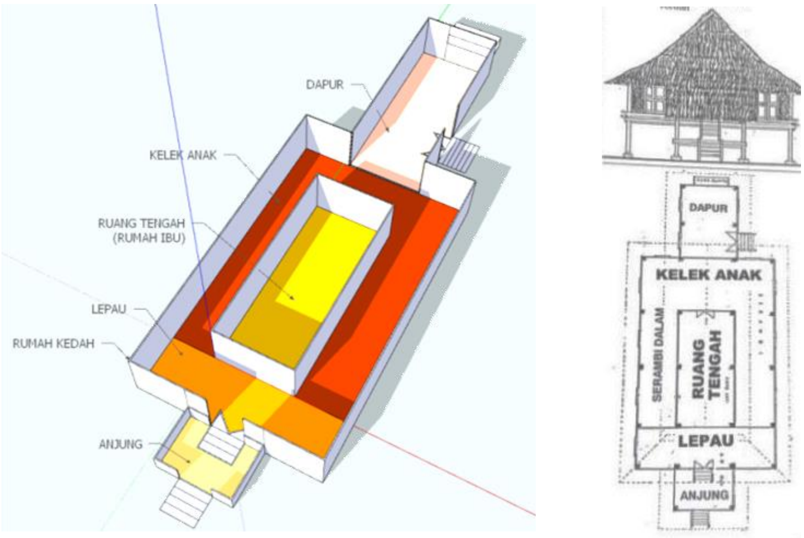

Figure 1: Divisions between Spaces in Traditional Malay House

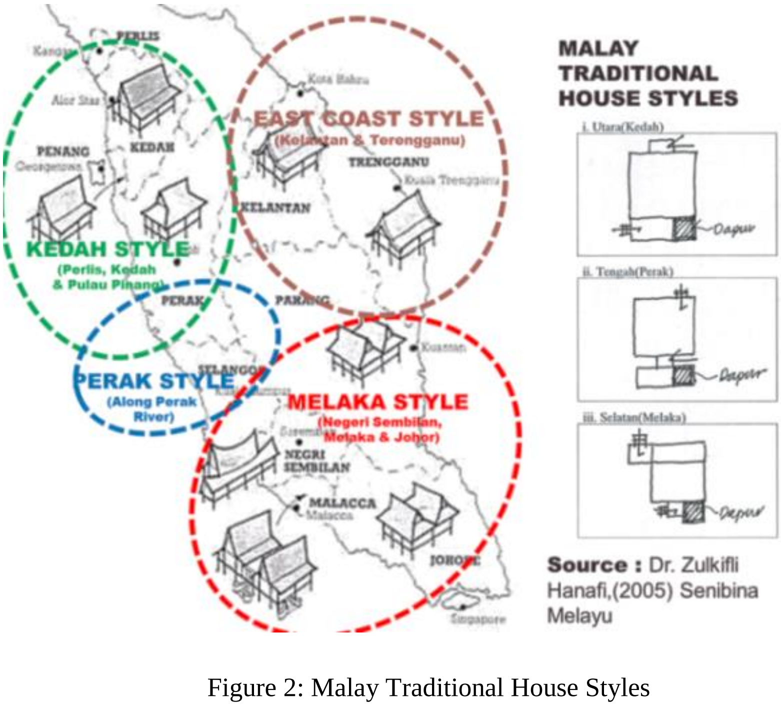

Figure 2: Malay Traditional House Styles

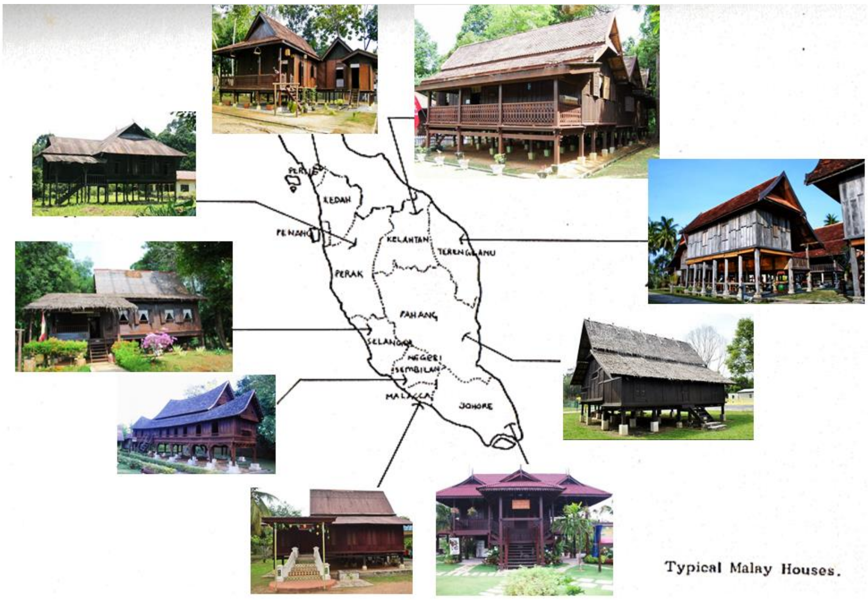

Figure 3: The Common Styles of the Malay House
Source: Yuan, (1989), the Common Styles of the Malay House

The Function of 'Kelek Anak' and 'Selang' of Malay Traditional House

Malay traditional house is one of the most unique house designs in Asia. In a Malay Traditional house there is a space that is called 'Kelek Anak' where it became the main space for circulation especially for the sons. This is because most of the casual activities happen here together with their sons and daughters such as discussion, kite making, fishing net repairing and others. This is also is the most exterior space after the main house or 'rumah ibu'. A space called 'selang' or in between kitchen is dedicated for daughters and the most back space in a house. This is part of the culture and religious requirement where male and female interaction is controlled.

There is also unique features that is called 'tingkap hendap' or peeping window designed for the young female in the house to peek their future husband when there is a inquire delegation visit to the house. In short, these two spaces (kelek anak & selang) has separated the use of space form male and female siblings in the house and therefore is also applied in the minimum modern house requirement where there are required to be at least 3 bedrooms for parents, male & female siblings. This has become the policy of Malaysian housing development since 1980's where it has to be followed by developers in order to commence their projects. It is a good requirement where houses with minimum 3 bedrooms are getting more satisfaction than the two bedrooms house design (2 Zakiyah Jamaludin 2010).

Traditional Malay house are built according to the needs of the Malays according to its time. Spaces are properly sequenced in orderly fashion following the 'layer' of house privacy in the house by visitors that are not family members. Therefore, as can be seen from the above plan, the 'anjung' or house lobby is the first semi-enclosed space from the house front that works as intermediate space and also the space to usher the visitors. This space is also important to separate between the most important space in the traditional Malay house that is 'inner-room' or the 'mother-house' *(rumah ibu).*

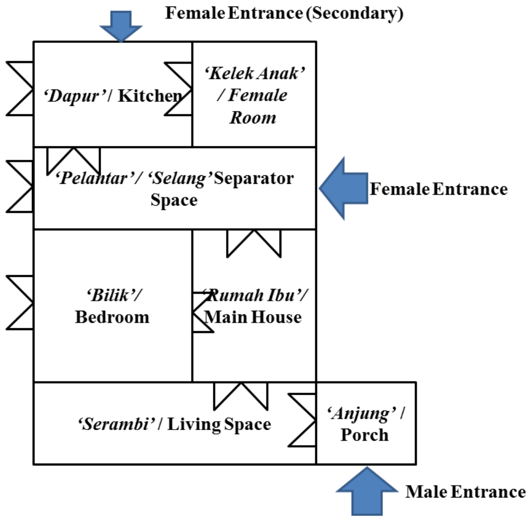

Figure 4: Divisions between Spaces in Traditional Malay House

Religious factor and culture origin was the practice since hundred years ago by the Malays. The 'intrusion' of the outsiders other than family members is segregated in a unique way in traditional house. As for situation example is when a visitor drop in to a traditional Malay house, the owner invites him or her towards the anjung and informally discusses something that is not very sensitive. But, once the conversation is getting more important or sensitive, the owner will invite the visitor for discussion in the 'serambi' of the house where the conversation continues. These shows how intricate the Malay culture on how they welcome their visitor and as a host will not also reveal their privacy of the house at the first place of an introduction.

The 'rumah ibu' is the most private space in every Malay Traditional house because it is the core of the house and also the space where parents store their savings in the house. This is also because 'rumah ibu' is also the start of a basic house until it expanded when the family becomes larger and more spaces are needed for the male and female siblings.

Malay Traditional House Analysis

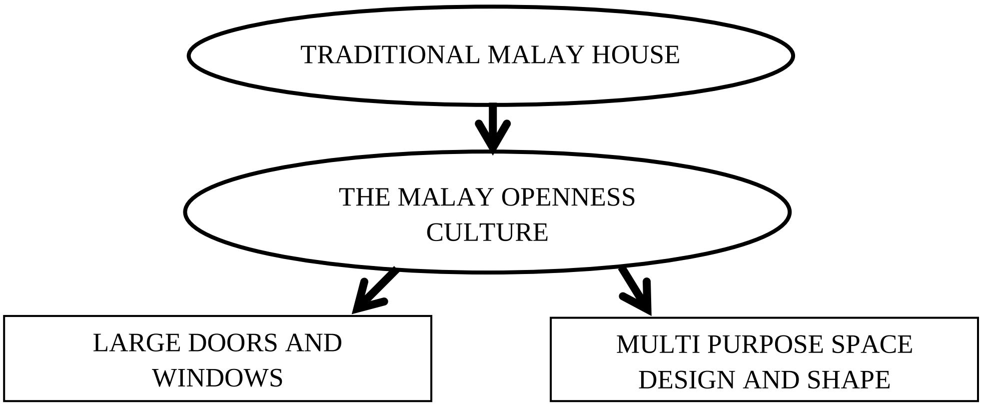

Figure 5: Malay Traditional House Design Characteristics

House decorative has not only to beautify the Malay Traditional house. It also functions as a filter, wind and ventilation channel and also symbol of a dedicated person that owns the house. For example, if the case of a house owner is a person that is a master in ‘silat’ martial art, there is a special carving that shape like a reverse Arabic alphabet in its wind capture carving at the top of the main entrance door (Zulkifli Hanafi, 2008). This has to do with the colonization era where the identity of the master martial art ‘silat’ master can only be encoded only by those who had known ledge and not by British.

There are two major identities that can be found in the Malay traditional house design which is shows the openness attribute of the Malay nation:

i. Large doors and windows design

Traditional Malay houses were built with large doors and windows not only to allow better ventilation and wind circulation, but also to allow the person inside and outside to interact to each other in an informal condition but still allowing privacy towards person inside the house. This also creates sense of hierarchy of knowing the barrier of outside and inside thus, also creases sense of respecting person inside the house as the owner of the house.

ii. Multi-purpose space design

Malays are known to have a many of their occasional celebration and festivity which occurs in the house interior such as weddings, *‘doa selamat’* / prayer for safety, *‘marhaban’* / religious singing and others (Nik Farah Elina, Mohd. Tajuddin M. Rasdi, 2017). Such occasion need most of the spaces inside the house (except the ‘rumah ibu’) to be use as different functions. Other than that during the non-occasional times, space like ‘serambi’ is used by man for relaxing, napping and other activities. This however, depends on the owner’s wealth where he can create more expansion to the house in order to occupy these activities. This shows how flexible the Malay traditional house is.

Design of Malay traditional in Malaysian House

Malaysia is one of a developing independent country in the world that distinguishes from other countries. It has its own unique identity where multicultural, and varieties of races that form Malaysia as known by others. However, Malay tradition and culture is seen as the major origin race that starts Malaysia as it is. Therefore, the traditional Malay architecture and its tradition have becoming a strong unique race that makes Malaysia unique and recognizable. Other prominent races such as Chinese and Indian also did make Malaysia as unique multicultural nation. Therefore, in this research, additional races to be considered are the Chinese and Indian races that will be discussed in the following chapters to be digested in the consideration of Malaysian people in the proposed design of Malaysian house for family interaction.

CONCLUSION

Malay traditional house is a unique and rare traditional house design that has a strong characteristic and rich background. Aspect of culture, construction, art and religion is rich and unique in its own way. Arrangement of living room (not defined in the basic Malay house space or room design) is designed well and considering of many factors of the Malay family needs and traditions. However, several weaknesses related to the house facility is proven becoming the house setback for a modern housing trend in Malaysia that needs more easy access such as proper toilet and washing area. This however determined how closely related with the house construction which is elevated from ground and also the factor of cleanliness where toilets are considered dirty area that need to be separated from house. In short, design element of traditional Malay house is a must to be considered in the design of the proposed house for family interaction for the living room because it is design in such a way is family oriented design at the first place. Design of 'kelek anak' is highly resembles the modern definition of a living room where a lot of social activities happen on that area and it is the largest space with good lighting and ventilation for comfort.

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THE USE OF YOUTUBE VIDEOS IN LEARNING ENGLISH LANGUAGE SKILLS AT TERTIARY LEVEL IN BANGLADESH

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ABSTRACT

YouTube videos are immensely used for English language learning at tertiary level both by the language learners and teachers in Bangladesh. Incorporation of new media tool like YouTube has inspired learners and teachers to make English language teaching-learning more fruitful. The aim of the current study is to investigate the use of YouTube in enhancing learners' English language proficiency. Qualitative research method is used in the study. Data was collected through six Focus Group Discussions with 30 students from tertiary level. Each FGD consisted of five informants from tertiary level. The collected data was analysed through coding and presenting the emerged broad themes under key headings. The result of the study shows that students of tertiary level find YouTube as a motivating medium through which they are able to enhance their speech delivery, pronunciation, intonation, grammatical skills, listening skills, and elucidate personal language problems. However, the study also indicates that the language learning videos accessible in YouTube sometimes comprise of culturally unsuited dress-up and attitude of the speaker which give the learners cultural shock. The study recommends learners and teachers choose culturally appropriate language learning videos for active and fruitful learning.

Keywords:

YouTube, Entertainment, Motivation, English Language Learning, Tertiary Education, Bangladesh

INTRODUCTION

YouTube is considered as web 2.0 where the viewers do not only upload videos, they can also provide feedback through asynchronous interaction to other video contents (Jones & Cuthrell, 2011). In another study led by Grigoryan (2018) clinched that students learn language effortlessly with enthusiasm, collaboration and motivation when they use new media tools. Balbay and Kilis (2017) found that learners benefited to a large degree from the videos on the playlist of YouTube channels in learning language. Wagner (2017) found that new technologies help language learning. The researcher asserted on contextual instructions which can engage a wider audience. Moreover, students of tertiary level find learning entertaining, engaging and stress-free through new media tools, and they need more audio-visual materials to learn English language skills faster (Hasan & Ibrahim, 2017). In Bangladesh, the L2 learners use YouTube and other new media tools for enhancing their language skills (Hasan *et al.*, 2016).

Language learning videos become available with the advent of YouTube. Learners and teachers of English language now have on-demand videos and they do not have to be fully dependant on out-dated language classrooms because they do get massive numbers of videos on YouTube related to English language teaching-learning (Faizi, 2018). Learners now learn practically from the YouTube videos at any time of the day. Even learners can see the body language and know paralinguistic information which aid them to comprehend easily (York, 2011). Thus, YouTube videos help develop learners' cognitive faculty. Learners at tertiary level are abundantly using YouTube videos for enhancing their English language skills. However, the use of YouTube videos is not clearly defined yet in Bangladeshi context. This study aims at identifying the use of YouTube videos in enhancing tertiary level learners' English language proficiency.

Research Question

What are the usages of YouTube videos in learning English language skills at tertiary level in Bangladesh?

Research Objective

To identify the usages of YouTube videos in learning English language skills at tertiary level in Bangladesh.

LITERATURE REVIEW

YouTube in Learning English

YouTube (http://www.youtube.com) is a Web 2.0 site that is primarily based around video sharing, commenting, and viewing. The viewers can upload their own videos, make comments, and create appropriate tags related to the uploaded videos. The author of the videos can add a title and a description to the videos. The viewers and authors of the videos can make criticisms on other videos and their own videos as well. There is an option for everyone to create their own video channel on specific issue and they can upload enormous number of videos in the channels. The creator of the channel can share the link of the channel in social media too for facilitating other viewers to watch the uploaded videos in the channel. Even learners feel motivated when they learn through YouTube videos, and while they listen to YouTube videos their affective filter goes down and cognitive loads lessen, and, therefore, learning occurs faster (Dinh, 2018, & York, 2011). The educative value of YouTube videos is immense in the current context (Bakar *et al.*, 2019).

YouTube Videos Lower Affective Filter and Arouse Motivation

The studies (Brook, 2011; Metekohy, 2010; & Malhiwsky, 2010) that support the use of YouTube videos in English language learning also support that YouTube videos help learn language quicker and learners feel motivated in the learning process. It is also found that the weaker learners feel interested and motivated to interact and learn when audio-visual aids are used in the classroom (June *et al.*, 2014, & Oddone, 2011). Metekohy (2010) found that learners watch and listen to YouTube videos as the video contents allow them to listen and watch at a time. Therefore, the learners learn the language without much cognitive load and in the learning process they have lots of fun. They have scope to get interesting videos related to English language from the YouTube.Com. They get authentic (Malhiwsky, 2010, & Pong, 2010) English from the YouTube videos as many of the videos are produced by the native speakers of English language. Teachers get scope to ask learners to speak about the videos they watch in or outside the classroom. Using YouTube both inside and outside the class help enhance conversation, listening and pronunciation skills. YouTube videos can also be utilized as realia to encourage cultural lessons, heighten exposure to "World Englishes", and fasten authentic vocabulary development (Watkins & Wilkins, 2011).

Authenticity and Learning-Centred Ecology

YouTube is a good platform for authenticity and learning-centred ecology regarding English language teaching and learning. Brook (2011) examined YouTube video regarding authentic language and the learner-centred learning ecology of the videos in EFL and ESL context. Brook (2011) found that videos increase learner participation in the classroom. However, the teachers have to choose appropriate videos related to the learners' schemata and level of understanding. Jones and

Cuthrell (2011) found that educators at all levels of instruction are using sites like YouTube to "disseminate information, enhance learning either by incorporating material from the sites in daily instruction, or by displaying student-produced projects and comments on the sites. Another study (Pong, 2010) found that throughout peer-to-peer feedback, learners tremendously improve their writing skill.

YouTube for Collaboration
Collaborative learning is possible with the usage of YouTube. Terantino (2011) concluded that YouTube videos facilitate collaborative language learning. When learners of English language produce a video project in collaboration with their friends, then they have the scope to think, design, and produce videos collaboratively which they present before the class or upload in youtube.com. When they share the created video in youtube.com, the viewers from all over the world can watch the video and leave their feedback. There are options in YouTube where learners or viewers can 'like' or 'dislike' the video they watch. This opportunity allows learners of a country to learn from the learners of another country and generate knowledge based on YouTube videos. Another study conducted by Kabooha and Elyas (2018) concluded that collaborative learning through YouTube videos help the students enhance their vocabulary skills. They get the chance to watch interesting videos on vocabulary and many more, and remember the vocabulary for long time as the learning is interesting.

Drawbacks of Using YouTube Videos in Language Learning
Though the studies mentioned earlier found the advantages of YouTube videos in language learning regarding authenticity, interaction, heightened motivation and learner autonomy, however there are some drawbacks of using YouTube videos in language learning. Oddone (2011) found that sometimes the learners do not comprehend the pronunciations of the speakers in the videos as the videos are made mostly for the native speakers. In the YouTube videos, there are some elements or terms from the native culture and learners of other cultures find it difficult to understand the terms and cultural issues sometimes.

METHODOLOGY

Data Collection Method-Focus Group Discussion (FGD)
The qualitative data for the study is collected through Focus Group Discussion (FGD). A Focus Group Discussion or interview is the process of collecting data through interviews with a group of people, typically four to six (Creswell, 2015). FGD is advantageous when the interaction among interviewees likely yield the best information and when interviewees are similar to and cooperative to each other (Creswell, 2015). There are some specific areas related to the qualitative questions in the FGD questionnaire. The areas of discussion for FGD are adopted from the reviewed literature. To collect qualitative data for this study, six FGDs are conducted with the tertiary level learners. In each FGD, there are four to six students (Creswell, 2015) from tertiary level.

Participants for FGD
The participants for FGD were from tertiary level in Bangladeshi universities. Convenience sampling technique was used to collect the best information. As there were six FGD conducted for the collection of the qualitative data, so the participants were questioned on the area of four qualitative questions posed in the first chapter of the study. There were 30 participants for six FGD. The participants were taken from eight universities. In each FGD, there were five students.

FGD Questions or Themes Design

The FGD questions contains both closed-ended and open-ended questions. The advantage of this type of questioning is that the predetermined closed-ended responses can get useful information to support theories and concepts in the literature. On the other hand, the open-ended questions permit the researcher to explore reasons for the closed-ended responses and identify any comments the participants might have that are beyond the responses to the closed-ended questions (Creswell & Clark, 2007). The researcher asked a main question (usually open-ended) followed by follow-up questions, probing questions and prompted questions.

The interviewees in the FGD were encouraged to provide more information and the researcher will take notes in addition to audiotaping (Creswell, 2015). Each FGD lasted for minimum 42 minutes to maximum 1 hour and 6 minutes. The total duration of FGD-1 is 1 hour six minutes, FGD-2 was 1 hour 2 minutes, FGD-3 was 1 hour and four minutes, FGD-4 was 56 minutes, FGD-5 was 42 minutes, and finally FGD-6 was 42 minutes. The discussions are audiotaped in recording device so no points of discussions are missed later.

Coding and Analysis of the Data

Coding and analyzing the FGD interviews are important. The objective of the coding process is to make sense out of text or audiotaped data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes (Creswell, 2015). Thus this an inductive process of narrowing data into few themes. The researcher for this study followed the steps of coding the qualitative data recommended by Creswell (2003).

RESULTS

Motivation from YouTube Videos

In learning English language skills, motivation is necessary. When language contents are presented as audio-visual materials, the contents become more attractive to the learners. The attractive language contents presented in YouTube videos become comprehensible and motivating. The fruitful practices of new media-based motivation on personal language development is supported by the previous studies (Humaira, 2018; Fethi, 2018; & Chugh & Ruhi, 2018). The informants opined that they can see the textual thing in the videos and listen to audios and they do not feel bored in and out of the classroom. The informants stated that,

> *We watched the English movie on the book Robinson Crusoe before our class lecture on the text. We have found the text comprehensible in the classroom later. [F4I4]*

> *I find the video contents hugely motivating for learning English. For example, I watch videos on English language skills produced by different persons and institutes in YouTube. I learn with full motivation and that's why it doesn't seem to me stressful. [F1I5]*

Moreover, when the teacher gives the informants tasks on the texts, they feel less motivated to work on it. However, when the teacher assigns them to tasks based on audio-visual aids, then they feel more motivated to accomplish it. They love working on the entertaining issues which are presented on different new media channels as audio-visual materials. The informants stated that,

> *We were given a quiz (multiple choice) which we had to answer from watching a video from TED TALKS. And we find that more interesting and motivational. [F6I4]*

> *In our first semester, our English teacher assigned us to watch an English movie. Our task was to watch the movie write 100 English phrases from the movie*

> *which may seem new to us. Later we presented our learning from the movie in front of the class. [F1I5]*

Entertaining Learning

Audio-visual materials in YouTube are entertaining to learn English. They usually visit English language learning related YouTube channels like Ten Minutes School, Learn English - British Council, engVid, English Idioms, English-American Pronunciation, English Language School, BBC Learning English, Learn English, Real English, Pronunciation English, English Teacher Melanie, Learn English Vocabulary, Learn English Conversation, American English at State, American English for Educators, and Learn English with Pictures and many more. They also visit some additional YouTube channels namely Search English, Learn English.Com, Learn English: We are Hungry for English, Learn American English, Real British and American English and many more. They try to improve their pronunciation, presentation skills, vocabulary, phrase and idioms, prepositions, articles, grammar for perfect writing and many more. In the FGD, the informants stated that,

> *The YouTube channels serve a lot to improve our language skills. We don't spoil our time always; rather we spend time to learn from YouTube by using our smartphone connected to internet. [F6I3]*

> *I have subscribed few YouTube channels that constantly upload new videos on English language. This exposure in YouTube improves my English language skills. [F2I2]*

Stress-Free Learning

In the YouTube, they watch video lectures by numerous Native English teachers. They get the feeling of a real teacher even in watching YouTube videos or videos in the blogs sometimes. The benefit of learning from YouTube is that they do not find the real teacher in front of them. As a result, they do not feel any stress in learning. Moreover, as the learning in YouTube is not time bound, so they have the autonomy of learning English at any time they want. In the FGD, the informants added that,

> *Stress-free and context-free language learning is possible in YouTube. The teacher is ready in YouTube for twenty-four hours. We are just one click away from learning English through YouTube. [F5I1]*

Enhancement of Speaking Skills

As a new media tool, YouTube is full of learning. The dialogs of the movie videos are presented in an entertaining and comprehensible way. In the written texts, they do not get the speaking skills in practice. However, in the English movies from YouTube they get the English usages in the oral form and in the written form in the subtitles. This benefits them to enhance their presentation skills including delivery of speech, accent, intonation, pitch and stress. One of the informants stated that,

> *We watch English movies to enhance our English and we can learn better as the inputs are comprehensible there. Even our classroom teacher suggests us to watch English movies to enhance our English and knowledge of the world. [F5I2]*

Comprehensible Language Inputs

Presentation of audio-visual language inputs in multimedia and PowerPoint in the class also makes the English language inputs more comprehensible. The language inputs in audio-visual version are user-friendly and interesting they added. The reasons are that the contents are presented in a more colourful way and there is a blending of both audios and videos within the same contents. They also added that they are more fascinated to inventiveness of teaching with the integration of YouTube videos. During the FGD, the informants stated that,

> *When our teacher shows us the pictures related to the topic and let us watch short videos in the beginning of the class, we find the rest of the class easier. [F4I3]*

> *In every semester, we have to give presentations in PowerPoint in the class. Therefore, we make slides to present in the class. The presentation is in English language. Such multimedia presentations improve our presentation skills. [F5I2]*

However, some of the informants stated that when the teacher uses more videos or more contents in multimedia, they feel uninterested and due to this sometimes they miss the main objectives of the class. They prefer language contents in multimedia and PowerPoint for a short time in the classroom. They pointed out the reason for multimedia and PowerPoint for short duration in the class is as they have enough time outside the classroom to explore their own from YouTube. In the FGD, the informants stated that,

> *Using excessive video is not always good for us. We want short videos or pictures in the PowerPoint. We want to learn more from the teacher during the class hour. Outside the class we can explore more in the new media channels. [F2I5]*

Solving Individual Language Problems

Listening and speaking are the two basic skills of English language. These two skills are inter-related and can be enhanced in an integrative way. In the FGD, the informants stated that, they solve their problems related to speaking and listening from the new media tools. To solve the problems, they use YouTube videos, English movies and songs, pronunciation dictionaries, online tutorials in English, and recording devices. This finding is supported by a previous study (Cheon *et al.*, 2012). The informants repeatedly opined that they do not understand the English spoken by the Native speakers sometimes as the Native speakers speak fast; their accent is unknown, use of difficult words, and not knowing the overall techniques of listening. Sometimes, the informants do not understand the class lecture delivered by their teachers as the informants are not trained about the listening techniques. As a result, they fail to take class notes during the class lectures. In the FGD, the informants stated that,

> *Our class lectures are in English. Nevertheless, sometimes we miss some of the words or phrases. Therefore, we fail to take notes on the lecture. But understanding Native speakers' English is the toughest. [F2I1]*

> *When the native speakers of English speak fast, then I find it difficult to catch the pronunciation. But my regular listening in YouTube has assisted me to recover most of the problems related to listening skills. [F6I2]*

Free Online Test

There are various YouTube resources for listening skills enrichment for the tertiary level learners. They get free access and give test of different levels to check their listening skill. Such tests make the informants skilled in listening skill. Informants opined that the better side of online listening test is they do not have to write in paper rather they can click on online options. Therefore, this is easy for them. The informants get access to these online sites for listening enhancement through their laptop or smartphone. In the FGD, the informants opined that,

> *I often give listening test in online and my smartphone and laptop help me to accomplish my purpose of improving listening skills. [F4I2]*

Almost all YouTube channels provide the facility to learn freely. These channels allow free online listening test. The answer scripts are also given there and I can assess my own performance. [F3I4]

DISCUSSION

Language learners highly need motivation which comes from the entertaining techniques of language learning. YouTube videos on English language learning motivate tertiary level learners in Bangladesh. From the findings of the study, it can be asserted that attractive audio-visual language contents motivate learners in learning English as second language. Learners find the language contents comprehensible and motivating in YouTube videos. The use of YouTube videos is more motivating when the learners find their teacher playing a video in English in the classroom, and they can watch the same video going back home from YouTube.

The students can watch English movies on various texts from their text found available in YouTube, and therefore their classroom learning becomes more comprehensible. Teachers' use of TED TALKS videos in motivating learners is found useful in arousing motivation among learners. Moreover, learners found it more motivating when the teacher assigns them to watch a great English movie and note down hundred new phrases they find for them. This process of language learning is an unceasing process as the learners find it motivating and inspiring for them. In contrast, the teacher gives language learning contents as text materials, they feel less motivated to work on those. To the learners of tertiary level, audio-visual materials presented in YouTube are motivating.

Language can be learnt better and faster if the learning process is entertaining to the learners. Audio-visual materials are found to be entertaining to the learners due to the visual presentation of the language contents. Different sources like Learn English - British Council, engVid, English Idioms, English-American Pronunciation, English Language School, BBC Learning English, Learn English, Real English, Pronunciation English, English Teacher Melanie, Learn English Vocabulary, Learn English Conversation, American English at State, American English for Educators, and Learn English with Pictures and many more such audio-visual contents freely accessible through YouTube attract tertiary level learners. They find the videos on English language learning entertaining and interesting than those presented in the text materials. They can enhance their speaking and listening skills of English language from watching the YouTube videos recurrently. Learners can augment their vocabulary repository, phrase and idioms bank, pronunciation, grammar and many more from the audio-visual materials they find in YouTube videos.

The advent of new media tools has transformed way language learning used to take place before. Learning becomes stress-free when language contents are offered in an entertaining way. In YouTube, the presented audio-visual materials do not put any stress on the learners as they watch the visuals while listening to the audios. The combination of photos and videos along with the subtitles eliminate their stress which they feel in face-to-face communication sometimes. Throughout this process of learning, learners become used to pronounce words and expressions accurately in face-to-face communication. They can learn from the audio-visual materials at any time which makes the learning context free and hour of learning can be freely chosen by them as well.

Among the four language skills; speaking, reading, writing and listening, learners immensely enhance their speaking and listening skill throughout audio-visual materials presented in YouTube. From the dialogs of the movies, they learn both verbal and nonverbal expressions which, in turn, make them fluent speakers of English language. Using this learning, they become efficient presenters throughout the semesters. Teachers of English also suggest them to watch the audio-visual materials in English so that they can improve their language competencies. Learners find YouTube as a source to solve their individual language problems. They usually solve their pronunciation skill, listening skill and speech delivery from watching the videos.

On the contrary, in face-to-face classroom teaching, they cannot always solve their individual problems due to the shortage of time in the class sessions at the university. YouTube videos in English is the leading source for the learners to listen from the native speakers and practice that in their real life. However, sometimes they do find the native speakers' English pronunciation difficult to understand. This is overcome by repetitively listening the same audio-visual content. On the other hand, reading and writing skills are not massively developed by watching and listening the videos. Still some of the learners believe that they can use the sentence structures and vocabularies they learn from watching videos in their writing. Most of the learners prefer reading blogs and google docs for mounting their reading skills and writing one page on a selected topic every day for improving their writing skills.

The language inputs presented in audio-visual materials are comprehensible and user-friendly. The reason is that the contents are presented in more colourful and interactive ways. The integration of new media tools like YouTube makes language inputs portable and fruitful in enhancing language skills. The use of multimedia for watching videos in the classroom makes the class more engaging and learner-centred at tertiary level. Tertiary level learners prefer learning to happen in an easy and goal oriented way. YouTube videos help that occur abundantly. However, when the teacher uses disproportionate amount of videos in the class the objective of the class may be ignored as well. Learners can explore audio-visual language contents outside the class and the job of the teacher is to show the path to the learners.

Moreover, there are a number of YouTube videos where the language instructors have embedded language tests for the learners. These tests are designed in such a way that learners can become self-assessor of their performance in any skill of the English language. Online listening test allows them to test their competencies in listening skill. Likewise, they can test their speaking skills by recording and uploading their speeches and presentations in YouTube. Public feedback and peer feedback can help them get an idea of their performance in speaking skills.

CONCLUSION

YouTube videos work as a tool for motivation, and entertaining and engaging way of learning for the tertiary level English language learners in Bangladesh. English language learners are able to enhance pronunciation, intonation, speech delivery, grammatical skills, listening skills, and solve personal language problems through YouTube. Learning through YouTube videos are context free, stress-free and not time-bound. They can learn anywhere outside the classroom and learning hour can be chosen by themselves. However, the study also shows that the language learning videos available in YouTube sometimes contain culturally inappropriate dress-up and attitude of the speaker which give the learners cultural shock. The study recommends learners and teachers choose culturally appropriate language learning videos for target oriented learning. A future investigation can be conducted on determining cultural appropriateness of the YouTube videos in learning English language skills at tertiary level. The limitation of the study includes the one context where the study is conducted and therefore the findings of this study may not be fully applicable in other contexts in learning English language skills by using YouTube videos.

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THE EFFECT OF PEER REVIEW ON ENGLISH WRITING SELF-EFFICACY AMONG CHINESE UNIVERSITY STUDENTS

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ABSTRACT
In this study, the English Writing Self-efficacy Inventory was used to compare 175 non-English majors between the experimental group and control group in order to examine the effect of peer review on College English writing self-efficacy. The results showed that peer review can significantly improve college students' self-efficacy in English writing, and the improvement of female students' self-efficacy is higher than the male students. The result also indicated that College English writing self-efficacy of students with low English proficiency level showed more improvement than the students with high English proficiency level.

Keywords:
Peer review; English writing; Self-efficacy.

INTRODUCTION

English writing is not only an important means of language communication, but also an important indicator of English comprehensive ability. For a long time, English writing has been a bottleneck restricting the effectiveness of English teaching at all levels. How to construct an effective and scientific method of English writing is also a topic for English teachers and researchers to explore. As an important part of process writing and multi-feedback mechanism, peer review or peer feedback is "the input provided by the readers for the authors, and its purpose is to provide information for the authors to modify their articles" (Keh, 1990: 294), is the social interaction paradigm presented during the process of consultation and co-construction of writing between the authors and the readers, and is the core of the writing process. Peer review, which has different value with teacher evaluation, plays an important role in improving students' English writing ability and autonomous learning ability (Yang Miao, 2006; Deng Yiming, Cen Yue, 2010).

BACKGROUND OF RESEARCH

Since the 1970s, a large number of studies have shown that learners' emotional state is one of the most important factors affecting the success or failure of foreign language learning. Positive emotions can make language learning more effective and fun, while negative emotions can hinder learners' progress. Self-efficacy is a major affective factor and the core of self-regulation system (Bandura, 1977). Self-efficacy has been the focus in the field of educational research because of the well tested empirical relationship between self-efficacy beliefs, motivation, and behavior (Mills, 2014).

Self-efficacy in learning activities refers to learners' judgment and understanding of their ability to carry out and complete an action or task. It refers to learners' confidence in their ability to compete in a learning activity, confidence and expectation of their success in completing a task, and potential understanding of whether or not they can successfully complete a task. Self-efficacy beliefs will determine how much energy learners devote to learning and how long they persist in facing difficulties in learning (Bandura, 1986). Self-efficacy is a powerful force in the process of human behavior. It has immeasurable value in controlling and regulating behavior. The main effects of self-efficacy on behavior are as follows: 1) affecting individual's choice of tasks; 2) affecting individual's persistence in difficult situations; 3) affecting individual's attitudes and efforts when faced with tasks; 4) affecting individual's acquisition of new behaviors and performance of existing behaviors (Huang Xiting, 1997:102-103).

In recent years, researchers at home and abroad have made useful explorations on the impact of self-efficacy on learning activities and academic performance. The study found that students' self-efficacy differed in grades and major categories, but there were no significant differences in gender, educational level and other factors (Pan Hualing, Chen Zhijie, 2007); self-efficacy was closely related to the use of learning strategies, activity feedback and learning behavior, which could predict academic motivation and academic achievement (Pintrich & DeGroot, 1990; Pintrich & Schrauben, 1992; Zhang Risheng, Yuan Limin, 2004); self-efficacy was affected by background variables such as learning goals (Schunk, 1990). Therefore, setting specific, realistic learning goals can help improve self-efficacy (Wang & Lin, 2007).

Writing is not only a cognitive activity, but also an emotional activity, because the composition of individual emotions always affects all stages of the writing process. Attitudes and concepts play key roles in the individual emotional components of learners (Faigley et al, 1985). Learners who believes in themselves will be more interested in writing and put more sustained efforts and perseverance into writing practice.

With the in-depth study of the impact of self-efficacy on overall academic achievement, scholars began to explore the impact of self-efficacy on foreign language writing. Writing self-efficacy is a perception of the ability to plan writing tasks, implement writing processes, and achieve the desired writing effect. It is also a confidence in the ability to complete specific writing tasks. When a learner is convinced of his or her ability to write, he or she will have a high sense of self-efficacy, and will go all out to complete the writing task. Tang Fang and Xu Jinfen (2011) found that the self-efficacy of non-English majors in China is generally at a moderate level, and the self-efficacy of College English writing is moderately correlated with their writing performance. In order to enhance the self-efficacy of College English writing, it is necessary to train writing strategies, create writing atmosphere and establish multivariate evaluation mechanism.

Although studies have introduced the theory of self-efficacy into English writing teaching, most of the relevant studies are theoretical concepts or teaching suggestions. In the context of China, there are few empirical studies on the impact of peer review on self-efficacy in writing process.

RESEARCH QUESTIONS

This study aims to examine the influence of peer review on self-efficacy in College English writing and attempts to answer the following three questions: 1) what is the impact of peer review on self-efficacy? 2) Is there any difference in the impact of peer review on self-efficacy between male and female students? 3) Is there any difference in the impact of peer review on self-efficacy between high-level and students with low English proficiency level?

PARTICIPANTS

The participants of this study were 175 sophomores of non-English majors in a public university in East China, including 89 in the experimental group (43 boys and 46 girls) and 86 in the control group (38 boys and 48 girls). Before the experiment, in a time-limited writing test entitled "Live alone or Live with Roommates", the average scores of the experimental group and the control group were 7.32 and 7.61 (the full score was 15), respectively. There was no difference in writing level between the two groups. In the experimental group and the control group, the first 25% of the students were in the high-level group, and the last 25% were in the low-level group.

RESEARCH TOOLS

English Writing Self-efficacy Scale (Tang Fang, Xu Jinfen, 2011) was used in this study. The scale consists of 23 items, which is in the form of Likert 5-point scale. The total score range of 23 items should be between 23 and 115. The higher the score, the higher the sense of self-efficacy. Before the implementation of the questionnaire, the scale was tested, and the retest reliability a = .746 at four weeks interval showed that the scale had good retest reliability and met the requirements of statistics. In order to further understand the structural validity of the scale, factor analysis of the test results shows that the cumulative contribution rate of variance of each factor is 58.541%. The data show that the scale has good structural validity.

EXPERIMENTAL DESIGN

Firstly, the experimental group was divided into several groups with 5-6 people in each group. The grouping followed the principle of intra-group heterogeneity and inter-group homogeneity. Secondly, at the beginning of the experiment, the students were trained in peer evaluation method in two classes (90 minutes). The purposes of training are to:
1) make sure peer review is an effective way to improve college English writing.
2) clarify the method and standard of peer review.
3) emphasize that communication and discussion run through peer review.

The students in the experimental group have peer-to-peer writing assessment every three weeks for a total of five experimental cycles. After completing the same writing tasks in class or after class with the same subjects, genres and requirements, the experimental group adopted the method of peer review in class (30 minutes) and teacher evaluation after class; the content of teacher evaluation was intra-text / selective modification + post-text / selective comment + teacher evaluation.

The control group adopted the traditional method, that is, after-school teacher review + Classroom explanation (30 minutes). The content of teachers' after-class evaluation is the same as that of in-text revision / selective revision + post-text / selective comment + teacher's grading; the content of classroom instruction mainly focuses on: composition comment, example comment, and writing skill instruction, etc. Both the experimental group and the control group were consistent in writing frequency and content. Before and after the experiment, "College English Writing Self-efficacy Scale" was issued to the subjects twice. Based on the data obtained, the comparative analysis was conducted between the experimental group and the control group before and after the experiment by using social science statistical software SPSS12.0.

Peer review adopts "one manuscript one focus" and "multi manuscript evaluation" method, which is implemented in two stages. The first stage focuses on the content and text of the writing, requiring the evaluation of the well written sentences in the peers' composition, as well as pointing out the existing problems and shortcomings, and putting forward suggestions. The reason for doing so is that only after the content of the article is determined, it is necessary to modify and improve the form and in this way, the communicative function of writing can be better reflected (Dheram, 1995). In addition, "from the perspective of communication between readers and authors" (Keh, 1990:301), it will be better to put the focus of the evaluation on the aspects that can be freely discussed and negotiated. According to Xu Xin (Xu Xin, 2003: 48), unlike grammar and technical details which can be only right or wrong, the talking of content and text, which are more flexible and negotiable, are more acceptable psychologically for the students. Quantitative and descriptive peer reviews of content and textual structure were conducted in groups (15 minutes) using a combination of quantitative and descriptive evaluations.

The second stage focuses on the language and expression of writing, requiring indirect assessment (pointing out but not modifying) of the errors in the expression of words, phrases and sentences in peer composition, pointing out the advantages and disadvantages, and giving suggestions. The peer review of language and expression was also conducted between groups (15 minutes) using a combination of quantitative assessment and descriptive assessment.

FINDINGS AND DISCUSSION

Firstly, the College English Writing Self-efficacy Scale was issued to the subjects before the teaching experiment to investigate whether there were differences between the experimental group and the control group in English writing self-efficacy. The data in Table 1 show that before the experiment, the average self-efficacy of English writing in the experimental group and the control group is 77.98 and 78.46, respectively. There is no significant difference between the two groups ($p > 0.05$). The self-efficacy of the two groups is at the medium level.

To investigate whether peer review has an impact on learners' self-efficacy in English writing, questionnaires were administered to the subjects again after the experiment. The data in Table 1 show that there is a significant difference in the self-efficacy of English writing between the experimental group and the control group after the experiment ($p < 0.05$).

Table 1: Differences in Self Efficacy Before and After the Experiment

	Group	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Pre-test	Experimental Group	43	77.98	3.77	-.558	.579
	Control Group	38	78.46	4.26		
Post-test	Experimental Group	43	82.21	7.68	2.356	.021
	Control Group	38	78.14	8.26		

In order to explore whether peer review has different effects on College English writing self-efficacy between male and female students, independent sample t-test was used for male and female students in the experimental group and the control group respectively. The data in Table 2 show that there is a significant difference in the self-efficacy of English writing between male and female students in the experimental group ($p < 0.05$), and the self-efficacy of female students (m=81.91) is significantly higher than that of male students (m=77.86); there was no significant difference in College English writing self-efficacy between the male and female students in the control group ($P > 0.05$).

Table 2: Gender Differences in Self Efficacy Before and After the Experiment

Group	Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Control Group	Male	38	79.30	8.10	-1.398	.184
	Female	48	80.59	7.60		
Experimental Group	Male	43	77.86	8.40	-2.005	.049
	Female	46	81.91	8.37		

In order to explore whether peer review has the same effect on the English writing self-efficacy among students of different English proficiency levels, independent sample t-test was conducted after the experiment between the high-level group and the low-level group. The data in Table 3 show that there is a significant difference in self-efficacy between students with low English proficiency level ($p < 0.05$), while there is a very significant difference between students with medium and high English proficiency level ($p < 0.01$).

Table 3 Self-efficacy of Different English Proficiency Levels Before And After the Experiment

Level	Group	N	Mean	Std. Deviation	t	Sig. (2-tailed)
High	Control Group	21	84.60	3.66	-4.228	.043
	Experimental Group	22	88.45	3.91		
Medium	Control Group	44	79.29	1.36	-12.130	.036
	Experimental Group	45	83.54	.81		
Low	Control Group	21	67.00	5.33	-2.396	.009
	Experimental Group	22	75.83	5.70		

Statistical data in Table 1 show that there is no significant difference in the English writing self-efficacy between the experimental group and the control group before the peer review teaching experiment ($p > 0.05$); after the experiment, there is a significant difference in the English writing self-efficacy between the experimental group and the control group ($p < 0.01$); and there is a significant difference in the English writing self-efficacy between the experimental group and the control group, indicating that peer review can significantly improve learners' English writing self-efficacy.

Atmosphere for writing created

Peer review has created many opportunities for consultation, interaction and cooperation, enabling readers and authors to interact highly and establish a two-way feedback interactive cooperative dialogue (Rollinson, 2005: 27). Through this dialogue, a sense of cordiality and mutual respect will be established among peers, and a harmonious learning atmosphere will be gradually created. When trust and harmony become the mainstream consciousness, learners are more willing to give and accept peer feedback, and even negative comments will be seriously considered. At the same time, due to the mutual evaluation method training, students can understand and master the evaluation criteria and requirements of compositions, eliminating the unknown and worries about how to evaluate compositions (Wu Yuhong, Gu Satellite, 2011:54). Peer review encourages students to concentrate more on how to express themselves, rather than worrying too much about teachers' scores, thus improving students' attitudes towards English writing. Peer review can promote emotional communication among students, enhance mutual understanding and trust among students, and in this way anxiety is reduced and learning becomes a relaxed process (Richards, 1994).

Peer review enhancing writing confidence

Peer review advocates active interaction and cooperation among peers. For this reason, through peer review, students learn from the experience of others, pay full attention to the role models, arouse a strong sense of self-success in their hearts, especially when they see peers with similar capabilities succeed through efforts, their self-esteem could be enhanced, because it is the alternative experience provided by those social "models" (Bandura, 1995) that has an important impact on the formation of self-efficacy. Peer review emphasizes that when evaluating peer composition, we should be good at finding "bright spots" in content, text, language, expression and attitude of the composition, and give full affirmation, and stimulate peers' positive emotion. The praise and encouragement from peers can help students put more effort into the task of English writing and enhance their courage and self-confidence in writing.

Peer review bringing about good revision

The peer review of "one draft, one focus" and "multi-draft evaluation" requires detailed quantitative and qualitative evaluation of peers' writings in terms of content and text, language and expression. Students who provide detailed evaluation have higher self-efficacy than those who do not and at the same time, receiving detailed evaluation can significantly improve self-efficacy (Wang & Wu, 2008). Face-to-face interactive evaluation is conducive to the smooth transmission of evaluation information and avoids the shortcomings of traditional evaluation in which the feedback of evaluation information is not adequate and timely. In view of the similarity of cognitive ability, peer revisions in terms of vocabulary, article organization and content are more easily accepted, which can stimulate self-revision more effectively (Caulk, 1994; Paulus, 1999; Matsuno, 2009) and improve the quality of text output. Students who have participated in the peer feedback teaching experiment in English writing process, whether as feedback givers or receivers, have significantly improved their writing performance. Female students' English writing self-efficacy significantly improved. Statistical data in Table 2 show that there a significant differences in English writing self-efficacy between male and female students, in the experimental group. This shows that peer review plays a significant role in improving English writing self-efficacy of female students than that of male students.

Male and female students have different learning styles:

Gender differences in brain biological structure lead to male students being field-independent, analytical and controlling linear thinking rather than interpersonal interaction, while female students are field-dependent, holistic and intuitive thinking, with emotional orientation, social interaction, high empathy and preference for cooperative learning (Oxford, 1995). In peer review, girls have higher participation motivation than boys.

Male and female students having different learning strategies: Compared with male students, female students use more emotional strategies and social strategies (Lai Peng, Xia Jimei, 2009) in learning style, and female students are more abundant and sensitive in emotion. Peer review provides a platform for girls to fully show themselves, and meets their emotional needs of being recognized and expressing themselves in front of their classmates. Boys, on the other hand, have more "face consideration" and are afraid of making mistakes. Therefore, in face-to-face peer reviews, they are more willing to listen rather than actively offer opinions and opinions.

Male and female students having different attitudes towards learning: Compared with boys, girls have a more positive attitude towards English writing. In daily life, male students, especially those in teacher universities and colleges, enjoy certain employment advantages over female students. As a result, female students are more willing than male students to make efforts on their academic achievements in choosing jobs and realizing their personal values. They take college English writing more seriously and participate in peer-to-peer evaluation teaching experiments more actively.

The English writing self-efficacy of students with low English proficiency level significantly improved by peer review. Table 3 shows that peer review has a very significant difference in the English writing self-efficacy among students of low English proficiency level ($p < 0.01$), and a significant difference in the self-efficacy level of College English writing among students with medium and high English proficiency level ($p < 0.05$). This shows that peer review has a more positive effect on English writing self-efficacy of students with low English proficiency level.

Students with low English proficiency level got more positive emotional experience:
Compared with students with high English proficiency level, students with low English proficiency level have low self-efficacy and low expectation of self-success due to their low writing ability and self-confidence. Students are encouraged to discover the bright side in peers' compositions. in this way, students, especially those with low English proficiency level, acquire a sense of achievement that they have never achieved before. The peers' earnest and meticulous evaluation makes the students with low English proficiency level feel valued and respected, which in turn strengthens their motivation and confidence of English writing. The praise and encouragement from peers enable students with low English proficiency level willing to devote more efforts to English writing, gain more positive emotional experience, enhance the emotional synergy between peers, and produce positive emotional and learning effects (Wang Chuming, 2010: 298).

Students with low English proficiency level getting more quality feedback
As far as language competence is concerned, students with high English proficiency level are relatively proficient language users and unequal peers of students with low English proficiency level. Early studies (Long, 1983) found that second language learners, who interact with people above their foreign language proficiency, are able to improve their foreign language proficiency rapidly and based on this, the hypothesis of interaction was put forward. In the heterogeneous peer review within the group, students with high English proficiency level can provide more comprehensive and substantive comments on content, structure and language expression, and bring more successful revisions and writing experience to students with low English proficiency level. At the same time, as feedback givers, through reading and appreciating high-level peers' writings, students with low English proficiency level have gained more macro-writing skills and micro-language expression ability. On the contrary, due to the limitation of English writing level, it is difficult for students with low English proficiency level to give the same feedback on high-level peers' writings, no matter in quantity or quality. Students with high English proficiency level bring relatively few successful revisions through peer feedback. Therefore, students with low English level proficiency become the beneficiaries of the levelling effect of language learning.

CONCLUSION

Peer review, like English writing, is not only a complex process of psychological cognition, the construction and internalization of writing knowledge and skills, but also a complex process of social interaction. This study tries to makes a preliminary empirical study on the influence of peer review on English writing self-efficacy among college students. In view of the positive role of peer review in improving writing self-efficacy, peer review should be introduced into English writing classes in colleges and universities so as to create a positive and good writing atmosphere, enhance students' writing confidence and improve the teaching effect of English writing. Meanwhile, ways to optimize peer review should be actively explored so as to highlights the role of peer review in improving English writing self-efficacy and English writing ability.

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DISCOURSE ANALYSIS THEORY: A NEW PERSPECTIVE IN ANALYSIS

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ABSTRACT
The study focuses on the discussion of discourse analysis theories and the use of the theory in interaction. The objectives of the study are to identify the discourse analysis theory and discuss the utterances in interaction among primary school children. The samples of the study involve eight subjects from a primary school in Selangor. The subjects were given thirty minutes to discuss on the topic of discussion chosen by the them. The transcripts of interaction were analysed by using the discourse analysis theory. The results of the study showed that the subjects were able to utter meaningful words, phrases and sentences that lead to a successful communication. The result of the study also showed the discourse analysis theory that is suitable in the study which consists of three elements; content, context and assumption. It is hoped that further study will focus on small group interactions by using the same theory.

Keywords:
discourse analysis theory, critical discourse analysis theory, critical view, language

INTRODUCTION

Discourse analysis includes the analysis of utterances, interactions, texts and written text analyzed for the purpose of finding implicit and explicit meanings (Normaliza Abd Rahim, 2018). Discourse analysis also helps in the process of analyzing messages from the sender to the receiver or from the writer to the reader. It is important to understand what is being delivered. On the other hand, discourse also includes symbolic language, signals and anything else that gives meaning to all parties involved. Discourse is a language born by a speaker or author. Language spoken and written contains meaning and understood by listeners or readers (Normaliza Abd Rahim, 2014). According to Asmah Haji Omar (1986), discourse is the whole language of the speaker or author, the language system and external elements of the language system that contribute to making the speech or writing as meaningful in communicating. Normaliza Abd Rahim (2018) postulates that discourse is defined as a unit of language that has a mindfulness of intact mind and exceeds the boundary of the verse. In the language hierarchy, the discourse lies at the highest level, which is present after the verse level. Subsequently, discourse is a structured event manifested in linguistic behavior of language or ones others (Edmonson, 1981). There are one thousand and one meaning of discourse but in conclusion, discourse involves meaningful spoken, interaction, written and text. However, it can also be added that sign or body language is also considered as discourse language among the special needs or others. The sign language has helped people in communicating without the use of any words or writing. It has been successful where people are able to relay and receive messages.

DISCOURSE ANALYSIS THEORY

Coulhard (1977) states that there are three approaches in discourse analysis theory and the approaches are contextual linguistic, language function and context. The first approach is contextual linguistic where it analyses the context of a certain text or interaction. Coulhard (1977) added that context refers to the words and sentences that surround any part of a discourse and that help to determine its meaning. Secondly, the language function where it represents the active use of language for a specific purpose while the language forms deal with the internal grammatical structure of words and phrases as well as the word themselves. Thirdly, the context in analysis where circumstances that form the setting for an event, statement, idea, and in terms of which it can be fully understood. The approaches suggested by Coulhard's (1977) theory focused on the linguistic and language structure of the analysis. The analysis will be more focused and suitable for written and textual discourse. However, spoken and interaction can also be considered as important since it needs to be grammatically right to ensure for better understanding.

According to Brown & Yule's (1983) theory, there are four approaches in analysing discourse. The approaches are reference, presupposition, implicature and inference. Brown & Yule (1983) claim that the four approaches will help in the process of understanding of written, textual, spoken and interaction for the researcher as well as reader of the analysis. However, the analysis for presupposition and implicature will be difficult since most researches will find the same results after the analysis. Therefore, the analysis should be concise and analytic and there will be differences in both the analyses. This is because most researchers do not understand the meaning of presupposition. Presupposition is a thing tacitly assumed beforehand at the beginning of a line of argument or course of action while implicature is the action of implying a meaning beyond the literal sense of what is explicitly stated. Reference on the other hand means the use of a source of information in order to ascertain something and inference is a conclusion reached on the basis of evidence and reasoning. A study by Normaliza Abd Rahim, Hazlina Abdul Halim & Noor Shahila Mansor (2017) has used Brown & Yule's (1983) theory to analyse students' interactions using e-story and the results of the study revealed that students' showed better understanding towards the e-story.

According to Stubbs (1983), the term discourse analysis refers to the study of language above the sentence or above the clause. In other words, discourse analysis is to study larger linguistic units, for instance, conversational exchanges or written texts. Thus, discourse analysis is also focuses with the language use in social contexts, hence, the interaction or dialogue between speakers. Moreover, discourse analysis concentrates on the analysis beyond the sentence. To add, Stubbs (1983) states that discourse analysis concerns with the interrelationships between language and society and lately, concerns with the interactive or dialogic properties of everyday conversation. Stubbs (1983) claims that there are eleven approaches to discourse analysis. The approaches involve a linguistic approach to discourse, predictability and well-formedness, phonotactics, grammaticality, intuitions about discourse sequences, predictability, predictability and idealization, structure controls meaning, canonical discourse and idealization, analogies and conclusions. It can be clearly seen that some of the approaches seemed to be similar to one another. This might be due to the fact that, Stubbs (1983) focuses on analysing in depth. There are three predictabilities and this can be analysed as one since the analysis will have the same outcome. The other approaches can be simplified into six main approaches. As stated in Nur Maisarah Roslan (2017), the six approaches by Stubbs (1983) can be used appropriately in analysing interaction, spoken and utterances among mobility students at Universiti Putra Malaysia.

Johnstone (2002) on the hand claims that there are seven approaches in discourse analysis. The approaches are words and lines, paragraphs and episode, scenes and narrative structures, arrangement of conversation, organization of sentence, cohesion and structure and regulations. It is clear that Johnstone (2002) particularly focuses on the words, phrases and sentences at the beginning of the analysis. This is important to ensure that the data can be analysed in the right way.

The rules of grammar are also focus to ensure that there is cohesion, structure and regulations been used. It can also be seen that this theory is suitable for all types of discourse as in spoken, interaction, written and textual discourse as it can analysed in depth. Johnstone (2002) also suggests that the analysis should be done systematically form words, line, paragraphs, episodes, scenes, conversation, sentences, cohesion and lastly the structure and regulations.

Normaliza Abd Rahim (2018) discourse analysis theory consists of five elements. The elements involve are presupposition which is adapted from Brown & Yule's (1983) theory, emotions refer to the theory pioneered by Cannon (1927), values and cultures adapted from Falsafah Pendidikan Negara (Malaysia Education Philosophy) (1996), language and inference which is also adapted from Brown & Yule's (1983) theory. The theory is introduced to ensure that the values and culture are integrated in the theory so that it gives awareness to the community. Normaliza Abd Rahim, Awang Azman Awang Pawi & Nik Rafidah Nik Muhamad Affendi (2018) study has used the values and cultures from the theory and the results of the study revealed that the values and cultures are important to create awareness among learners. Normaliza Abd Rahim (2018) claims that the values and culture are important for children's' learning since good values will help them to grow up and be a better person. There are sixteen values that need to be analysed. On the other hand, the language element is important since most people nowadays acquire and learn more than two languages and it also need to analyse the linguistic element. This way, the analysis will be more in depth. As for presupposition, it consists of intuitions and context. The analysis will be more since there are also seven sub elements that need to be analysed. The sub elements are acceptance/disclaimers, requirements, referrals, anaphora, repetition, blur and confirmation. As for emotion, there are positive, negative and mix emotion. Emotions can be analysed by looking at the character, personality, mood and motivation. As for inference, there are three sub elements that need to be analysed. The sub elements are summary of the whole, formulation of discussion topics and closure. Since, Normaliza Abd Rahim (2018) theory has more to analyse, it can also be seen as critical discourse analysis theory.

Fairclough's (1995) critical discourse analysis theory shows that there are three elements in the critical discourse analysis. The elements are textual analysis, discourse practise analysis and social practise analysis. Each element consists of sub elements which need to be analysed accordingly. For textual analysis, the sub elements are grammar which focuses on the theme of the analysis, lexical which focuses on metaphor and cohesion which focuses on repetition. Repetition is the action of repeating something that has already been said or written and conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause in the analysis. As for the second element, there are two sub elements. The sub element intertextuality is the relationship between texts, especially literary one that consists of presupposition. Presupposition is a thing tacitly assumed beforehand at the beginning of a line of argument or course of action. Metadiscourse and deny to which is the state that one refuses to admit the truth or existence while the second sub element interdiscussion consists of narrative. Narrative is a spoken or written account of connected events; a story. Debate on the other hand, is a formal discussion on a particular matter in a public meeting while expository is an intended to explain or describe something and expressive is an effectively conveying thought or feeling. The third element is social practise analysis with three sub elements namely economy, education and politic. Fairclough's (1995) theory has to be analysed critically. Nur Widad Roslan (2018) study has used Fairclough's (1995) theory to analyse celebrity endorsement in television advertisement. The results of the study by Nur Widad Roslan (2018) revealed that copywriting has helped consumers in better understanding of the advertisement.

vanDijk (1977) critical discourse analysis theory shows that there are three structure in the analysis. The macro structure which shows the large-scale or overall focuses on the global meaning of a text that can be observed and from the topic/ theme of a text. The superstructure focuses on the analysis of framework of a text, such as the introductory section, content, cover and conclusions.

The micro structure which is extremely small focuses on the local meaning of a text that can be observed and from the choice of words, sentences and styles used by a text. It can be clearly seen that vanDijk (1977) critical discourse analysis theory mainly focuses on the text written. Also, the theory suggests that the three structures help in the process of analysing critically. However, vanDijk (1977) theory was developed within the discourse analysis theory existed.

This study proposes a discourse analysis approach that is suitable for the study. The discourse analysis approach consists of three elements. The elements are content, context and assumption. The first element of the content which is something that is to be expressed through some medium, as speech, writing or any of various arts is analyzed through themes, samples / materials and types focus on the themes and types of texts, books, novels and others or utterances / interactions which focus on conversations / interviews and others. Meanwhile, the context that is the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood consists of three parts. The first part is grammar which is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology which include inflections and sometimes also phonology and semantics. Grammar covers the entire use of vocabulary, words, phrases and sentences. Secondly, the setting that is the place or type of surroundings where something is positioned or where an event takes place and is analyzed according to all the details related to the time, background, character and atmosphere of an event in the text, writing, spoken and interaction. Setting is divided into three that is, place background, time background and community background. Thirdly, the sub element emotion to which is instinctive or intuitive feeling as distinguished from reasoning or knowledge. Emotions are also analyzed by taking into account the feelings or fluctuations of the soul that arise within a person as a result of the stimulation, both from within and from the outside. The third element of the discourse analysis theory is assumption which is a thing that is accepted as true or as certain to happen, without proof and is divided into three parts namely; opinions which refer to a view or judgement formed about something, not necessarily based on fact or knowledge, references refer to the use of a source of information in order to ascertain something and questions which is a sentence worded or expressed so as to elicit information. Opinions can be analyzed with whatever opinions that are given through textual, written, spoken and interaction. Positive or negative opinions are also taken into account. The second part is reference to which the verse or statement refers to material, matter or person. It is easy to see when each object or statement refers to a previous statement. The last part is question that every text, written, spoken and interaction contains questions that require an answer. Based on the elements above, emotions refer to the theory pioneered by Cannon (1927). Grammar refers to the theory by Stubbs (1983) and reference refers to the theory proposed by Brown & Yule (1983).

The objectives of the study are to identify and discuss the discourse analysis theory and discuss the utterances in interaction among primary school students.

METHODOLOGY

The samples of the study consist of eight focus group students from year 6 class at a primary school in Selangor. The subjects were given 30 minutes to talk about any topic of interest. Their interactions were recorded and analysed by using the discourse analysis theory.

The discourse analysis theory in this study consists of three elements (see table 1 below). The elements are content, context and assumption. The element content consists of the theme of the interaction. The context consists of three sub elements; grammar, setting and emotion. Assumption consists of three sub element; opinion, reference and question. The first element of the content is analyzed through themes, samples / materials and types or utterances / interactions. Meanwhile, the context has three parts, namely grammar (the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics), setting (the place or type of surroundings where something is positioned or where an event takes place) and emotion (instinctive or intuitive feeling as distinguished from reasoning or knowledge). Grammar covers the entire use of vocabulary, words, phrases and sentences. While the setting is analyzed according to all the details related to the time, background, character and atmosphere of an event in the text, writing, spoken and interaction. Setting is divided into three that is, place background, time background and community background. Emotions are also analyzed by taking into account the feelings or fluctuations of the soul that arise within a person as a result of the stimulation, both from within and from the outside. The third element of the assumption (a thing that is accepted as true or as certain to happen, without proof) is divided into three parts namely; opinions (a view or judgement formed about something, not necessarily based on fact or knowledge), references (the use of a source of information in order to ascertain something) and questions (a sentence worded or expressed so as to elicit information). Opinions can be analyzed with whatever opinions that are given through textual, written, spoken and interaction. Positive or negative opinions are also taken into account. The second part is reference to which the verse or statement refers to material, matter or person. It is easy to see when each object or statement refers to a previous statement. The last part is question that every text, written, spoken and interaction contains questions that require an answer.

Table 1: Discourse Analysis Theory

Discourse Analysis Theory		
Content	**Context**	**Assumption**
1. Theme	1. Grammar 2. Setting 3. Emotion	1. Opinion 2. Reference 3. Questions

RESULTS AND DISCUSSION

Content in Interaction

S1: The story is about family. About love.
S2: Yup. I agree with you. Alim's family. The really care for each other.
S3: Alim is actually the main character in the story.
S4: I totally agree with you. But he only says a few words. Maybe because he is special.
S5: So the story in more on special son? What do you think?
S6: Special person, maybe!

The interaction above showed the utterances among S1, S2, S3, S4, S5 and S6. The content of interactions was found in the utterances. S1 uttered "The story is about family. About love." It can be seen that S1 had focused on the theme of the story. S1 claimed that the theme of the story is "Family" and "Love". On the other hand, S2 uttered "Yup. I agree with you. Alim's family. The really care for each other." S2 agreed with S1 on the theme of the story and she said that most of the content in the story focused on Alim's family. Other than that, S3 uttered "Alim is actually the main character in the story." S3 seemed to agree with S2 where the story is focused on Alim. S3 also claimed that Alim is the main character in the story. S4 uttered that "I totally agree with you. But he only says a few words. Maybe because he is special." It can be seen that S4 agreed with S3 and she mostly talked about Alim as the main character in the story. S4 also stated that Alim did not chat with the siblings because Alim is special. It seemed that S4 knew about Alim who is a special needs child. On the other hand, S5 uttered "So the story in more on special son? What do you think?" S5 agreed with S3 and S4 where she claimed that the story is about Alim as a special son. S4 felt that a special son can be related to Alim being abnormal as compared with the other siblings. S6 was having doubts with S1, S2, S3, S4 and S5. S6 uttered "Special person, maybe!" It can be seen that S6 was unsure of the statement given by the other subjects. In fact, S6 mentioned the word "maybe" when the other subjects stated about Alim being special. Overall, it is obvious that the theme 'Family" uttered by the subjects is focused in the interaction. Although S3, S4, S5 and S6 did not mention the word "Family" but the interaction that they had were focused on the family.

Context in Interaction

S2: I am not sure of the story. Something wrong with Alim?
S4: No. He not wrong. He special.
S5: I feel sad about Alim. Is he okay?
S6: He special. Don't be sad. You should be happy because everyone loves him.
S7: The whole family loves him. Really amazing when Alim helps in the house. I don't do it at home. Hahah.

The interaction above showed the context among S2, S4, S5, S6 and S7. It can be seen that S1 did not have any utterance that is related to context. As for grammar in context, S4 uttered "No. He not wrong. He special.". This can be clearly seen that S4 has not used the correct grammatical rule. It seemed that the other subjects understood S4's utterance. Although S4 should have said "No. He is not wrong. He is special". S4 did not mention the word "is" for both sentences. S6 seemed to have uttered the wrong grammar as well. S6 uttered "He special" where she should have uttered "He is special". The use of "is" is not important for both S4 and S6.

As for setting in context, it can clearly discussed among the subjects that the story is mostly at Alim's house, as uttered by S7 "The whole family loves him. Really amazing when Alim helps in the house. I don't do it at home. Hahah." Although, the othe subjects S1, S, S3, S4 , S5 and S6 did not mention the word "home" or "house" but it can be clearly understood that the setting of the story is in the house where the siblings help each other to clean the house.

As for emotion in context, S5 uttered "I feel sad about Alim. Is he okay?" S5 seemed to be empathy towards Alim and she felt sad for Alim being special. In fact, S6 has tried to tell S5 that she should not be sad and instead be happy with Alim. S6 uttered "He special. Don't be sad. You should be happy because everyone loves him" and she said that everyone in the family loves Alim and therefore she should be happy with Alim. S7 agreed with S6 and uttered "The whole family loves him. Really amazing when Alim helps in the house. I don't do it at home. Hahah". S7 claimed that the family loves Alim and tries to help Alim to cope with the house chores. In fact, S7 stated that Alim is an amazing child since he was able to help with the chores in the house. Overall, it can be seen that all the subjects have sad, happy and empathy feelings about the story. This can also be said that the story helps the subjects to understand about being empathy towards someone who is a special needs.

Assumption in Interaction

S1: I can do what Alim did in the house. I can clean the house.
S3: Are you sure you can help? I don't like to take the rubbish out everyday.
S5: Same. I don't like it too. Sometimes, it's too heavy. I wonder how Alim did it?
S5: So the story in more on special son? What do you think?
S6: The siblings help him too. That is why he can do everything.
S7: Are you sure? I think Alim did it on his own. He did not ask help from the siblings. Remember, he is special. He doesn't talk a lot.

The interaction above showed assumption among subjects S1, S3, S5, S6 and S7. Opinion in assumption showed that all the subjects have given their views and opinion. S1 uttered “I can do what Alim did in the house. I can clean the house” and S1 managed to give her opinion and stated that she can be like Alim as in cleaning the house. S1 opinion showed that everyone can be like Alim and helped around the house. However, S3 uttered “ Are you sure you can help? I don’t like to take the rubbish out everyday” and gave her opinion that she did not like to take the rubbish our everyday. S3 seemed to prefer other chores other than throwing the rubbish. In fact, S3 was unsure that S1 helped in the house. S3 might be thinking that S1 prefered not to help and let her siblings do the job. S3 might know S1’s family and that was the reason that she gave her opinion.

As for reference in assumption, S5 uttered “Same. I don’t like it too. Sometimes, it’s too heavy. I wonder how Alim did it?”. S5 was referring to the throwing of rubbish and she did not like it. S5 was also referring to S3 utterance on their dislikes towards the house chore. On the other hand, S6 uttered “The siblings help him too. That is why he can do everything”. S6 uttered the word siblings in the story which refered to Alim’s eldest brother, elder sister and younger sister. Therefore, S6 claimed that there were three siblings that helped Alim in the house. S6 also uttered “That is why he can do everything” whereby based on the story, the word “everything’ refered to sweep the floor, take the rubbish out, wash the dishes and clean up the toys on the floor.

As for question in assumption, S5 uttered “Same. I don’t like it too. Sometimes, it’s too heavy. I wonder how Alim did it?. It seemed that S5 has asked the question “I wonder how Alim did it?”. S5 was unsure whether Alim did it on his own and S5 wanted answer from the other subjects. On the other hand, S5 uttered “So the story in more on special son? What do you think?”. S5 has asked two questions since she was unsure that of the story. S5 wanted to know about the special son story and she also asked the other subject about their opinion based on it. Other than that, S7 uttered “Are you sure? I think Alim did it on his own. He did not ask help from the siblings. Remember, he is special. He doesn’t talk a lot”. It can be seen that S7 has asked the question “Are you sure” since she knew that Alim did the chores on his own. In fact, S7 has given assurance that Alim did not ask help for the other siblings. It can be seen that S7 has asked the question and gave assurance to the other subjects about Alim did the chores alone.

SUMMARY

The results of the study above revealed that the subjects’ interaction consists of the discourse elements content, context and assumption. The discourse analysis element suggested in this paper has shown the analysis from the interaction has helped in the process of better understanding of the utterances between the subjects. The result also revealed that the elements of discourse managed to show positive impact towards good and meaningful interaction. The result of the study is parallel to the study of Normaliza Abd Rahim (2018), Noraien Mansor & Normaliza Abd Rahim (2017), Normaliza Abd Rahim, Hazlina Abdul Halim & Noor Shahila Mansor (2017) and Nur Maisarah Roslan (2017) where utterances in interaction are important when it is meaningful for both listener and speaker. Also, the message by the speaker will be delivered successfully when the listener managed to give feedback on the same subject matter.

CONCLUSION

The study implicates the Ministry of Education in planning curriculum focusing on communication, school in carrying out speaking activities in the classroom, teachers in preparing activities for teaching and learning and learners in giving meaningful interaction in the classroom. It is hoped that further studies will focus on the use of discourse analysis theory in small group interactions.

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COMMUNICATION STRATEGIES: A NEW PERSPECTIVE IN COMMUNICATION

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ABSTRACT

This study focuses on the communication strategies by Tarone (1977), Johnstone (1989), Faerch & Kasper (1983) and Dornyei & Scott (1997). The similarities of the communication strategies were stated and new communication strategies were suggested for the purpose of the study. Eight subjects form Year six students were selected at random. They were given three topics of discussion for three sessions. Each discussion took place for thirty minutes. The interactions were recorded and analysed by using sixteen communication strategies. The results revealed that the subjects have used all sixteen communication strategies. It is hoped that further studies will focus on communication strategies among lower primary and secondary students' interactions.

Keywords:
communication strategies, interaction, utterance, effective, discussion.

INTRODUCTION

Communication strategies have played a major role in effective communication. People tend to use strategies in communication in order to have better understanding during the proses of communication. They will also try their best to convey the message effectively and therefore the other party will have better understanding. Studies have showed that theories on communication strategies have been used to analyse the data of communication. This way, the theories will help in the process of analysing of the data. Tarone's (1977) communication strategies focus on five elements. The elements are paraphrase, transfer, asking for help, mimic and avoidance. Tarone (1977) adds that paraphrase can be divided into three parts that is approximation which means the use of the vocabulary or target language structure, which the students know is incorrect, but who share the semantic features with the desired items to satisfy the speaker. For example, "water" for "tap water". Tarone (1977) adds that to create a new word for communicating with the desired concept. For example, "fruit" for "apple". The next strategy is the circumlocution that is characteristic or action rather than using the appropriate target language structure. The transfer is consciously divided into the literal translation of the word translation for the words from the mother tongue and the language switch which is the mother tongue term without having to work hard to translate. The strategy ask for help is a communication strategy that needs an answer. For example, "What is this?" It shows that there is an impersonation in communication. Students will also use non-verbal strategies in place of meaning structures. For instance, a person applauded to illustrate to applause. The strategy avoidance are divided into two parts, namely the avoidance of the topic (receiving vocabulary or other meaning structures not known to them) and message abandonment that is unable to continue communicating due to lack of meaning structure, and to stop intermediate, speech or speech.

Another researcher, Johnstone (1989) listed nine communication strategies namely code switching gesticulation, literal and foreign translation, word coinage, simplification, generalization, paraphrasing, restarts and approximation, establishing foreign identity and appeals for repair and confirmation. Code conversion means the use of elements from two languages in the same speech or in the same conversation while literal and foreign translations mean the translation of words for words from native to foreign language. Creating a new word (word coinage) refers to creating new words to communicate in accordance with the desired concept while facilitation means the use of the term to refer to learning and communication strategies in which the student drops certain linguistic elements, with the purpose of 'facilitating' their language to communicate with others. Johnstone (1989) refers the strategy generalization as a broad statement or idea used for a group of people or things while the paraphrase means meaning (something written or spoken) by using different words, especially to achieve greater clarity. The communication strategy revives and approximates the words or sequences of words according to the relative frequency in the language. Creating a foreign identity refers to significant constructs in language learning research. Identity is defined as how one understands its relationship to the world, how the relationship is organized by time and space. The last communication strategy of appeal for repair and confirmation refers to improvements to what is heard or spoken and requires confirmation.

Communication strategies by Faerch & Kasper (1983) have no aspect of language learning, that is hypothesis formation, hypothesis evaluation and automation process. The formation of hypotheses refers to the stand, the established opinion and the assurance of one's assumptions. Hypothesis assessment shows the process to achieve what is assumed while the automation process refers to the communication done in the minimum because it knows what to explain. These three communication strategies by Faerch & Kasper (1983) also have other elements such as approximation, parsing, code achievement and strategy of asking for help. However, they do not suggest reduction strategies such as message evasion, message exchange, non-verbal and borrowing.

Communication strategies by Dornyei & Scott (1997) have twelve taxonomies in communication strategies as in neglect or omission of messages, deferring topics, message conversions, approximations, word usage of all purposes, creation of other words, restructuring or use of non-language methods, literal translation, internationalization, exchange of code, asking for help / clarification / verification or making guesses and final use of meaningless words or marker strategies. According to Dornyei & Scott (1997), all communications taxonomic strategies are divided into three parts, namely avoidance strategies, achievements or compensation strategies and delayed or additional time strategies. This can be isolated by direct strategies, indirect strategies and interaction strategies.

The communication strategy taxonomy of Dornyei & Scott (1997) is the abandonment of messages that mean abandoning messages or stopping in the middle of a sentence while deflecting topics refers to avoiding writing a topic because it does not know a word. Message conversion refers to the conversion of the original message with new message due to lack of vocabulary while approximation is the use of words that have a semantic similar to the target word. The next taxonomy is the use of the word all-purpose means the use of general lexical items to replace the more accurate or specific words while the new word wrap is a creation of words that are not in the lexical of the target language. Restructuring is also the omission of messages caused by language constraints, connecting messages by altering from the original structure of the sentence. Literal translation is the translation of a word, phrase or structure of a language into the target language. Further, internationalization refers to other languages of the native language and modified phonological or morphological seagrass to target language and code conversion means the use of words or phrases from other languages in writing. The use of meaningless words or marker strategies is used when a person replaces the word with whatever words or sounds that have no meaning.

Based on the communication strategies suggested as above, there are also studies that proclaimed to be relevant in using the strategies to enhance communication. Lischka's (2019) study shows the strategic communication in the discourse analysis of Mark Zuckerberg's legitimacy talk at the European parliament. The result of the study revealed that the talk has shown various types of communication strategies. This also supported the study by Gulbrandsen (2019) and Chia & Rasche (2015) where strategic communication is needed to enhance communication from the aspect of clarity and ambiguity. On the other hand, Gulbrandsen & Just (2016) and Plesner & Gulbrandsen (2015) have similar findings in terms of strategizing communication in new media. They added that new media needs new approach in communication strategy in order to deliver the message. Ewing, Men & O'Neil (2019) and Weber & Grauer (2019) studies also focus on the new media for internal communication in the workplace and also for innovation communication. Weber & Grauer (2019) study is parallel to the study of Braddock & Dillard (2016) and found that communication strategies show the effectiveness of social media in storytelling and persuasive effect of narratives on beliefs, attitudes, intentions and behaviours.

The objectives of the study are to identify the communication strategies taxonomy and theories and discuss the communication strategy approach among primary school students' interactions.

METHODOLOGY

This study focuses on the communication strategies proposed by Tarone (1977), Johnstone (1989), Faerch & Kasper (1983) and Dornyei & Scott (1997). There are other studies that proposed the communication strategy but this study only focused on the four studies. Based on the communication strategy by Tarone (1977), Johnstone (1989), Faerch & Kasper (1983) and Dornyei & Scott (1997), this study suggests sixteen communication strategy approach which adds other strategies that are suitable and related to the data. The study involves eight subjects who were given a topic of discussion for four sessions of thirty minutes session each. Their conversations were recorded and analysed by using the proposed communication strategy.

The communication strategies in this study are as follows;

1. Simplified word is an abbreviated word used but has the same meaning.
2. Meaningless words are used but have no meaning in the dictionary; created a new word.
3. Disclaimer / Conflict are the words or sentences indicating a denial of the sentence.
4. Questions related to the topic of discussion.
5. Repetition is repeated words, phrases or sentences.
6. References refers to something, someone or even places
7. Self-correction is when a person corrects his/her own words or sentences.
8. Different topics / Message abandonment refers to changing different topics from the discussion.
9. Intimidation is when others are giving their opinions or are interacting.
10. Hesitation (silent, hesitant, sound, laughter) issues sound or without sound.
11. Literal translation is translated one by one without referring to the sentence *structure*.
12. Language exchange is the use of another language from the target language.
13. Imagination is when a person gives a description in the form of imagination.
14. Modesty is when a person delivers messages with polite language.
15. Paraphrase is when a person makes another verse from the original verse with the same meaning.
16. Ask for help from others.

RESULTS AND DISCUSSION

1. Simplified word is an abbreviated word used but has the same meaning.

Example:
S1: Saya nak makan nasi. Saya tak nak nasi goreng.
S4: Tak yahlah buat. Saya tak nak.
S8: Awak nak tak?

S1, S4 and S8 above showed their utterances using abbreviation. S1 uttered "Saya nak makan nasi. Saya tak nak nasi goreng". S1 has used the abbreviation "nak" and "tak" from the original work "hendak" dan "tidak". This showed that S1 prefer to use the abbreviation and fortunately her friends understood the meaning of the words "nak" and "tak". On the other hand, S4 uttered "Tak yahlah buat. Saya tak nak" and S4 has used the abbreviation "tak", "yah" and "nak". The three words seemed to have meaning as ini "tak" for "tidak", "yah" for "payah" and "nak" for hendak". The words have meaning but it can be used in short form and still have the same meaning. Other than that, S8 uttered "Awak nak tak?" and S8 has used the abbreviation "nak" and "tak". The "nak" and "tak" have also been used by S1 and S4 so the meanings for the two words are the same as the other subjects. The use of abbreviation among subjects can be seen as the use of word among close friends and understood among them. Therefore, it is normal to use the abbreviation in a normal everyday situation.

2. Meaningless words are used but have no meaning in the dictionary; created a new word.

Example:
S2: Don't do it until kebabom!
S7: I am shocked to hear like bobam!

S2 and S7 above showed their utterances in using meaningless words. S2 uttered "Don't do it until kebabom!" which showed that S2 uttered the word "kebabom". The word does not exist in the dictionary but it seemed that S2 understood the word. It might also mean that she has do it until the end. Therefore, the word "kebabom" might mean "the end". However, the meaningless word "kebabom" can also mean something else and only they know what it means. On the other hand, S7 uttered "I am shocked to hear like bobam!" and the use of the word "bobam" is meaningless. S7 uttered the word because she was shocked and he immediately said the word "bobam". However, the friends around him understood the meaning and there were no questions asked by them about the meaningless words.

3. Disclaimer / Conflict are the words or sentences indicating a denial of the sentence.

Example:
S3: Not me. Him.
S5: I did not do it.
S8: Did he do it? I don't think so.

S3, S5 and S8 above showed the utterances related to the communication strategy disclaimer or conflict. S3 uttered "Not me. Him" which showed that S3 was trying to defend himself by saying "Not me". S3 knew that her friend is the person involved and she is trying to inform everyone about it. However, S5 uttered "I did not do it" and claimed that he is not the person that S3 accused. S5 tried to inform the friends about it again. S8 uttered "Did he do it? I don't think so" and claimed that S5 did not do it. It might be because S8 knew who did it so therefore, S8 is confident to say that S5 did not do it.

4. Questions related to the topic of discussion.

Example:
S5: Whose house is this?
S6: He still decided to go?
S8:

S5, S7 and S8 above showed the utterances related to the communication strategy questions related to the topic of discussion. S5 uttered “Whose house is this?” that showed that S5 was questioning about the house that they were discussing. However, S6 uttered “He still decided to go?” and claimed that S7 not supposed to go when the discussion was still going on. S6 wanted everyone to be there until the end. Other than that, S8 uttered “Is that the table?” that showed S8 was questioning about the table that they were discussing about. S8 looked puzzled since there were ten tables in the room.

5. Repetition is repeated words, phrases or sentences.

Example:
S4: That house is big. That big house over there.
S6: The red dress she wore today. The beautiful red dress.

S4 and S6 above showed the communication strategy repetition which is also repeated words, phrases and sentences. S4 uttered “That house is big. That big house over there” and repeated the words “house” and “big”. This showed that S4 was trying to stress out the two words. On the other hand, S6 uttered “The red dress she wore today. The beautiful red dress” that showed repetition for the words “Red dress”. This can be seen when S6 repeatedly mentioned the words and waited for the friends to respon on the “red dress”.

6. References refers to something, someone or even places

Example:
S3: That book under the table.
S7: That girl yesterday.
S8: He walked to school just now.

S3, S7 and S8 utterances above showed the communication strategy reference. S3 uttered “That book under the table” which refers to the book which is situated under the table. There was only one book under the table and S3 insisted on that particular book. On the other hand, S7 uttered “That girl yesterday” which showed that they were discussing about the girl that they met the day before. The other subjects seemed to remember that girl and agreed with S7. Other than that, S8 uttered “He walked to school just now” which showed that the person who walked to school just now was him and no one else. S8 is refering to the boy who they were discussing about.

7. Self-correction is when a person corrects his/her own words or sentences.

Example:
S1: I like to eat mango. Opps. Sorry. I like rambutan actually. I don’t like mango.
S3: He walks to school. Oh, not her. Her sister does. .

S1 and S3 above showed the communication strategy self-correction which is when a person corrects his/her own words or sentences. S1 uttered “I like to eat mango. Opps. Sorry. I like rambutan actually. I don’t like mango” which showed that S1 was self-correct her own words. S1 mentioned the words “Opps. Sorry” and immediately correct the sentence “I like rambutan actually. I don’t like mango”. This showed that S1 just realised that she does not like mango. However, S3 uttered “He walks to school. Oh, not her. Her sister does” which showed that S3 is trying to correct her own words “Oh, not her. Her sister does”. This also showed that she realised that the person that she mentioned did not walk to school.

8. Different topics / Message abandonment refers to changing different topics from the discussion.

   Example:
   S2: I like that blue pen.
   S4: I want to chicken rice now.
   S5: Me too. I am hungry.

S2, S4 and S5 above uttered the communication strategy different topics or message abandonment. S2 uttered “I like that blue pen” followed by S4 and S5 who uttered different topic than S2. S2 was talking about the blue pen but S4 and S5 were talking about being hungry and wanted chicken rice since there were hungry. S2 utterance was seen abandoned by S4 and S5. As a matter of fact, S4 and S5 were seen ignoring S2 and her utterances.

9. Intimidation is when others are giving their opinions or are interacting.

   Example:
   S1: I suggest that this place ...
   S2: Nope! I disagree. I'm sure everyone does not agree.
   S3: I would like to suggest that this place be opened to the public.

S1, S2 and S3 above uttered the communication strategy intimidation. Intimidation is when other are giving their opinions when a person is interacting. S1 uttered “I suggest that this place ... to which S2 and S3 decided to disagree without letting S1 to finish her utterance. S2 uttered “Nope! I disagree. I'm sure everyone does not agree” and S3 uttered “I would like to suggest that this place be opened to the public” and this showed that the two subjects were intimidated with the suggestion made by S1. However, all the three subjects were talking about the same topic but it seemed that S2 and S3 disagree with the suggestion made by S1.

10. Hesitation (silent, hesitant, sound, laughter) issues sound or without sound.

    S3: Hmm
    S6: Hahahah
    S8: Eh

S3, S6 and S8 utterances above showed the communication strategy hesitation where it includes silent, hesitant, sound or laughter or even sign language and body language. S3 uttered “Hmm”, S6 uttered “Hahahah” and S8 uttered “Eh”. The utterances by the subjects also showed that S3 agreed as in the sound “hmm”, S6 is laughing and produced laughter and S8 made the sound “Eh” that showed she is shocked or frustrated with the discussion. The communication strategy hesitation was seen occasionally used by the subjects especially the laughing as in “hahahah” or “hmm” as in agreeing to something.

11. Literal translation is translated one by one without referring to the sentence structure.

    Example:

S2: Dia main bola.
S3: He play ball.

S2 and S3 utterances above showed the communication strategy literal translation which means a one to one word translation without referencing the sentence structure. S2 uttered "Dia main bola" was translated by S3 who uttered "He play ball". This showed that S3 was using the literal translation to proceed with the discussion. S3 ignored the grammatical rules in the sentence so therefore the sentence uttered by S3 was translated word by word. It can be seen that the sentence "He play ball" supposed to be "He plays with the ball".

12. Language exchange is the use of another language from the target language.

Example:
S6: Awak nak pergi mana?
S7: Not sure. Awak rasa?
S6: There.

S6 and S7 utterances above showed the communication strategy language exchange which is the use of another language from the target language. Both the subjects S6 and S7 have used the language exchange. S6 uttered "Awak nak pergi mana?" and S7 replied by uttering "Not sure. Awak rasa?". S7 has exchange took place where the sentences consist of the Malay and English language. However, S6 replied by uttering "There". S6 immediately replied in the English language because she heard S7 speaking the language although in the beginning, S6 started with the same language as in the Malay language.

13. Imagination is when a person gives a description in the form of imagination.

Example:
S8: You imagine the girl crying on the street. The girl who wears the red dress. She looks like a doll.

S8 utterances above showed the communication strategy imagination. Imagination is when a person gives a description in the form of imagination of something exists or otherwise. S8 uttered "You imagine the girl crying on the street. The girl who wears the red dress. She looks like a doll" which showed that S8 was imagining about the girls who wore the red dress crying on the street. She continued with her imagination by saying that the girl looked like a doll with the red dress. The other subjects were seen looking at him quietly and they might be imagining the same girl that S8 was talking about.

14. Modesty is when a person delivers messages with polite language.

Example:
S2: Forgive me. Can I use this?.
S5: Excuse me. Can I borrow your pen.
S7: Thank you so much for your help.

S2, S5 and S7 utterances above showed the communication strategy modesty. Modesty is when a person is using a polite language in communication. S2 uttered "Forgive me. Can I use this?" and this showed that S2 was being polite since she used the phrase "Forgive me". On the other hand, S5 uttered "Excuse me. Can I borrow your pen" and this showed that S5 is being polite to the other subject. S5 uttered the phrase "Excuse me" and was a polite gesture when a person wanted to borrow something. Other than that, S7 uttered "Thank you so much for your help" that showed modesty in the phrase "Thank you". S7 seemed to be polite by thanking her friend for the help given. Although, the communication strategy modesty was heard a few times but the subjects seemed to be happy with the nice gestures.

15. Paraphrase is when a person makes another verse from the original verse with the same meaning.

    Example:
    S7: He ran into the store. I saw him.
    S8: On that day, someone saw him running into the store.

S7 and s8 utterances above showed the communication strategy paraphrase. Paraphrase is either done by the same person or another person so that the message will be understood by the listener. In this situation, S7 uttered "He ran into the store" and immediately S8 uttered "On that day, someone saw him running into the store". S8 has paraphrased the first sentence that S7 uttered. By paraphrasing, the sentence seemed to be clearer. Although the meaning was the same as the what S7 utterance but by paraphrasing by S8, the sentence became clearer and meaningful.

16. Ask for help from others

    Example:
    S3: Please get that paper.
    S7: Please pass me that book.
    S8: Can you help to move that chair?

S3, S7 and S8 utterances above showed the communication strategy ask for help. S3 uttered "Please get that paper" which showed she was asking for help from the other subjects. It might also because the paper that S3 stated was next to another subject. On the other hand, S7 uttered "Please pass me that book". The utterances by S7 showed that she wanted the other subject to take the book and give it to her. This might also because, the book was on the subject's table. Other than that, S8 uttered "Can you help to move that chair?" which showed that S8 wanted the other subject to move the chair for her. This can be clearly seen when she tried to move a chair and asked help from the other subject to move another chair that as right in front of her. Asking for help is common in a conversation but usually it involved the things around them.

SUMMARY

The results of the study revealed that all the subjects have used most of the communication strategy approach. The subjects seemed to understand the messages given by the other subjects. The communication strategy approach seemed to be important when analyzing the interaction. The results of the study is similar to the study of Simonsson & Falkheimer (2018), Hue (2017), Normaliza Abd Rahim, Awang Azman Awang Pawi & Nik Rafidah Nik Muhamad Affendi (2018), Nothhaft *et al.*, (2018), O'Conner & Shumate (2018), Ruler (2018), Volk & Zerfas (2018), Winkler & Etter (2018), Werder *et al.*, (2018), Zerfass *et al.*, (2018) to which communication strategy helps in the process of meaningful communication.

The communication strategies and results of study above clearly demonstrate the appropriate communication strategies used in interactions, utterances, texts and texts. This communication strategy refers to communication strategy by Tarone (1977), Dornyei & Scott (1997), Johnstone (1989) and Faerch & Kasper (1983) in re-listing and establishing a new communication strategy in analyzing more accurately and clearly (refer table 1 below). There are sixteen appropriate communication strategies approaches used for data analysis purposes in more detail. The communication strategies in this study are simplified word, meaningless words/new word, disclaimer/conflict in the words or sentences, question, repetition, reference, self-correction, different topics, message abandonment, intimidation, hesitation, literal translation, language exchange, imagination, modesty, paraphrase and ask for help.

Table 1: Communication strategies

	Communication Strategies Approach	**Reference**
1	Simplified word	-
2	Meaningless words /new word	Dornyei & Scott (1997) - Hesitation devices Johnstone (1989) Tarone (1977)
3	Disclaimer / Conflict in the words or sentences	Dornyei & Scott (1997)
4	Question	-
5	Repetition	-
6	Reference	-
7	Self-correction	-
8	Different topics / Message abandonment	Dornyei & Scott (1997) - Message avoidance and Topic abandonment Tarone (1977)
9	Intimidation	Dornyei & Scott (1997)
10	Hesitation	Dornyei & Scott (1997)
11	Literal translation	Dornyei & Scott (1997) Johnstone (1989)
12	Language exchange	Dornyei & Scott (1997) Code change Faerch & Kasper (1983) Code change Tarone (1977) Language switch
13	Imagination	-
14	Modesty	-
15	Paraphrase	Dornyei & Scott (1997) Faerch & Kasper (1983) Johnstone (1989) Tarone (1977)
16	Ask for help	Dornyei & Scott (1997) Faerch & Kasper (1983) Johnstone (1989) Tarone (1977)

CONCLUSION

This study implicates everyone who involves in communication. In communication, a person will have difference communication strategy in order to deliver the message successfully. The study implicates researchers in researching towards a better communication among speakers. The communication strategies found in this study helps in the process of understanding the messages being delivered. It is hoped that further studies will focus on the communication strategies among students at lower, secondary schools.

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STUDENTS' PERCEPTION ABOUT THE MALAYSIAN SHORT MOBILITY PROGRAM GUIDE BOOK AT HANKUK UNIVERSITY OF FOREIGN STUDIES, SOUTH KOREA

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ABSTRACT

Since 1980, short mobility program has started with a small number of requests from students all around the world. As the time goes by, the request increased as the program got a lot more interesting. Universities around the world have a lot to offer for the short mobility program. Therefore, it is necessary for the universities to provide a guide book to help incoming and outgoing students to participate in short mobility program. The objectives of this study are to identify and discuss about students' perception about the Malaysian short mobility program guide book. The samples of the study consist of 10 Korean students. The subjects are between 20 to 28 years old at Hankuk University of Foreign Studies South Korea. This study was taken place at Hankuk University of Foreign Studies, South Korea. An interview session and observation have been carried out to get students' perception on the Malaysian short mobility program guide book. The subjects were interviewed individually for 5 minutes for each subject and they were asked questions on their perception about the short mobility program guide book. Based on the interview session, the subjects were observed on their points and opinions about the Malaysian short mobility program guide book. The results of the study revealed that the subjects preferred to participate in a short mobility program if a guide book is provided for them to refer to in order to get a better understanding about the program beforehand. The guide book could help the participants to feel less insecure about what to expect and what to do as everything is already given on the guide book.

Keywords:
short mobility program, mobility program, short mobility program guide book, guide book, perception, Hankuk University of Foreign Studies South Korea

INTRODUCTION

Mobility program is a worldwide program organised by universities all around the world. The mobility program itself is divided into several types of program such as short mobility program, internship, visits and many more. In order to attract more students to participate in the mobility program, most universities tend to offer a short mobility program for first time participants to get to know the program, university, expose a little bit about what mobility program is about. With the short mobility program, participants will be able to experience new things and have a better perspective about studying abroad. Therefore, it will also broaden their knowledge and mind about wanting to get a much better and longer experience in academically and socially abroad in the future. Even though short mobility program is as short as 2 weeks, the content of the program covers quite a lot from attending academic lectures as well as visiting cultural places. For that reason, it is very helpful if a guide book is provided for participants to learn from before actually participating in the program to give them a brief idea about the program.

Even with the ongoing mobility program all around Malaysia for so many years, a short mobility program guide book has yet to be published until today. Some universities in Malaysia may have produced their own mobility guide book which may refer to their university particular rules and regulations, however, there will be an important need for one main mobility program guide book to be produced and followed by all universities in Malaysia.

STUDIES ON SHORT MOBILITY PROGRAM GUIDE BOOK

According to SHARE Guide Book (2016), the European Union Support to Higher Education in the ASEAN Region, is a four-year initiative by the EU and ASEAN. They have entrusted the implementation of SHARE to a consortium of British Council (leader), Campus France, DAAD, EP-Nuffic, ENQA, and EUA. SHARE was launched in Jakarta in May 2015, as it aims to support ASEAN in harmonising regional higher education by sharing European expertise. In 2016, SHARE Guide Book was produced with the assistance of the European Union. The SHARE Guide Book (2016) was produced in order to help SHARE partners to get a better understanding about the program as well as the rules and regulation provided for the program. The information contained in this document was compiled with the greatest care.

The SHARE Guide Book will be a guide for partners through the most important aspects of the procedures governing the administration of the SHARE scholarship. The content of the guidebook includes what the program is about and the purpose of the program, who are their partners, target group, fund provided, the program rules and regulation, application process of the program, program administration organization as well as guidelines for home and host universities involved.

In 2014, the University of Melbourne has produced a Short mobility program Toolkit in consultation with faculties and key stakeholders of the university. In recent years, there has been a marked increase in the number of University of Melbourne students taking short mobility programs and significant interest from faculties in establishing their own short programs. With the launch of government schemes such as the New Colombo Plan, the university is encouraging faculties to further develop their short term overseas study offerings to access funding under these arrangements (University of Melbourne Short mobility program Toolkit, 2014). During the Asia Mobility Forum in February 2014, the toolkit was presented for discussion where feedback from both academic and professional staff was captured by Melbourne Global Mobility and employed to bring this project to fruition. This toolkit will assist faculties with the practical side of establishing new overseas programs and evaluating current ones (University of Melbourne Short mobility program Toolkit, 2014).

The toolkit draws on best practice guidelines developed internationally by National Association of Foreign Student Advisors (NAFSA) and the Forum on Education Abroad. Even though a wide range of valuable short mobility programs already exist at the University of Melbourne, however, until now, there has been no overarching framework or guidelines, and no universal standards on issues such as safety and risk management made. The purpose of producing this toolkit was to provide a common framework across the university for the development and management of short mobility programs and will serve as a reference to colleagues as they look to develop new programs in this area. The content of the toolkit includes the definition of the program, guidelines on application and subject selections, programming resources, program marketing resources as well as student agreement templates.

Since 1987, over three million participants have participated in the Erasmus mobility program which is the largest international student exchange programs in the world (Nur Maisarah Roslan, 2016; Nur Maisarah Roslan, Hazlina Abdul Halim & Muhammad Fauzi Jumingan, 2015). Europe Unity exchange program provides financial support to European students to study abroad is called Erasmus. Over four thousand academic institutions and companies across over 33 countries were brought together under this program. Therefore, it has become very popular to study abroad among students.

For the period of 2014 to 2020 of Erasmus+ Program, Erasmus+ Programme Guide was produced in 2017 to help partners to understand more and able to their best in making the program a success. The program field consist of education, training, youth and sport. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education and youth work are keys to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants (Erasmus+ Programme Guide, 2017). The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth (Erasmus+ Programme Guide, 2017).

Erasmus+ Programme Guide is a tool for anybody who would like to have a thorough knowledge of what the Erasmus+ Programme is about. This document is mainly addressed to those who wish to be participating organisations: meaning those organisations, institutions, bodies organising activities supported by the Programme, participants: meaning those individuals (students, trainees, apprentices, pupils, adult learners, young people, volunteers, or professors, teachers, trainers, youth workers, professionals in the field of education, training, youth and sport, etc.) involved in activities organised by the participating organizations (Erasmus+ Programme Guide, 2017). Every year, thousands of projects are submitted by organisations across Europe in order to receive financial support from the Erasmus+ Programme; for this reason, the Commission has set up a transparent evaluation process that aims at providing grants for the best projects: for most Actions, all the rules and conditions for receiving a grant from the Programme are specified in this Erasmus+ Programme Guide, for some other Actions, which are only mentioned in this Programme Guide, the rules and conditions for receiving a grant are described in specific calls for proposals published by or on behalf of the European Commission (Erasmus+ Programme Guide, 2017). When planning an application, potential participating organisations can also be inspired and informed by other reference documents; some of these documents are listed in this guide.

According to Erasmus+ Programme Guide, the content of the guide includes abbreviations used in explaining about the program, introduction on how to read the programme guide, general information about the Erasmus+ programme (program objective, structure of the program, budget, implementation of the program and participants of the program), information about the actions covered by this guide, information for applicants (how to apply, when to submit, contract provisions) and annexes (mobility projects under the Erasmus+, dissemination and exploitation of results, glossary of term and useful references and contact details) (Erasmus+ Programme Guide, 2017).

Based on Universiti Malaysia Sabah (UMS) Student Mobility Program Guidelines, it will outline the eligibility of students to apply or undertake an international exchange, selection process and financial implications. The guidelines also include the accreditation of students for both inbound and outbound. However, when comparing guidelines for mobility program and full time undergraduate / postgraduate programmes, it is rather different. According to UCSI Student Handbook (Procedures & Guidelines), it is designed to assist you to be familiar with the practices of the university on matters relating to academic and general administration.

The objectives of this study are to identify and discuss about students' perception towards the Malaysian short mobility program guide book.

METHODOLOGY

The samples of the study consist of 10 Korean students. The subjects are between 20 to 28 years old at Hankuk University of Foreign Studies South Korea. This study was taken place at Hankuk University of Foreign Studies South Korea. An interview session and observation have been carried out to get students' interaction on short mobility program guide book. The subjects were interviewed individually for 5 minutes for each subjects and they were ask questions on their interactions towards short mobility program guide book. Based on the interview session, the subjects were observed on their points and opinions about the short mobility program. This study uses Sperber & Wilson (1986a) relevance theory. However, this study focuses on presupposition based on the interaction by the subject during the interview session. According to Sperber & Wilson (1986b) presupposition is a thing tacitly assumed beforehand at the beginning of a line of argument or course of action. It is also the action or state of presupposing or being presupposed.

During the interview session, the languages used were fully in English. The students involved were students who was taking Bahasa Melayu class as a foreign language as a requirement from their university. The interview questions were based on the usual needs and questions asked from other foreign students coming to study in Malaysia or to other countries. The questions focused on the preparation and other academic and administration related information that the students will need to know in order to prepare them mentally, physically and documentation wise too.

RESULTS AND DISCUSSION

Since the growth of mobility program all around the world has been increasing a lot, this also involves Malaysian universities as a target for students from all around the world. Therefore, feedbacks on getting information about what can be improved such as providing a good mobility program guidebook is needed in order for universities in Malaysia to provide the best mobility program.

Subject 1

> It is for student to study how to join mobility program. It is two how to join mobility program. Student can know what will teach. Student can know what things they can get from the program. Student can know what things need to do to join to the program. Student can know what short mobility program. Student can know what this program want to student.
>
> Subject 1

Subject 1 above showed S1 opinion towards the guide book for short mobility program consists of a lot of information. S1 stated "It is for student to study how to join mobility program" and "It is two how to join mobility program" which means all information about how to join the mobility program is stated on the guide book. A student who is new to mobility program do not have to worry about joining the program because the guide book will help them on what they have to do or prepare in order to participate in the program. S1 further elaborated on the usefulness of the guide book as in "Student can know what things they can get from the program". Most of S1 opinions on the guide book are redundant because S1 gave answer with the same meaning. However, S1 claimed that "Student can know what this program want to student" which means the guide book can give an overview about the short mobility program to help give the students a picture of what the program is about. Therefore, the utterances from S1 above showed her perception towards the guide book that helped her in joining the program. With this, the context in S1 utterances is that the guide book will give more information about how to join the short mobility program. While the context impression showed how joining the program is the main concern for S1 towards the guide book.

Subject 2

> In my opinion, the guide book should be understandable and knowledgeable to all international students. It should be able to achieve its objectives. It should also include some moral values for students to receive. We will have a chance to experience surviving living in another country and learning another culture. You will also be learning new philosophy in education. Participating in a short mobility program could really enhance students' character.
>
> Subject 2

Subject 2 above showed S2 understanding towards the mobility program guide book. In S2 opinion, a guide book for mobility program should be very informative for students to use. S2 claimed "in my opinion, the guide book should be understandable and knowledgeable to all international students" and "it should be able to achieve its objectives" which means a good guide book should provide all the necessary information about mobility program for students to refer to. If the guide book is good, then it should be able to send the message across to the students when they read them. S2 later claimed "it should also include some moral values for students to receive" means the content of the book should reflect a good outcome for students to understand. S2 seemed to be giving a very positive opinion towards what a guide book should include and have in order for it to be a very useful book for students to refer to. S2 further stated "we will have a chance to experience surviving living in another country and learning another culture", "you will also be learning new philosophy in education" and "participating in a short mobility program could really enhance students' character" which means mobility program provides a lot of benefit for the participants such as learning and experiencing new things as well as enhancing students attitude and personality that can bring them a long way. Therefore, the utterances from S2 above showed his perception towards the guide book that helped him in getting more interested in the program. With this, the context in S2 utterances is that the guide book should include a lot of positive information that is understandable and informative for the students to refer to. The information on the book should include full information. While the context impression showed how having a good guide book with full of information about mobility program is the main concern for S2.

Subject 3

> It gives information to students who want to go abroad to studying. It gives information on how to register to study at university abroad. It helps student to understand the purpose of mobility program. The guide book should include the opportunities such as what the home university will sponsor for the participant such as flight ticket and pocket money. The book helps student to get to know the program. It also explains the detail of the program precisely. The book provides with information on how and who can apply.
>
> Subject 3

Subject 3 above showed S3 opinion towards the mobility program guide book. S3 claimed "it gives information to students who want to go abroad to studying", "it gives information on how to register to study at university abroad" and "it helps student to understand the purpose of mobility program" which means from his understanding, the mobility program guide book is for the purpose of informing student about what mobility program is, information on studying abroad and how to apply to participate in the program. S3 later stated "the guide book should include the opportunities such as what the home university will sponsor for the participant such as flight ticket and pocket money" which means all students participating in mobility program will have the chance to receive a sponsorship from their home university such as free flight ticket and allowances. Information on the rules and regulations about mobility program as well as the benefits of the program is included in the mobility program guide book. S3 then repeats his opinion about the mobility program guide book when he claimed "the book helps student to get to know the program", "it also explains the detail of the program precisely" and "the book provides with information on how and who can apply" which means all he understands generally about the guide book is that it contains information about mobility program and how to apply for the program which is a little bit informative for students to understand. Therefore, the utterances from S3 above showed his perception towards the guide book that it contains a lot of information about what mobility program is and how to apply for the program. With this, the context in S3 utterances is that the guide book will give more information about mobility program in general and how to join the program. While the context impression showed how having full information about mobility program overall is the main concern for S3 towards the guide book.

Subject 4

> Mobility program guide book could be really helpful for students to understand what mobility program is all about. The book explains in detail about short mobility program, activities offered and the benefit of participating in the program. The guide book will also broaden the students' knowledge about mobility program. The book includes information on how to apply for mobility program from the beginning until the end as well as selections of universities available for students to apply to. The guide book is a big help to all students. Without it, it will be very difficult for students to understand about the program let alone knowing how to apply for it.
>
> Subject 4

Subject 4 above showed S4 understanding towards the short mobility program guide book. S4 stated "mobility program guide book could be really helpful for students to understand what mobility program is all about". S4 also claimed "the book explains in detail about short mobility program, activities offered and the benefit of participating in the program. The book includes information on how to apply for mobility program from the beginning until the end as well as selections of universities available for students to apply to". From S4 understanding, the guide book could be really helpful for all students who would like to participate in a short mobility program abroad as the content includes all the information needed about the program. S4 mentioned "the guide book will also broaden the students' knowledge about mobility program" and "the guide book is a big help to all students. Without it, it will be very difficult for students to understand about the program let alone knowing how to apply for it" which means the guide book will bring a positive impact on the students towards their understanding and preparation to participate in the short mobility program. Therefore, the utterances from S4 above showed his perception towards the guide book is that it provides a lot of information about short mobility program which will help him a lot. With this, the context in S4 utterances is that the guide book will give more information about what short mobility program is about and how to participate in the program. While the context impression showed how a lot of information about the short mobility program is included in the guide book is the main concern for S4.

Subject 5

> For me, mobility program is a good experience for students to learn about a new culture and living in another country. Students will interact with other students from another country. This program is good because students will be able to visit other university that has MOU with their home university. By participating in this program, students will be able to increase their thinking skills because they will be learning a lot of good values such as learning about another country.
>
> Subject 5

Subject 5 above showed S5 perception towards the short mobility program. S5 claimed "for me, mobility program is a good experience for students to learn about a new culture and living in another country" and "by participating in this program, students will be able to increase their thinking skills because they will be learning a lot of good value such as learning about another country" which means by participating in a short mobility program, students will be able to experience a lot of new things socially. S5 also stated "students will interact with other students from another country. This program is good because students will be able to visit other university that has MOU with their home university" which explains more on what the students will gain from joining the short mobility program abroad. In a way, S5 might have misunderstood the question as it should focus more on the short mobility program guide book instead of the program in general. Therefore, the utterances from S5 above showed her perception towards the guide book is very vague since he did not understand the question properly. With this, the context in S5 utterances is that the short mobility program will provide a good experience for students in general. The short mobility program guide book was not mentioned since S5 got so excited to explain his understanding about short mobility program. While the context impression showed how being able to experience new things is the main concern for S5 towards the short mobility program in general.

Subject 6

> From this guide book, student will learn on how to apply for the mobility program. There is a lot of benefit and good things about mobility program. The guide book also includes the rules and regulations on who can apply for the mobility program, such as qualification needed in order to participate and information on who is in charge of the approval to participate in the program.
>
> Subject 6

Subject 6 above showed S6 really understood what the short mobility program guide book is about. S6 stated "from this guide book, student will learn on how to apply for the mobility program" and "there is a lot of benefit and good things about mobility program" which means in some way S6 does have the idea on what a guide book is and what is included in it as it should help students who would like to participate in the program. S6 also claimed "the guide book also includes the rules and regulations on who can apply for the mobility program, such as qualification needed in order to participate and information on who is in charge of the approval to participate in the program" means S6 gave a very detailed understanding about what should be included in a guide book and she got almost everything correct. Therefore, the utterances from S6 above showed her perception towards the guide book is amazing and in her opinion it is provided in order to help students to join the short mobility program. With this, the context in S6 utterances is that the guide book is provided in order to give more information about how to join the short mobility program. While the context impression showed how joining the program is the main concern for S6 towards the guide book.

Subject 7

> This guide book helps student understand what mobility program is as it gives a lot of information about mobility program and activities offered. This book also broadens students' knowledge about mobility program that offers a lot of benefit and great experience. This book also provides information on how to apply to participate in the mobility program.
>
> Subject 7

Subject 7 above showed S7 knows the basic information should be included in the short mobility program guide book. S7 stated "this guide book helps student understand what mobility program is as it gives a lot of information about mobility program and activities offered" and "this book also broadens students' knowledge about mobility program that offers a lot of benefit and great experience" which means in general, S7 acknowledge that a guide book should include information about the program itself for the students to understand more about the short mobility program at first. S7 also claimed "this book also provides information on how to apply to participate in the mobility program" is also important and should be included in the guide book because students should get all the information they need about the short mobility program from the guide book itself. Therefore, the utterances from S7 above showed her perception towards the guide book that helped her in joining the program. With this, the context in S7 utterances is that the guide book will give more information about what the program is about and how to join the short mobility program. While the context impression showed how being able to get a lot of benefits and experience from joining the program is the main concern for S7 towards the guide book.

Subject 8

> This guide book will benefit the students to understand about short mobility program. Students will get a broader information and understanding about the program. The guide book also includes information on activities offered, the benefit of the program and steps on how to apply to participate in the program. The information on the book explains that participating students will get the chance to do some activities with the local students at the host university and visit historical places around Kuala Lumpur.
>
> Subject 8

Subject 8 above showed S8 really understand what is included in the short mobility program guide book. S8 claimed "this guide book will benefit the students to understand about short mobility program. The information on the book explains that participating students will get the chance to do some activities with the local students at the host university and visit historical places around Kuala Lumpur" where he explains further on the social impact towards the students who participate in the short mobility program. S8 stated "students will get a broader information and understanding about the program" and "the guide book also includes information on activities offered, the benefit of the program and steps on how to apply to participate in the program" which means a full information from A to Z should be included in the short mobility program guide book as it will really benefit the students understanding and preparation towards the short mobility program. Therefore, the utterances from S8 above showed his perception towards the guide book that helped his in joining the program and he will be able to benefit a lot from the program. With this, the context in S8 utterances is that the guide book will give more information about the short mobility program and how to join the program. While the context impression showed how joining the program is the main concern for S8 towards the guide book as it will give a lot of new experience to him.

Subject 9

> You will get a chance to experience new culture and life living in another country. You will also be meeting new friends from all over the world. This mobility program guide book has a lot of information about studying abroad. The program includes learning English language, which is the most important part of the program. Students will be able to experience going abroad with very less expenses as scholarship for flight ticket and allowance is provided by the home university. Students will gain a lot of experience in a short trip during this program.
>
> Subject 9

Subject 9 above showed S9 is more excited to explain about the short mobility program itself compared to what the short mobility program guide book is about. S9 stated “you will get a chance to experience new culture and life living in another country. You will also be meeting new friends from all over the world. Students will gain a lot of experience in a short trip during this program” and “students will be able to experience going abroad with very less expenses as scholarship for flight ticket and allowance is provided by the home university” which explains more about the short mobility program itself and what to expect about the program in general. However, S9 claimed “this mobility program guide book has a lot of information about studying abroad. The program includes learning English language, which is the most important part of the program” where he understand the main concern of having the short mobility program guide book which is very general. Therefore, the utterances from S9 above showed his perception towards the guide book is more on the information about the short mobility program and the activities provided in the program. With this, the context in S9 utterances is that the guide book will give more information about studying abroad and language learning only. While the context impression showed how being able to experience a lot of new things during the short mobility program and receiving scholarship for the program is the main concern for S9.

Subject 10

> Mobility program guide book contains information regarding short mobility program. This book has information on how to apply to participate in the mobility program. Information about mobility program in this guide book is very detail and precise such as activities offered and advantages of the short mobility program. It also introduces to students what sort of aid will be provided by the home university if the student is approved to participate in the program.
>
> Subject 10

Subject 10 above showed S10 is the best person to explain about the short mobility program guide book. S10 stated “mobility program guide book contains information regarding short mobility program” and “this book has information on how to apply to participate in the mobility program. Information about mobility program in this guide book is very detail and precise such as activities offered and advantages of the short mobility program” which means all the important information that students needs to know about the short mobility program is included in the guide book, so the students does not have to worry about being lack of information. S10 also claimed “it also introduces to students what sort of aid will be provided by the home university if the student is approved to participate in the program” which means S10 managed to explain in detail about what is included in the short mobility program guide book and how it benefit the students and the impact of having the guide book is very useful for students. Therefore, the utterances from S10 above showed her perception towards the guide book that helped her in joining the program. With this, the context in S10 utterances is that the guide book will give more information about what the short mobility program is and how to join the program. While the context impression showed how joining the program and benefits given to students by participating in the short mobility program is the main concern for S10 towards the guide book.

SUMMARY OF RESULTS

The results of the study revealed that the subjects preferred to participate in a short mobility program if a guide book is provided for them to refer to in order to get a better understanding about the program beforehand. It is also very useful for participants who are a first timer in participating in a short mobility program abroad. The guide book could help the participants to feel less insecure about what to expect and what to do as everything is already given on the guide book. The students' family will also be at a relived knowing that their children will be well taken care of with all the information provided about the program in the guide book itself.

CONCLUSION

This study implicates to the universities in Malaysia to provide a guide book that includes all the relevance information in regards of the short mobility program for a much better understanding for the participants. The result of the study showed that majority of the students agreed on having a guide book as a reference for them to refer to while preparing to participate in a mobility program is very useful. The result of the study is parallel to the study by Cairns *et al.*, (2017), Nur Maisarah Roslan (2016) whereby short mobility program does give a big impact towards home and host institutions as it gives more positive vibe and attractiveness to the students. Therefore, having to provide the guide book for students to refer to is very much the best way to promote and market the program itself.

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TRANSLATION STRATEGIES IN FOREIGN LANGUAGE LEARNING AT UNIVERSITI PUTRA MALAYSIA

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ABSTRACT
Learning a foreign language is no doubt a challenging task for non-native speakers, especially if the language is distinctively different in terms of grammar, structure and pronunciation. Learner's beliefs have been found to greatly influence their determination and attitude towards learning the language and also the learning strategies that they use. One of the strategies commonly used in language learning is translation. Thus, the present study is mainly aimed and designed to identify students' beliefs of using translation as a strategy in foreign language learning and also to investigate the underlying reasons as to why they think this strategy is useful for them. A total of 100 samples from Universiti Putra Malaysia were chosen to help complete this study. Data collection was carried out using an online questionnaire. The questionnaire was adapted from the Inventory for Beliefs about Translation (IBT), which was originally designed and developed by Liao (2006). It consists of three parts with a total of 33 questions, including the demographic questions to ascertain the samples' background and open-ended structured questions to assess their opinions on the use of the translation strategy. The results of this study reported that the students mostly have positive beliefs about the use of translation as a learning strategy as they think it makes them understand the learning process and the language better. Although there are a small number of students that prefer to learn foreign language without the use of translation, they do not disagree with the matter of it being a useful strategy for new learners. It is hoped that the findings of this study will clarify the importance of the use of translation as a strategy in learning language and also how learner's beliefs would influence it.

Keywords:
translation, learning strategies, foreign language, language learning, students' beliefs, factors

INTRODUCTION

Ever since long ago, communication is considered essential in one's life. When there is communication, there will be language involved. However, according to Simons & Fennig (2018), there are about 7097 language spoken throughout the world today. This poses a problem as to how people with different language background would understand each other and also as to how messages would be conveyed, either by written text or spoken. Therefore, translation plays an important role in solving this problem. It can help in exchanging information and messages between languages (Owji, 2013). As to the meaning of translation, there are many definitions posed by various scholars. According to Wiratno (2003), translation is a process of transferring message from the Source Language (SL) into the Target Language (TL). Cook (2010) describes translation as a method of conveying oral and written messages from writing to speech or from one language to another. From this, it can be understood that translation deals with two different languages. The main objective of translation is to aid the communication process. This is done by interpreting the messages received in one language to another (Al-Musawi, 2014). Also, the meaning of a word or a sentence is conveyed appropriately in terms of linguistic, semantic and pragmatic by using translation as medium.

Hazlina Abdul Halim & Ang (2015) stated that for learners learning a foreign language, translation can be used as a strategy in learning. This strategy may help to aid their learning process and also help them in acquiring the new language. Hazlina Abdul Halim *et al.* (2016) confirmed that foreign language learners equally admitted that using the strategy helped them to better understand a concept, a situation or a text. Moreover, Al-Musawi (2014) believes that translation is an efficient way for learners to develop their communicative competence. Another important thing to note about translation is in finding the equivalence in SL to TL (Abdul Ridha, 2014). This is because finding the right equivalence between the two languages will influence how the information is transferred.

The issue of using translation as a strategy in learning a foreign language has always been in debate in the academic world and it is considered a controversial topic. Most of the previous studies in this domain have all focused on using this strategy in learning English. There is a distinct absence of attention on the study of other foreign language such as French, German, Japanese et cetera. Furthermore, not many have discussed the reasons as to why learners think this strategy is useful in learning a foreign language. Hence, this study is conducted to investigate learners' beliefs in the use of translation as a strategy in learning foreign language and the underlying reasons why they think it is useful for them or why they think it is not useful.

LITERATURE REVIEW

According to Fernández-Guerra (2014), translation is considered an activity that naturally occurs and takes place in the world. It is an act of communication that transcends languages and cultures. Cook (2010) stated that "being able to translate is a major component of bilingual communicative competence. The method of using translation as a strategy in foreign language learning has been a highly debatable issue. While there are numerous scholars who agree to the method, there are also a number of scholars who disagree. Cohen (2001) claims that the use of translation is proven to be successful in learning language and also using language in terms of writing, reading, listening and speaking. Learners can mobilize the strategy if they concentrate on how to use it effectively. Pourfarhad *et al.* (2018) suggested that translation students can improve better if they employ different translation strategies.

Additionally, Cohen (2001) mentions that there are two types of translation strategies, namely mental and written. Mental translations occur when learners feel comfortable translating in their mind. By doing this, learners are more flexible and open to intuitive flashes and would allow any translation pattern that may emerge. On the contrary, written translation is more tangible and can be more accurate as learners can see and gauge on their own translation and they can opt for other different approaches to translate it. Even so, although language learners and instructors realized that using mental translation while reading a text in the TL is unavoidable, both seem to have the opinion that translation is an undesirable "crutch" (Kern, 1994). When a situation occurs where a learner's objective is to become fluent in a foreign language, they are often encouraged to think in the TL as frequent as possible during the language learning and language use process (Cohen, 2001). Artar (2017) concluded that by looking at the literature in this field so far, it can be found that even though much has been said on the matter, not all arguments for and against translation actually specify substantial evidence.

Horwitz (1988) conducted a study to investigate students' views about translation. The results of the study indicate that 75% of students learning Spanish and 70% of students learning German mostly think that learning a foreign language is equivalent to learning how to translate the TL from English. Weschler (1997) also argues that referring to SL while learning TL does not deter thinking directly in the TL. The belief that thinking in the mother tongue will result to the occurrence of weird combinations of the native and foreign languages that students could not use in daily life is strongly disagreed upon.

According to a study done by Liao (2006), he explored the beliefs of college students on the role of translation in learning English using a developed survey. The aim of the study was to identify the strategies of translation that students use to learn English, to investigate the relationship between students' beliefs and the use of translation, and to assess the extent to which students' background variables relate to their beliefs about translation and its strategic use. In order to realize his objectives, he employed survey questionnaires and qualitative interviews. The findings show that students often use translation to learn English in terms of vocabulary words, reading and listening comprehension, writing, idioms, grammar and also speaking. It is suggested that "learners used a variety of strategies involving translation, including cognitive, memory, compensation, social and affective strategies," and that "more proficient learners tended to report negative beliefs about translation and less use of translation, compared with their less-proficient peers". Other than that, Ashouri & Fotovatnia (2010) conducted a study on Iranian EFL learners' beliefs on translation. They also analyzed whether risk-taking and ambiguity tolerance influence the learners' beliefs. The results of the study conclude that only the risk-taking factor affected learners' beliefs and learners who are keen in taking risks had a more negative belief about translation.

Likewise, Bagheri & Fazel (2011) investigated on the use of translation strategy in writing by Iranian university students. 40 students who were learning English as a foreign language were randomly chosen. The students who participated were all students of Shiraz Azad University. Two questionnaires and one guided interview were employed. The questionnaires and interview were originally developed by Liao (2006) but have been adapted and modified to suit the Iranian context. The investigation's findings indicate that Iranian university students believe that translation from Persian to English helped them considerably in terms of the acquisition of their writing skills. They also showed medium to high use of translation strategy in learning to write in English.

Even though the results are quite parallel with Liao's (2006) findings, Bagheri and Fazel (2011) identified a few negative facets of using translation strategy to write in English. One of them is "translation can be erroneous because of multiple meanings of certain terms" and that "students are likely to produce Persian-style English," and may "depend heavily on translation which may impede their progress in learning English writing". Recently, Karimian and Talebinejad (2013) also conducted a study on Iranian English learners' use of translation as a strategy to learn English. This is to discover how their native language is used as a learning strategy. A total of 170 students were taken as samples for this study. The criteria set for the samples was that they have to be students learning English in language schools. An ITLS questionnaire, developed by Liao (2006), was adapted and used alongside qualitative interviews with the samples. Findings of the study suggested that translation is used for the purpose of memorizing and acquiring English, for better comprehension of the language, self-assessment and to mingle with other people who could speak English as well. Moreover, these strategies are used to reduce learners' anxieties and worries in class and increase their self-confidence so as to enable them to relax. The researchers also found that the learners understand their teacher better with the help of referring to Persian-English dictionary. This encouraged them to ask questions in the classroom and boost their self-esteem in regard to learning what they did now know in English.

Bong *et al.* (2018) did a study on students' beliefs on translation strategy in learning German language. The objective of the study was to investigate the role of translation in aiding the students, which are non-native speakers, to learn German as a foreign language and to determine students' beliefs about using translation in learning a foreign language. 60 respondents from a public university participated in her study. The respondents were all Malaysian undergraduate students learning German as a foreign language. Bong *et al.* (2018) employed a questionnaire and a semi-structured interview to collect data. Based on the data obtained, the results showed that using translation as a strategy is believed to be an effective mean in learning the German language by majority of the students. Nevertheless, there are a small number of students who claim that they prefer learning the language without the help of translation, but they seem to agree that their learning strategy has been greatly influenced by translation, particularly in class when they have trouble understanding what their lecturer is saying in German.

According to an investigation led by Kobayashi & Rinnert (1992) on students' perception about writing in second language through translating as compared to writing directly in the second language, it is observed that 88% of the higher-proficiency participants, who were Japanese, favored writing direct in English over translation. 53% of lower-proficiency also preferred direct composition. The justification that they gave was because they wanted to be able to think directly in English. Of little difference to Kobayashi & Rinnert (1992), Prince (1996) conducted a research on the use of translation in learning second language vocabulary. His findings showed that using translation in learning vocabulary was greater in terms of the quantity of words learned. It is also emphasized that students mostly believe that it is more efficient to learn new words through translation as it is easier to see the new words' equivalence to their native language.

Wen & Johnson (1997) executed a comprehensive qualitative study to distinguish the differences between high and low achievers in using translation as a strategy. 10 students studying English in China were taken as samples. The data was collected through interviews, diary studies and strategy use while doing a task that comprises of reading. They concluded that suppressing the use of translation resolutely and consciously would be best for Chinese students. However, Hsieh (2000) sees it in another way. In spite of what Wen & Johnson (1997) had concluded, Hsieh (2000) reported that Taiwanese students' English have benefited from translation in terms of reading strategies, vocabulary learning and cultural background knowledge. He used a questionnaire to collect his data. 85% of the respondents believed that they pay more attention to the coherence and context of the English text by translating it while 73% conveyed that they discovered their native language's importance through translation. In general, translation had an appropriate effect on the students' English learning.

Mollaei, Taghinezhad & Sadighi (2017) investigated on the perceptions of learners and teachers in using translation as a strategy in learning English in an Iranian setting. Through the data collection and analysis, it can be found that the answers were not as 100% positive as some samples believed that using translation when learning a foreign language was beneficial but only up to a certain point. They argued that it is only effective when it comes to grammar and vocabulary as it can make the learners understand the meaning better. Moreover, some teachers also claimed that translation is very time-consuming and that the mother tongue would often interfere with learning another language.

Aside from that, the effectiveness of employing the grammar translation method when teaching and learning English was studied by Khan & Hafiza Sana Mansoor (2016). Grammar translation method is considered a very old and classic method which is still widely used in foreign language learning. According to Khan & Hafiza Sana Mansoor (2016), they noted that the difficulty in mastering the English language is due to the lack of English-speaking community. Thus, making it hard for them to learn the language through methods such as direct method and audio-lingual method. In this case, using translation with grammatical rules in teaching has become far easier and beneficial for both teachers and also learners. Also, the grammar translation method has become significantly helpful in developing and enhancing learners' reading and writing skills.

Hence, this study attempts to explore and identify student's beliefs in using translation as a strategy when learning a foreign language and to further discuss the reasons they choose to use it as a learning strategy.

METHODOLOGY

A total of 100 respondents of undergraduate and postgraduate students from Universiti Putra Malaysia (UPM) have been chosen to take part in this study. The respondents were selected using purposive sampling regardless of their gender, ethnicity and courses but it can be seen that all of the respondents are students currently pursuing their studies at the Faculty of Modern Languages and

Communication, UPM. The age range criteria set for the respondents of this study is from 18 to 40 years old. Both quantitative and qualitative method has been employed in this study.

The instrument used in this study is an online questionnaire. The questionnaire is distributed via an online platform which is TYPEFORM. It is divided into three sections. The first section has four questions with the purpose of eliciting the respondent's demographic data such as gender, age, ethnicity and the foreign language they are currently learning. The next section is referred to as the Inventory for Beliefs about Translation (IBT) which consists of 24 questions. The questions are in the form of a five-point Likert scale where the respondents are required to choose one answer that is closely related to their beliefs, by adapting Liao (2006)'s questionnaire. The last section of the questionnaire consists of five open-ended questions. This qualitative section is created to assess the respondent's reasoning as to why they think translation strategy is useful or not useful for them and to further support the quantitative data collected in the previous section.

The respondents were approached and given the online link to the online questionnaire and asked to answer the questionnaire on their mobile smartphones, laptops or tablets. In cases where they do not have smartphones, tablets or laptops, the researcher was required to lend a smartphone to allow them to answer all the questions. This is done with the respondents' full consent. Besides this, the online link was also distributed through WhatsApp. After all the data has been collected, a full report was generated by TYPEFORM in Microsoft Excel format and the data is analyzed. The mean, standard deviation and percentage for each of the answers for the questions in the first and second section were calculated in Microsoft Excel in order to summarize the respondents' responses to the IBT. The analysis was based on Oxford's related classification (1990) for understanding the mean scores on instruments with a response scale ranging from 1 to 5. Average scores of 3.5 to 5.0 ($3.5 \geq M \geq 5$) were defined as high means, 2.5 to 3.4 ($2.5 \geq M \geq 3.4$) were medium means, and lastly, 1.0 to 2.4 ($1.0 \geq M \geq 2.4$) were low means. As for the answers to the five open-ended questions, the answers were all analyzed and scrutinized to identify recurring themes. The findings are discussed further in the following section.

RESULTS AND DISCUSSION

This section presents the results and findings of the respondents' belief in using translation as a strategy when learning a foreign language and the underlying reasons behind their beliefs. Microsoft Excel is used to calculate and complete the analysis of the data collected. The percentage of the answers from the respondents, mean and standard deviation of the answers are calculated and tabulated in order to fulfill the research objectives.

Descriptive Analysis of the Inventory for Beliefs about Translation (IBT)

For section one of the questionnaire, the demographic data of the respondents were analyzed. It is found that 85% of the respondents are female and only 15% are male. 63% of the respondents are from the age range 18 to 22 years old, 36% are aged from 23 to 27 years old and only 1% is aged 28 to 40 years old. As for their ethnicity, 48% are Malay, 40% are Chinese, 3% are Indian and the remaining 9% from other ethnicities.

Table 1: Respondents Demographic

		No. of Respondents	Percentage (%)
Gender	Male	15	15
	Female	85	85
Age	18 - 22	63	63
	23 - 27	36	36
	28 - 40	1	1

Ethnicity	Malay	48	48
	Chinese	40	40
	Indian	3	3
	Others	9	9

The second part of the questionnaire addresses the first objective of the study which is to identify the students' beliefs in using translation as a strategy in learning foreign language. This section contains 24 items to assess the respondents' beliefs. The mean and standard deviation are calculated and tabulated for each question in Table 2 below:

Table 2: Means and Standard Deviation for IBT Items

No. of Items	Questions	Mean	Standard Deviation
1.	Translating helps me understand textbook readings.	4.43	0.64
2.	Translating helps me write foreign language composition.	4.15	0.78
3.	Translating helps me understand spoken foreign language.	4.24	0.86
4.	Translating helps me speak foreign language.	3.94	0.91
5.	Translating helps me memorize foreign language vocabulary.	4.05	0.96
6.	Translating helps me understand foreign language grammar rules.	3.56	1.16
7.	Translating helps me learn foreign language idioms and phrases.	1.53	1.14
8.*	Translating does not help me make progress in learning foreign language.	2.42	1.37
9.	Translation helps me understand my teacher's foreign language instructions.	4.05	0.83
10.	Translation helps me interact with my classmates in foreign language class to complete assignments.	3.90	0.91
11.	The more difficult the foreign language assignments are, the more I depend on Chinese/Malay/English translation.	4.08	0.88
12.	Using Chinese/Malay/English translation helps me finish my foreign language assignments more quickly and save time.	4.20	0.75
13.	Using Chinese/Malay/English translation while studying helps me better recall the content of a lesson later.	3.86	0.87
14.	I like to use Chinese/Malay/English translation to learn foreign language.	4.19	0.77
15.*	The use of Chinese/Malay/English translation may interfere with any ability to learn foreign language well.	3.36	1.05
16.*	Chinese/Malay/English translation reduces the amount of foreign language input I receive.	2.94	1.24
17.	At this stage of learning I cannot learn foreign language without Chinese/Malay/English translation.	3.63	0.98
18.	I think everyone has to use Chinese/Malay/English translation at this stage of learning.	3.81	0.91
19.	I will produce Chinese/Malay/English-style foreign language if I translate from Chinese/Malay/English to	3.60	1.03

	foreign language.		
20.	I prefer my foreign language teachers always use foreign language to teach me.	3.76	1.03
21.	I feel pressure when I am asked to think directly in foreign language.	3.83	0.88
22.	I tend to get frustrated when I try to think in foreign language.	3.41	1.00
23.*	When using foreign language, it is best to keep my Chinese/Malay/English out of my mind.	3.33	1.03
24.	I believe one needs to be immersed in a foreign language speaking culture for some time before he/she is able to think in foreign language.	4.12	0.86

** Items 8, 15, 16 and 23 were designed as negatively worded.*

Based on the results tabulated in Table 1, 18 items (items 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21 and 24) were found to have the highest means ($3.5 \geq M \geq 5$). This shows that majority of the respondents agree that translation is useful as a strategy in learning foreign language and is regarded as the respondents' most common belief. Only 2 items (items 7 and 8) have relatively low means ($1.0 \geq M \geq 2.4$), which is considered as the least common belief held by the respondents, whereas the remaining 4 items (items 15, 16, 22 and 23) have medium means ($2.5 \geq M \geq 3.4$) which are labeled as common beliefs of the respondents. Broadly speaking, it can be said that majority of the respondents have positive views towards using translation as a strategy in learning and improving the foreign language that they are currently learning.

From the data collected, it is noticed that 51% of the respondents claimed that translating helps them understand textbook readings, which is the highest percentage for this study. This means that more than half of the respondents believe that translation helps them the most in terms of reading.

On the other hand, it is found that 80% of the respondents claimed translation never help them to learn foreign language idioms and phrases. This is perhaps due to the fact that idioms are subjected to the culture of the language thus it may mean differently than what it is translated as.

Underlying Reasons That Influences Students' Belief

The findings from section two of the questionnaire is further supported by the open-ended questions from the last section of the questionnaire. This part addresses research the second objective, which is to discuss the reasons behind why students' rationale on whether translation strategy in learning foreign language is good or not for them. From the responses, it was found that the responses are mostly inclined towards a more positive reasons and beliefs rather than negative. "Does? Why?", 75% of the respondents believed that translation will help to learn the foreign language structure/grammar. Some of responses are as follows:

Yes, because I could relate and have a better grasp what I am reading/listening.

Yes, because it helps me have a better understanding.

Yes. In a sense, a bit. Because grammar structure is more like a formula. If I understand the formula than I may construct the words.

Yes. I understand better by comparing both languages' grammar and sentence structure.

Majority of the respondents also expressed translation help them in completing their class assignments, as it helps them to better understand the context of the assignment and helps them construct sentences easier and faster. Added to this, 76% of the respondents expressed positive views of translating the foreign language to their mother tongue while the other 15% disagreed. Some of the responses are as follows:

> *It depends. As a student whose major is English, it's better for him/her to reduce the rate to translate foreign language to their first language.*
>
> *Yes, it is. I can understand the content and the structure of the sentences.*
>
> *Not necessarily. Depends on how frequent I see the words.*

Besides that, most of the respondents conveyed that translation helps them in increasing their lexical vocabulary and also understand the grammar and structure of the language better.

> *It helps me to understand the structure and grammar of foreign language better.*
>
> *Makes me learn how to construct sentences and memorize words better.*
>
> *Increase my vocabulary*

Last but not least, for the last question "Would you recommend translation as a strategy to new foreign language learners?", a vast majority of the respondents (95%) recommended translation as a good learning strategy to other learners. This is because they say it would help new learners in acquiring the language faster and so that they may understand the language better.

SUMMARY

To summarize the findings above, it is confirmed that most of the students have positive beliefs in using translation as a foreign language learning strategy. Out of 24 items in the IBT questionnaire distributed, 18 items were found to have high means (3.5 □ M □ 5) and only 2 items have the lowest means (1.0 □ M □ 2.4). Based on this, it can be deduced that students mostly believe that translation is a useful and supporting method that aids them in learning language and they make use of it as one of their learning strategies. The strategy is mostly used in terms of acquiring new vocabularies, in writing and also reading. As a matter of fact, the results obtained from this study are coherent with Liao's (2006) study where Taiwanese students believed that translation played a positive role in the process of them learning English. Moreover, the general results of this study also support Bagheri & Fazel (2011), Raeiszadeh et al (2012), and Bong *et al.* (2018), findings that, students most frequently use translation to learn English vocabulary words, idioms, phrases, and grammar, to read, write, and speak English, and to check their reading and listening comprehension. However, the findings from Mollaei, Taghinezhad & Sadighi (2017) contradicts to this study's findings as they are not all positive. It is found that some teachers consider that translation is not always helpful, and it is time-consuming.

CONCLUSION

This current study is an attempt to investigate students' belief in using translation as a strategy in learning foreign language and the reasons that influence their beliefs. Based on the results obtained, it is seen clearly that translation strategy is a common method that students use to learn a new language. They believe that the strategy helps them acquire all language skills so a majority of them have positive views about using it as a strategy in learning language. However, this study has its limitations in various aspects as it only takes into account certain variables. In other words, the language learners may not be well presented as this study focuses on foreign language generally and not a specific language.

In conclusion, this study is beneficial for students as it shows them the importance of using translation as a learning strategy, especially in learning a new language and also hope that it would help them learn foreign language more efficiently. Besides that, it is also beneficial for teacher and language instructors as it helps them be aware of their students' beliefs. Teachers and instructors should encourage their students to make use of translation strategically and effectively in order to help them learn in classroom context. In addition to that, this study is beneficial to researchers as it supports the findings of previous research of the same scope. Lastly, it is hoped that future research would focus on other aspects of the same field such as taking into consideration of gender differences or even the respondents' ethnicity in order to see whether such aspects would influence their beliefs.

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PENUKARAN KOD DALAM SURI HATI MR. PILOT: KUPASAN MOTIF

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ABSTRAK
Majoriti Rakyat Malaysia mampu bertutur dalam sekurang-kurangnya dua bahasa maka, penukaran kod antara bahasa kebangsaan, iaitu bahasa Malaysia, dan bahasa Inggeris, dilihat telah bertapak dan menjadi fitur wacana harian, terutama dalam kalangan masyarakat bandar. Dengan mengambil kira latar belakang interlokutor yang berbeza, adab dan motif penggunaan penukaran kod adalah berbeza menurut penutur. Sitkom Melayu dilihat menawarkan banyak sumber maklumat mengenai corak ucapan masyarakat bandar, terutamanya mengenai penggunaan penukaran kod. Oleh yang demikian, kajian ini bertujuan untuk mengenal pasti dan membincangkan penggunaan penukaran kod dalam sitkom generik Suri Hati Mr. Pilot dengan mengadaptasikan klasifikasi oleh Holmes (2008). Kajian ini menggunakan 2 episod penuh daripada 16 episod secara keseluruhannya untuk transkripsi data. Dapatan kajian menunjukkan bahawa penukaran kod digunakan pada kata ganti nama, untuk menekankan sesuatu hujah atau pendapat dan untuk memudahkan bicara. Dapatan juga menunjukkan penukaran kod digunakan sebagai usaha akomodasi kepada pendengar, mewujudkan ikatan dalam hubungan dan sebagai panggilan mesra kepada seseorang. Daripada dapatan kajian, dapat disimpulkan walaupun Suri Hati Mr. Pilot adalah fiksyen, penukaran kod yang digambarkan berlaku dengan lancar mencerminkan wacana masyarakat bandar di Malaysia yang sebenar. Oleh itu, kajian akan datang diharapkan akan meneroka dengan lebih mendalam tentang aspek penukaran kod dalam media dan melihat wacana penukaran kod ini dari perspektif yang berbeza..

Kata Kunci:
Penukaran kod, Fitur Wacana, Sitkom generik, Motif, Penggunaan

PENGENALAN

Malaysia merupakan sebuah negara yang terdiri daripada rakyat yang berbilang kaum, yang mana multilingualisme merupakan suatu praktik yang biasa, dengan bahasa Melayu sebagai bahasa utama, bahasa Inggeris sebagai bahasa kedua dan bahasa-bahasa lain seperti bahasa Kantonis, Hokien, Hakka, Tamil dan Telegu juga dipertuturkan secara meluas oleh masyarakat setempat. Oleh yang demikian, penggunaan lebih daripada satu bahasa untuk berkomunikasi bukanlah suatu yang mengejutkan. Ini dapat dijelaskan dengan penyatuan bangsa yang bernaung di bawah satu payung sebagai anak Malaysia, yang mana penukaran kod adalah kebiasaan dalam situasi formal dan tak formal masyarakat (Ting, 2007). Menurut David (1997), penukaran kod ialah satu bentuk manifestatsi berbahasa dalam kalangan rakyat Malaysia, terutama penukaran kod daripada bahasa Melayu kepada bahasa Inggeris dan sebaliknya.

Penukaran kod (PK) telah diberikan pelbagai definisi oleh ahli ilmiah. Haugen (1953) misalnya menyifatkan PK sebagai penggunaan dua bahasa secara bergilir, sementara Weng (2012) pula menjelaskan bahawa percampuran kod merupakan fenomema yang boleh diterima dan mendapat maklum balas positif serta berupaya menjadi alat pembelajaran yang efektif. Woon (2007) menyatakan bahawa bentuk linguistik percampuran kod boleh dikelaskan mengikut kata; frasa; dan ayat. Crystal (1987) pula menjelaskan penukaran kod atau bahasa berlaku apabila apabila seseorang bilingual menggunakan dua bahasa secara bergilir semasa berkomunikasi dengan penutur bilingual yang lain.

Poplack (1988) menambah bahawa PK biasanya berlaku pada satu titik di mana struktur permukaan kedua-dua bahasa yang terlibat boleh dipadankan bersama. Bagi Myers-Scotton (1988) pula, PK ialah satu perlakuan bahasa yang melibatkan penggunaan dua atau lebih ragam bahasa, dan berlaku dalam ayat atau antara ayat. Menurut Myers-Scotton (1988):

"Switching here maybe either intra or intersentential and often involves stretches of more than one word."

Terdapat beberapa faktor yang menyebabkan PK seperti bahasa kiasan, bahasa khusus, permainan dwibahasa dan prinsip ekonomi (Li, 2000). Kajian Baker (2006) yang mengkaji PK di dalam bilik darjah mendapati PK digunakan untuk menerangkan sesuatu idea, menggantikan perkataan yang tidak diketahui, menjelaskan konsep spesifik, mengatasi kekurangan kosa kata, mendapatkan perhatian pendengar, memberi arahan, berkongsi maklumat dengan individu tertentu, menyampaikan perasaan, mengurangkan tekanan dan membawa unsur komedi dalam komunikasi. Li (2015) pula menjelaskan bagi seorang dewasa yang dwibahasa, pengubahsuaian kod bukanlah bererti beliau tidak mampu atau kurang fasih dalam bahasa tertentu, tetapi melambangkan kompetensi dwibahasa yang seimbang untuk mengalihkan kod kepada dua-dua bahasa yang dipertuturkan. Malahan kajian oleh Verreyt *et al.* (2016) yang melihat penukaran kod dalam sekumpulan orang dewasa Belanda-Perancis yang dwibahasa, menunjukkan bahawa penukaran kod oleh responden membolehkan mereka melakukan tugas-tugas yang mengukur kawalan kognitif dengan lebih sempurna. Dapatan ini disokong oleg Wu & Thierry (2013) yang mendapati responden dwibahasa bahasa Inggeris dan Welsh melakukan dengan lebih baik tugasan yang memerlukan kawalan kognitif apabila mereka secara berselang-seli didedahkan dengan ayat dalam bahasa Inggeris dan Welsh daripada ketika mereka hanya didedahkan kepada ayat Welsh atau bahasa Inggeris sahaja.

Di samping itu, PK juga mempunyai fungsi tersendiri. Menurut Kanthimathi (2007), penukaran kod berfungsi untuk menonjolkan prestij dan tahap pendidikan yang tinggi. PK juga berfungsi sebagai penanda laras bahasa bidang tertentu, di mana terma yang digunakan adalah berbeza dengan bahasa biasa. Fungsi seterusnya ialah untuk menzahirkan perasaan dan emosi seseorang. PK juga digunakan untuk memberi arahan dengan menekankan tentang status dan kedudukan individu. Di samping itu, PK juga mempunyai fungsi pengulangan, fungsi sosial yang merujuk kepada hubungan seseorang individu dengan individu yang lain seperti keakraban dan kemesraan. Akhir sekali, PK sebagai fungsi rujukan, iaitu untuk memudahkan penjelasan dan huraian.

Malik (1994) pula dalam kajian beliau menyenaraikan 10 fungsi komunikasi untuk penukaran kod iaitu kekurangan istilah atau terma, kekurangan kosa kata, untuk mempamerkan mood penutur, penekanan hujah atau idea, kebiasaan seseorang, signifikasi semantik, mempamerkan identiti, melayani kehendak audiens yang berbeza, tujuan pragmatik dan untuk mendapat perhatian.

Menurut Gross (2006), penukaran kod merupakan satu strategi linguistik yang digunakan oleh penutur bilingual untuk menyatakan maksud sosial yang melangkaui pengisian rujukan sesuatu ucapan. Dalam kata lain, penukaran kod ialah hasil adaptasi bahasa dalam situasi yang berbeza. Seterusnya kajian Holmes (2008) menjelaskan 5 faktor yang menyebabkan seseorang menukarkan kod iaitu:

1. Peserta, solidariti dan status atau prestij

Menurut Holmes (2008), seseorang mungkin menggunakan satu bahasa untuk sapaan (untuk mempamerkan solidariti antara penutur dan pendengar) dan bahasa yang lain apabila terdapat pertukaran dimensi sosial seperti status pendengar ataupun persekitaran yang formal. Seseorang juga mungkin menukar bahasa kepada bahasa ibunda untuk mempamerkan kepada pendengar status beliau. Auer (2002) menambah yang penukaran kod menyerlahkan prestij tersembunyi yang ditonjolkan secara eksplisit melalui perbuatan.

2. Topik

Holmes (2008) menjelaskan seseorang yang bertutur lebih daripada satu bahasa lazimnya merasakan sesetengah topik lebih mudah dibincangkan dalam satu bahasa daripada bahasa lain yang dituturkan.

3. Penukaran untuk mempamerkan kemesraan

Seseorang penutur juga menukarkan kod untuk mempamerkan intimasi, dan beralih dari persekitaran formal kepada corak perbualan yang lebih intim dan mesra.

4. Penukaran metafora

Penukaran kod sebegini untuk tujuan retorik (Holmes, 2008) yang mana ia digunakan untuk menarik atau memujuk audiens. Menurut Nerghes (2011), penukaran kod akan menarik perhatian pendengar dan akan menaikkan motivasi mereka untuk mendengar mesej yang akan disampaikan.

5. Peminjaman leksikal

Penukaran kod sebegini adalah berpunca daripada kekurangan kosa kata dalam bahasa pertama. Semasa bertutur dalam bahasa kedua, sesetengah penutur ingin membawa bersama terma daripada bahasa pertama kerana mereka tidak peroleh terma yang sesuai dalam bahasa kedua. Mereka meminjam kosa kata daripada bahasa ibunda dalam menghuraikan konsep atau mendeskripsi bahan.

Kajian David & Dealwis (2010) tentang PK dalam filem Hindi “Slumdog Millionnaire” mendapati BI dan bahasa Hindi ditukarkan kod disebabkan kedua-dua bahasa ini dipertuturkan secara meluas di Mumbai, tempat penggambaran filem tersebut. David & Dealwis (2010) menjelaskan fungsi penukaran kod dalam filem tersebut ialah untuk menjelaskan apa yang terjadi dalam filem tersebut yang melibatkan watak semasa kanak-kanak dan dewasa. Fungsi yang kedua ialah untuk menolong audiens yang tidak bercakap bahasa Hindi mengikuti dan memahami plot filem tersebut.

Seterusnya, kajian oleh Zurina Mohamed Nila & Paramasivam (2012) mengkaji penggunaan penukaran kod dalam filem Gol & Gincu. Kajian mereka mengkaji fungsi mikro dan makro penukaran kod dalam filem tersebut. Hasil kajian Zurina Mohamed Nila & Paramasivam (2012) mendapati fungsi makro dalam filem tersebut termasuklah akomodasi pertuturan, pembentukan identiti serta penonjolan kuasa. Mereka juga mendapati pelbagai fungsi mikro yang telah ditanamkan dalam wacana oleh watak dalam filem tersebut.

Ling *et al.* (2012) pula mengkaji penggunaan penukaran kod dalam filem Sepet oleh Yasmin Ahmad. Objektif kajian ini adalah melihat bagaimana penukaran kod dalam filem tersebut menggambarkan strategi komunikasi rakyat Malaysia yang berbilang kaum, dan faktor yang menyebabkan mereka menukarkan kod. Dapatan Ling *et al.* (2012) menunjukkan bahawa pengubahsuaian kod adalah gaya komunikatif penting dalam meletakkan makna merentasi filem dan amalan harian di Malaysia.

Oleh yang demikian, kajian ini membincangkan penggunaan penukaran kod dalam sitkom generik Suri Hati Mr. Pilot dengan mengadaptasikan klasifikasi oleh Holmes (2008). Sitkom Suri Hati Mr. Pilot adalah adaptasi dari novel dengan judul yang sama, hasil karya Dila Dyna, terbitan Penerbitan Kaki Novel Sdn.Bhd. dan telah diarahkan oleh Michael Ang dan Hadith Omar. Pemilihan sitkom ini ialah kerana ia berjaya mendapat 5.5 juta tontonan dan mencatat rekod tontonan tertinggi dalam sejarah drama di Malaysia.

METODOLOGI KAJIAN

Kajian ini menggunakan pendekatan kualitatif sebagai reka bentuk penyelidikannya. Bahan penyelidikan adalah dialog daripada sitkom Suri Hati Mr. Pilot, terbitan Penerbitan Kaki Novel Sdn.Bhd. dan arahan oleh Michael Ang dan Hadith Omar. Kajian ini menggunakan 2 episod penuh daripada 16 episod secara keseluruhannya untuk transkripsi data. Sitkom ini dilihat beberapa kali untuk membiasakan interaksi antara watak. Transkripsi data dibuat untuk keseluruhan 2 episod dan pengkelasan PK dibuat untuk dialog yang ditukar kod kepada bahasa Inggeris (BI). Kajian ini mengadaptasikan teori fungsi PK oleh Malik (1994) dan Holmes (2008). Seterusnya, untuk setiap fungsi PK, diberikan contoh diikuti dengan pembenaran mengenai fungsinya.

DAPATAN KAJIAN

Hasil kajian mendapati banyak penempelan kata-kata BI dalam sitkom Suri Hati Mr. Pilot. Secara amnya, terdapat dua bahasa yang digunakan secara bertukar ganti dalam penceritaan melalui watak iaitu bahasa Melayu dan bahasa Inggeris.

Penonjolan Identiti dalam satu kumpulan

Menurut Yunita Reny Bani Bili (2017), antara faktor yang mempengaruhi PK ialah faktor sosial dan dimensi sosial seperti taraf pendidikan, prestij, dan kuasa seseorang. Dalam sitkom ini, penonjolan identiti dilihat daripada penukaran perkataan, frasa dan ayat kepada BI untuk menonjolkan kekuasaan dan status sebagai pembuat keputusan, seperti dalam Data 1:

Data 1

			Fungsi
Tan Sri Khalid Al-Fattah	:	Enough, Wardah! Tak de apa-apa lagi nak dibincangkan. Yang Walid tau sekarang ni, majlis tunang Wardah tetap akan berjalan Ahad depan.	Menonjolkan status sebagai bapa dan ketua keluarga
Warda Erina	:	Walid *please don't do this* Walid. Habis Abang Mus macamana?	
Tan Sri Khalid Al-Fattah	:	Macamana apa lagi?	
Warda Erina	:	*No if you ask me*, of course I will pilih Abang Mus	
Tan Sri Khalid Al-Fattah	:	Tak pernah berlaku dalam sejarah keturunan Al-Fattah, ko nak berkahwin dengan abang sepupu sendiri. Hubungan macam tu yang ko nak Walid restu? *Huh, no way! No way*! Kalau Wardah nak jugak, langkah mayat Walid.	Menonjolkan status sebagai bapa dan ketua keluarga

Data 1 di atas menunjukkan penonjolan identiti dalam keluarga melalui watak Tan Sri Khalid Al-Fattah, di mana PK digunakan untuk menekankan pendirian seorang ayah dan menonjolkan identiti beliau sebagai ketua keluarga. PK pada kata seru seperti 'Enough!' (cukup!) dan 'No way!' (tidak mungkin) menunjukkan pendirian dan ketegasan watak Tan Sri Khalid Al-Fattah dalam ujaran beliau.

Data 2

Puan Sri Nabiha	:	Saya tak samakan abang dengan Nabi. Tapi, abang, sekurang-kurangnya... kita ikut, abang, kita ikut ajaran dan pesanan dia.	
Tan Sri Khalid Al-Fattah	:	*Now that is the problem*, awak tau tak? Dalam bab ni, saya tak mampu! Si Wardah tu dah tak de tempat dah dalam rumah ni selagi saya hidup!	
Puan Sri Nabiha	:	Astaghfirullahalazim, abang!	
Tan Sri Khalid Al-Fattah	:	*Enough!* Saya tak nak dengar nama dia lagi, saya tak nak awak cakap pasal dia lagi! *End of story! Full stop !*	Menonjolkan status sebagai suami dan ketua keluarga

Dalam Data 2, penonjolan identiti ialah melalui watak Tan Sri Khalid Al-Fattah sebagai suami, di mana beliau menukarkan kod untuk memberikan kata putus melalui ayat seru '*End of story! Full stop!'* (Keputusan muktamad! Itu sahaja!). Melalui ayat ini, ketegasan watak ditonjolkan sebagai pembuat keputusan untuk sesuatu perbincangan keluarga.

Penukaran untuk mempamerkan kemesraan

Menurut Doehler (2011), PK digunakan untuk mengutarakan sesuatu yang lebih senang dituturkan dalam bahasa yang lain, seperti ungkapan kemesraan, di mana seseorang lebih selesa memobilisasikan bahasa yang lain untuk ungkapan yang tidak senang dipertuturkan dalam bahasa ibunda.

Data 3

Inara	:	*Baby*,.
Ejaz Fakhri	:	Hey
Inara	:	Kenapa lambat sangat? You nak pindah sini ke?
Ejaz Fakhri	:	Tu la *I* rasa *I* nak pindah sini, bawak barang semua pindah sini, terus duduk kat sini, kan senang?

Bahasa Melayu (BM) dan bahasa Inggeris (BI) adalah bahasa yang menggunakan Subjek-Kata kerja-Objek jika dilihat daripada sudut susunan perkataan. Penggunaan ganti nama I, *you* dan *baby* dalam Data 3 mempamerkan keakraban dan keintiman watak Ejaz Fakhri dan kekasihnya Inara.

Data 4

Puan Sri Nabiha	:	Hello! Hello! Wardah? Wardah! *Baby*, Umi really miss you. Wardah, *I miss you. Say something*, sayang Wardah, umi rindu sangat dengan Wardah. *Come home please! I miss you baby! Come back! Promise ya, please. Come back*, sayang. Hello? Wardah! Wardah?
Che Su	:	Puan Sri? Pemanggil misteri lagi ke Puan Sri?

Hal yang sama dapat dilihat daripada dialog Data 4 yang menonjolkan kemesraan ibu kepada anaknya melalui PK kepada BM dalam ungkapan ‘ *Say something*, sayang’ dan ‘*Come back*, sayang’. Dapatan ini menyokong dapatan Noor Azlina (1975) yang menyatakan antara sebab penting PK ialah untuk mempamerkan tahap persahabatan dan keintiman seseorang.

Penukaran metafora

Menurut Nerghes (2011), apabila seseorang penutur menggunakan PK dalam pemujukan dan secara retorik, mereka akan lebih mampu mencapai matlamat mereka dan memujuk pendengar. Ini adalah kerana penggunaan PK akan menarik perhatian yang diinginkan dan mencerminkan identiti sosioekonomi yang dapat memberikan penutur lebih kredibiliti dan kebolehpercayaan.

Data 5

			Fungsi
Tan Sri Khalid Al-Fattah	:	*Enough*, Wardah! Tak de apa-apa lagi nak dibincangkan. Yang Walid tau sekarang ni, majlis tunang Wardah tetap akan berjalan Ahad depan.	
Warda Erina	:	Walid *please don’t do this* Walid. Habis Abang Mus macamana?	Penukaran metafora: pemujukan
Tan Sri Khalid Al-Fattah	:	Macamana apa lagi?	
Warda Erina	*:*	*No if you ask me*, of course I will pilih Abang Mus	Penukaran metafora: menarik perhatian
Tan Sri Khalid Al-Fattah	:	Tak pernah berlaku dalam sejarah keturunan Al-Fattah, ko nak berkahwin dengan abang sepupu sendiri. Hubungan macam tu yang ko nak Walid restu? *Huh, no way! No way*! Kalau Wardah nak jugak, langkah mayat Walid.	

Data 5 menunjukkan penggunaan PK untuk menukar metafora kepada pemujukan melalui pernyataan ‘*please don’t do this’*. Dalam pernyataan seterusnya iaitu ‘*No*, if you ask me..’, PK digunakan oleh watak untuk menarik perhatian tentang keputusan beliau dalam sesuatu perkara.

Data 6

Warda Erina	:	Huh, tak boleh datang? *God, what are you saying?* Abang tak jadi kawin dengan Wardah, *is it*?	Penukaran metafora: penekanan hujah atau idea
Dr Muslim	:	Bukan macam tu. Apa yang Wardah cakap tu, ada betulnya. Kita tak perlu buat parents kita macam ni. Balik la Wardah, insya Allah abang akan terangkan semuanya.	Penukaran metafora: pemujukan
Warda Erina	:	*You can't do this to me! You can't do this to me. I've got nowhere else to go!*	Menekankan hujah : meraih perhatian

Hal yang sama diperhatikan melalui Data 6 yang mana PK digunakan untuk menekankan hujah (melalui *God, what are you saying?*), memujuk (melalui PK pada ayat 'Kita tak perlu buat *parents* kita macam ni') dan untuk meraih perhatian (pada ayat '*You can't do this to me! You can't do this to me. I've got nowhere else to go!*').

Topik

Menurut Holmes (2008), PK juga digunakan untuk membicarakan tentang topik yang khusus. Oleh yang demikian, penutur cenderung menggunakan lebih daripada satu bahasa untuk berbual tentang topik tersebut.

Data 7:

Ejaz Fakhri	Ok captain, *parking checklist. APU Bleed*?.
Kapten	*APU bleed fine*
Ejaz Fakhri	*Engines*
Kapten	*Engines performed*
Ejaz Fakhri	*Seat belts?*
Kapten	*Seat belts off*
Ejaz Fakhri	*External lights?*
Kapten	*External light off.*
Ejaz Fakhri	*Fuel pumps?*
Kapten	*Fuel pumps all off*
Ejaz Fakhri	*Park brakes?*
Kapten	*Park brakes all off.*
Ejaz Fakhri	*OK Captain, Parking checklist complete*
Kapten	*Thank you. Smooth landing. Well done*
Ejaz Fakhri	*Thank you captain*

Dalam Data 7 di atas, PK digunakan untuk membincangkan perihal prosedur pendaratan kapal terbang di mana perbualan di antara kedua juruterbang dan kapten ditukarkan terus kepada BI untuk memperihalkan perkara teknikal yang spesifik.

RUMUSAN

Sitkom Suri Hati Mr. Pilot adalah cerminan masyarakat Malaysia di bandar yang mana PK ialah suatu strategi dan memainkan peranan penting dalam komunikasi sosial dalam masyarakat. Dapatan kajian ini dapat dirumuskan bahawa bahasa PK ialah gaya komunikatif penting dalam masyarakat. Ia dapat dirumuskan bahawa pengubahsuaian kod adalah gaya komunikatif yang penting dalam meletakkan makna di dalam sitkom dan sebagai amalan harian di Malaysia.

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