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Zamri Mahamod
Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

Celinea anak Lasan
SMK. Bau, Kuching, Sarawak, Malaysia

Nik Mohd. Rahimi Nik Yusoff
Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

Mohamed Amin Embi
Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

Dear Authors,

This is to inform you that your article titled "Teaching and Learning the Malay Language in the Private Institutions of Higher Learning (PIHL) in Sarawak, Malaysia" has been accepted for publication based on the reports of two referees. Your article will be published in European Journal of Social Sciences Vol 9 Issue 4.

Yours sincerely,

A. Steinberg

Adrian Marcus Steinberg, PhD
Managing Editor
EuroJournals, Inc.
Teaching and Learning the Malay Language in the Private Institutions of Higher Learning (PIHL) in Sarawak, Malaysia

Zamri Mahamod  
*Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia*  
E-mail: d-zam@ukm.my  
Tel: +603-89216458, Fax: +603-89254372

Celinea Anak Lasan  
*SMK. Bau, Kuching, Sarawak, Malaysia*

Nik Mohd. Rahimi Nik Yusoff  
*Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia*

Mohamed Amin Embi  
*Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia*

Abstract  
The purpose of this study is to investigate the perceptions of students at Private Institution of Higher Learning (PIHL) in Sarawak on the teaching of Malay Language by their academic staff. More specifically, this study is meant to find out the perceptions of Malay and non-Malay students on the teaching of Malay Language in light of its teaching approaches, methods and materials, syllabus and evaluation. Questionnaire is used as the instrument of this study in order to collect data. The sample of this study consist of 218 Malay and non-Malay students who are currently following the Malay Language courses in Sarawak’s PIHL. Statistical inference is used to show the min variation between Malay and non-Malay students perception on the teaching of the Malay Language that they receive. Result from t-test indicate that there are no significant differences between the perceptions of Malay and non-Malay students with reference to the teaching approaches, materials and syllabus in the teaching of the Malay Language courses. In contrast, however with regards to the methods and evaluation being used, result from the t-test show that there are significant differences between perception of Malay and non-Malay students in the teaching of the Malay Language courses at these PIHL in Sarawak.

Keywords:  Teaching and Learning, Malay Language, Higher Education, Higher Learning, Private Education

1. Introduction  
Education plays very important role in generating a progressive economic development, increasing a competitive world attitude and improving the citizen quality of life. As a centre for educational excellence, Malaysia needs to revamp the higher institution acts particularly in terms of its liberalization, democracy and reformation of higher education (Abd. Rahim 2000). The development of colleges and private institutions indicate a new education era in a new millennium. Private Institutions of Higher Learning (PIHL) are seen capable of playing its and providing positive contribution in the
nation education. With the development of private institutions more students are able to pursue their studies at university levels.

The involvement of private sectors in establishing and running the universities help to minimize dependence on the government to provide higher education opportunity, as well as indirectly curtail dependency on government to finance the ever increasing needs of higher education (Abd. Rahim 2000). The growing number of higher education provided by the private sectors will help to reduce foreign exchange flow and being part of the government policy, “Malaysia becomes centre for higher education excellence” (Isahak 2002). As of today, the main factor that contributes to progressive private education is the higher demand for professionalism and skilled manpower in industrial and business sectors by the year 2020 (Norhaslin 2004).

The importance of maintaining Malay Language as the national language is indicated in Article 152 of Federal Constitution. Malay Language is not an obstacle to the emergent, development and expansion of knowledge; instead it serves as successful link to knowledge of different disciplines. Due to that, Malay Language has the capability to upkep its autonomy as pillars of great knowledge. In order to achieve such goal Nik Safiah (1995), has outlined the achievement of Malay Language as language of knowledge by making Malay Language a compulsory course in institution of higher learning so as to facilitate the younger graduate generation skills to empower Malay Language as knowledge language. Besides, National Language Act 1963/1967 (revised in 1971) and the present Education Act clearly emphasizes the importance of protecting Malay Language as the national and official language of the nation. Malay Language serves as a link for the unity of the multi-racial society of Malaysia and also the language standardization (Ab. Rahman & Yap Kim Fatt 1999).

Legally, the fundamental function of Malay Language (as the national language, official language and medium of instruction) since the implementation of the policy, the language status has not changed (Hassan 2001). However, the orientation of English as tool for the nation development has since undergone several changes. The role of Malay Language for the development of a new nation is increasingly seen as unaccountable (Hassan 2001). English Language has begun its domination as in the British era (Noraini & Sumit 2000). The Ministry of Education flexibility towards the use of Malay Language was misinterpreted and the English language was inappropriately used by certain PIHL (Mohd. Tarmizi 1999).

2. Statement of Problems
The use of Malay Language as medium of instruction or taught as compulsory subjects in PIHL is not fully implemented. In fact, the implementation differed from one PIHL to another. Majority Malay Language course are categorized as elective course or compulsory elective (Isahak 2002). Malaysian Association of Private College (MAPCO) opines good result for Malay Language at Malaysian Certificate Education (MCE) level is not necessarily important for students to pursue their studies in PIHL. This is due to the fact that courses conducted at PIHL are twinning programs with cooperation between local and overseas universities (Norhaslin 2004). As such the academic quality offered by PIHL are frequently questioned when certain PIHL tried to cut operation cost by taking in inexperienced and untrained teaching workforce. Due to that, the teaching and learning quality is definitely jeopardized (Nazri 2000).

In actual fact, currently the need to use quality Malay Language professionally is fully emphasized. The use of Malay Language as the national language in higher institution should be effective in order to meet teaching goals of the syllabus as desired in the curriculum (Marsis 1998). Being part of an education institution in the national education system, Juriah (2000) stresses that PIHL should use Malay Language as the medium of instruction. On the other hand, foreign students only need to be provided with a basic Malay Language syllabus (Nababan 1990).

As such, the development of PIHL is actually seen as one education liberalization process that is parity with the goal of promoting a dynamic education the society and nation. Due to that, PIHL
needs to strategize the teaching of the national language to both local and foreign students. This is to help students to master the language effectively in the communication, which is needed in their real working experiences later. The syllabus for the local students has to be specific to cater for different field of disciplines taken by the students. The teaching workforces have to revamped their teaching and learning strategies in terms of its teaching approach, teaching methodology, teaching aids and teaching assessment.

3. The Private Institutions of Higher Learning (PIHL)
Department of Private Institutions of Higher Learning (PIHL) defines private education as an education provided and financed for students of higher learning by non-governmental sector. The sector is established under Education Act 1996 (Act 550), National Council on Higher Education Act 1996 and National Accreditation Board 1996 (PHE 1998). Act PIHL 1996 (Act 555) states that private education includes universities or university Colleges or Branch Campuses that provide distant learning by means of twinning, uniting and incorporating programmes with PIHL and other higher institutions locally or internationally. According to Robiah (1994), private education refers to any activities run by certain individuals, individual groups or organizations with the purpose of providing education to students and in tandem gaining benefits from the effort. In order for any PIHL to be operative in Malaysia, firstly it must register with Malaysia Ministry of Education and subsequently, with the Business Registrar or Company Registrar (Shahril & Habibah 1999).

In this study, PIHL refers to Higher Education Institution that is wholly owned, managed and financed by private sectors. The establishments of these PIHL give opportunity to students to pursue their education at a higher level. In addition, PIHL is the benchmark for Malaysia to become centres for knowledge excellence.

4. Malay Language Syllabus at PIHL
Lembaga Akreditasi Nasional – LAN (National Accreditation Board) an authorized body that controls the standard of education in the country prepares two sets of National Language/Malay Language. Syllabus for IPTS use:
1. National Language Syllabus (A) (LAN 1001) for Malaysian students.
2. National Language Syllabus (B) (LAN 1002) for foreign students.

The value for the national language course is given three credit (LAN 1998). This study only focused on the National Language Syllabus (A), which contain the detail aspects of language in terms of its facts, application or dynamics. This is to help the local students to communicate in the language effectively. The syllabus is divided into four parts:
2. Part Two: The spelling system and pronunciation of Malay Language.
4. Part Four: The Dynamic and Appreciation of Malay Language.

According to Juriah (2000) mastering the grammar and the language system does not mean guarantee students’ fluency and effectiveness in using the language in or inside the classroom. Due to that, the teaching workforces need to be creative and innovation in executing the teaching and learning of Malay Language. Apart from that, the workforce also needs to stress the importance of balance aspect on the knowledge and use of Malay Language.
5. Objectives of the Study
The purpose of the study is to picture the scenario of the teaching and learning of Malay Language in the PIHL of Sarawak. Therefore, the goal of the study is to find out the strategies employed by the PIHL teaching staff in the teaching and learning of the subject.

1. To identify the learners’ perceptions towards approaches, strategies, syllabus, aids and assessment method in the teaching and learning of Malay Language in PIHL.
2. To compare the perceptions of Malay and non-Malay learners towards approaches, strategies, syllabus, aids and assessment method in the teaching and learning of Malay Language in PIHL.

6. Research Questions
Specifically, the objectives of the study are based on the learners’ perceptions towards approaches, techniques, syllabus, materials and evaluations method in the teaching and learning of Malay Language in PIHL. The research hypotheses are as the following:

H1: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the teaching and learning approaches of Malay Language at PIHL in Sarawak.

H2: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the teaching and learning methodology of Malay Language at PIHL in Sarawak.

H3: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the Malay Language syllabus at PIHL in Sarawak.

H4: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the teaching and learning Materials of Malay Language at PIHL in Sarawak.

H5: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the teaching and learning evaluation of Malay Language at PIHL in Sarawak.

7. Methodology
This chapter discusses the research design, respondents or samples, location, instruments, data collection and data analysis utilized in the study.

7.1. Research Design
The study is to investigate the Malay and non-Malay learners’ perceptions towards the teaching and learning of Malay Language by the teaching staff of PHL in Sarawak. This study is a survey. According to Mohd. Majid (2005), the goal of a survey is to collect data of different variables. It is important to identify these variables before a study is done. Wiersma (2000) stated that this type of study is not costly to get suitable samples. In addition, once the variables are identified, it helps to facilitates various measurement needed. In this study the dependent variables are the demographic background of the respondents and the independent variables are the local learners’ perceptions; the Malays and the non-Malays towards the teaching and learning of Malay Language by the teaching staff of PIHL in Sarawak.

7.2. Population and Respondents of the Study
The population were 288 Malaysian students comprising the Malay and non-Malay who studied Malay Language at PIHL in Sarawak. The data collection was done from September 2007 to December 2007 at PIHL in Sarawak. The study employed ‘purposeful sampling’. According to Wiersma (2000) this
type of sampling is based on selection of samples relevant to the study and not at random. The means the researcher has the freedom to select the samples relevant to the study. In addition, ‘purposeful sampling’ can provide an in depth information. According to Mohamad Najib (1999) sampling refers to the selection of samples by the researcher to collect data to get desired samples to represent the whole population.

7.3. Location of Study

The study was limited to the PIHL of Sarawak that offers Malay Language course according to the National Language Syllabus (A) for Malaysian students. There are 38 PIHL in Sarawak registered with the Private Education section in Sarawak Education Department; 21 PIHL in Kuching City, 7 in Miri City, 6 in Sibu town, 2 in Bintulu town and 2 private universities in Kuching City and Miri City at Sarawak, Malaysia.

7.4. The Instrument of the Study

A set of questionnaires was employed to collect the data. According to Toh Wah Seng (2002), before a study is carried out, it is important to take into account the validity and reliability of an instrument used to collect the data. Wiersma (2000) suggests that before the questionnaire is used for the real data collection, it is important to pilot test few items in the questionnaire to a small group of selected respondents. By so doing, the reliability of the questionnaire can be determined. The items in the questionnaires were adoption and adaptation of reading materials on researches by Juriah et al. (1999), Arniza (2001) and Norhaslina (2004). Other important references were also taken from the National Language Syllabus and PIHL Compulsory subjects by LAN (1998).

The questionnaires were subdivided into two sections: Section I: Background of the respondents and Section II: The students’ perceptions towards the teaching and learning of Malay Language at PIHL in Sarawak. Section I of the questionnaires consist of items pertaining to the background of the respondents such as gender, age, ethnicity, the best result in Malay Language, highest Malay Language grade, field of study in PIHL, duration of study and mother-tongues. Section II looks into the 5 aspects of teaching and learning of Malay Language; Section A: Teaching Approach, Section B: Teaching Methodology, Section C: Syllabus, Section D: Teaching Materials and Section E: Teaching Evaluation. The purpose of the questions in Section II is to collect data related to Sarawak students’ perceptions towards the teaching and learning of Malay Language in the PIHL. All items used closed-ended questions.

The format of questionnaires was based on Likert Scale; an instrument that uses numbers decided by researchers to measure ordinal scale (Wiersma 2000). Likert Scale was used in this study due it its high reliability and at the same time gives ample choice respondents to make accurate choose (Abu Bakar 1995). A five point Likert scale was employed to measure the respondents’ answers. Score 1 = Never (N), Score 2 = Not Often (NO) Score 3 = Often (O) Score 4 = frequently (F) and Score 5 = Very Frequently (VF).

7.5. The Validity and Reliability of the Instrument

Toh Wah Seng (2002) defines validity and reliability as two characteristics of an instrument needed to measure variables of the study. Validity refers to the extent an instrument can measure the variables in the study (Alias 1999). An instrument can only be considered reliable when it is capable of achieving the anticipated goals of the study. According to Sekaran (2000), Cronbach Alpha is the value of number or suggested reliability that can indicate the relationship between the items tested in the study. The Alpha Value nearest to 1.0 is highly reliable and effective. Alpha Value lower than 0.6 is weak, 0.6 to 0.75 is good and alpha value higher than 0.8 is excellence. Reliability index exceeding 0.600 can be considered of high reliability value (Siti Rahaya & Abdul Rashid, 2002). Mohd. Majid (2005)
conversely suggests that reliability index higher than 0.6 is sufficient and can be a basic indicator of a reliable questionnaire needed in a study.

In order to get the Cronbach Alpha reliability index as shown in Table 1, the data obtained from the pilot testing was processed using the ‘Statistical Package For Social Sciences’ (SPSS), version ‘SPSS 15.0 For Windows’. Generally, the Alpha Value showed an excellent result of 0.853; hence the questionnaire can be employed in this study.

Table 1:  Reliability index of the questionnaires

<table>
<thead>
<tr>
<th>Teaching and Learning Aspects</th>
<th>No. of Item</th>
<th>Alpha Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Approach</td>
<td>19</td>
<td>0.858</td>
</tr>
<tr>
<td>2. Teaching Methodology</td>
<td>19</td>
<td>0.874</td>
</tr>
<tr>
<td>3. The Syllabus</td>
<td>18</td>
<td>0.935</td>
</tr>
<tr>
<td>4. Teaching Materials</td>
<td>10</td>
<td>0.818</td>
</tr>
<tr>
<td>5. Teaching Evaluation</td>
<td>13</td>
<td>0.784</td>
</tr>
<tr>
<td>Total: 79</td>
<td></td>
<td>Average: 0.853</td>
</tr>
</tbody>
</table>

7.6. Data Collection Procedure

The data from the questionnaires were collected and recorded using the ‘Statistical Package for Social Sciences’ (SPSS), version 'SPSS 15.0 For Windows'. The inferential statistics were used in the data analysis. This type of statistic is suitable to study the relationship between one or two variables. In this study, the data were analyzed in terms of frequency, percentage and mean.

8. Research Findings
8.1. Comparative Perceptions between Malay and non-Malay Students towards the Teaching and Learning Approaches of Malay Language at PIHL in Sarawak

H1: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the teaching and learning approaches of Malay Language at PIHL in Sarawak.

Table 2 presents a comparative t-test results on the Malay and non-Malay students perceptions towards the teaching and learning approaches for Malay Language employed by the teaching staff. The findings showed the mean perceptions of Malay students was higher than the non-Malay students; mean of 3.3380 and standard deviation of 0.4876 against mean of 3.3244 and standard deviation of 0.7164. The t-value is equalvalent to 0.194, a significant level of 0.451. The significant level is higher than 0.05 (p>0.05). Due to that hypothesis 1 (H1) is accepted. This finding suggested that there is no significant mean scores differences between the Malay and non-Malay students’ perceptions towards the teaching and learning approaches used by the teaching staff to teach Malay Language. The t-test indicated that the mean perceptions for Malay students was higher than the mean perceptions of non-Malay students.

Table 2: Comparative t-test results between the Malay and non-Malay students perceptions towards the teaching and learning approach of Malay Language

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No.</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-Value</th>
<th>Sig. (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malay</td>
<td>109</td>
<td>3.3384</td>
<td>0.4876</td>
<td>0.194</td>
<td>0.451</td>
</tr>
<tr>
<td>Non-Malay</td>
<td>109</td>
<td>3.3244</td>
<td>0.7164</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant level of p<0.05
8.2. Comparative Perceptions between Malay and non-Malay Students towards the Teaching and Learning Methodology of Malay Language at PIHL in Sarawak

H2: There is no significant difference between mean score the Malay and non-Malay students perceptions towards the teaching and learning methodology Malay Language at PIHL in Sarawak.

Table 3 is a comparative t-test result of the Malay and non-Malay students’ perceptions towards the teaching and learning methodology Malay Language. The mean perception for Malay students was higher than the non-Malay; a mean of 3.2493 and standard deviation of 0.5811 against mean of 3.2345 and standard deviation of 0.7678. The t-value was 0.160 with a significant level of 0.014. The significant level is lower than 0.05 (p<0.05). Due to that, hypothesis 2 (H2) is unacceptable. This finding shows that there is a significant difference between the Malay and non-Malay students’ perceptions towards the teaching and learning methodology used by the teaching staff in teaching Malay Language. The t-test indicated that the mean perceptions for Malay students was higher than the mean perceptions of non-Malay students.

Table 3: Comparative t-test results between the Malay and non-Malay students perceptions towards the teaching and learning methodology of Malay Language

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No.</th>
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<th>t-Value</th>
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<tbody>
<tr>
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<td>3.2493</td>
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<td>109</td>
<td>3.2345</td>
<td>0.7678</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant level of p<0.05

8.3. Comparative Perceptions between Malay and non-Malay Students towards Malay Language Syllabus at PIHL in Sarawak

H3: There is no significant difference between mean score the Malay and non-Malay students perceptions towards the Malay Language syllabus at PIHL in Sarawak.

Table 4 is a comparative t-test result of the Malay and non-Malay students’ perceptions towards the Malay Language Syllabus. The mean perception for Malay students was higher than the non-Malay; a mean of 3.5201 and standard deviation of 0.5525 against mean of 3.4345 and standard deviation of 0.6441. The t-value was 0.053 with a significant level of 0.294. The significant level is lower than 0.05 (p<0.05). Due to that, hypothesis 3 (H3) is acceptable. This finding shows that there is no significant difference between the Malay and non-Malay students’ perceptions towards the Malay Language Syllabus used by the teaching staff in teaching Malay Language. The t-test indicated that the mean perceptions for Malay students was higher than the mean perceptions of non-Malay students.

Table 4: Comparative t-test results between the Malay and non-Malay students perceptions towards the Malay Language Syllabus

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No.</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-Value</th>
<th>Sig. (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malay</td>
<td>109</td>
<td>3.5201</td>
<td>0.5525</td>
<td>1.053</td>
<td>0.294</td>
</tr>
<tr>
<td>Non-Malay</td>
<td>109</td>
<td>3.4345</td>
<td>0.6441</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant level of p<0.05

579
8.4. Comparative Perceptions between Malay and non-Malay Students towards the Teaching and Learning Materials of Malay Language at PIHL in Sarawak

H4: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the teaching and learning materials of Malay Language at PIHL in Sarawak.

Table 5 is a comparative t-test result of the Malay and non-Malay students’ perceptions towards the teaching and learning aids used by the teaching staff to teach Malay Language. The mean perception for Malay students was higher than the non-Malay; a mean of 2.8557 and standard deviation of 0.6636 against mean of 2.6877 and standard deviation of 0.067. The t-value was 1.712 with a significant level of 0.067. The significant level is lower than 0.05 (p<0.05). Due to that, hypothesis 4 (H4) is unacceptable. This finding shows that there is no significant difference between the Malay and non-Malay students’ perceptions towards the teaching and learning materials used by the teaching staff in teaching Malay Language. The t-test indicated that the mean perceptions for Malay students was higher than the mean perceptions of non-Malay students.

Table 5: Comparative t-test results between the Malay and non-Malay students perceptions towards the teaching and learning materials of Malay Language

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No.</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-Value</th>
<th>Sig. (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malay</td>
<td>109</td>
<td>2.8557</td>
<td>0.6636</td>
<td>1.712</td>
<td>0.067</td>
</tr>
<tr>
<td>Non-Malay</td>
<td>109</td>
<td>2.6877</td>
<td>0.7814</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *Significant level of p<0.05

8.5. Comparative Perceptions between Malay and non-Malay Students towards the Teaching and Learning Evaluation of Malay Language at PIHL in Sarawak

H5: There is no significant differences between mean score the Malay and non-Malay students perceptions towards the teaching and learning evaluation of Malay Language at PIHL in Sarawak.

Table 6 is a comparative t-test result of the Malay and non-Malay students’ perceptions towards the teaching and learning evaluation Malay Language. The mean perception for Malay students was higher than the non-Malay; a mean of 3.2839 and standard deviation of 0.5293 against mean of 3.1500 and standard deviation of 0.7803. The t-value was 1.492 with a significant level of 0.001. The significant level is lower than 0.05 (p<0.05). Due to that, hypothesis 5 (H5) is unacceptable. This finding shows that there is a significant difference between the Malay and non-Malay students’ perceptions towards the teaching and learning evaluation used by the teaching staff in teaching Malay Language. The t-test indicated that the mean perceptions for Malay students was higher than the mean perceptions of non-Malay students.

Table 6: Comparative t-test results between the Malay and non-Malay students perceptions towards the teaching and learning evaluation of Malay Language

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No.</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-Value</th>
<th>Sig. (p)</th>
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<tr>
<td>Malay</td>
<td>109</td>
<td>3.2839</td>
<td>0.5193</td>
<td>1.492</td>
<td>0.001</td>
</tr>
<tr>
<td>Non-Malay</td>
<td>109</td>
<td>3.1500</td>
<td>0.7803</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant level of p<0.05

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9. Discussions
The discussions focus on the teaching approach, teaching methodology, syllabus, teaching materials and teaching evaluation of Malay Language at PIHL in Sarawak.

9.1. Teaching and Learning Approach of Malay Language at PIHL in Sarawak
Generally, the students opined that the teaching staff did employ all the four teaching approaches; deductive, inductive, elective and communicative to teach Malay Language. This finding supported Lim Yoke Lan (1998) suggestions that teachers should be able to combine the most suitable approaches to meet their students effectively. In this study, the students indicated that the teaching staff was more inclined to use communicative approach; a learner-centred approach.

The finding is relevant to Norhaslin (2004) that indicated learner-centred approach is an approach that needs learners to active in the classroom. The finding also supported Zamri (2004) that indicated that multi-strategy communicative approach helps to assist students in their examinations and mastering their language skills. Consequently, students are able to develop creative self-access image and also to train them to be responsible in their studies.

This finding also supported Arniza (2001) who found out that teachers at a Smart School in Negeri Sembilan were shifting from teacher-centred teaching approach to that of a learner-centred. Betty (1997) found out that communicative approach could motivate less proficient learners to speak in English language and develop communication situation socially. Hence, communicative approach is suitable to teach and to learn Malay Language at the IPTS to encourage the students to use the language competently. The teaching of Malay Language using communicative approach is suitable for variety of communication fields (Asmah, 1984).

Communicative approach is relevant to the functional linguistic theorists that suggest learning a language is not only its pattern but also how it changes during the course of communication. This approach is also parity with the constructivism theory emphasizes on the importance of involving students actively to make them understand better what they learn. Psycholinguists (Richard & Rogers 1991) believe in communicative approach students need to be actively involved in their studies. This approach is suitable to stress on mastering the structural pattern of the language.

9.2. Teaching and Learning Methodology of Malay Language at PIHL in Sarawak
The teaching staff employ both conventional and learner-centred methodology to teach Malay Language. This finding supported Robiah (1999) that the development of higher education program at PIHL refers to the different techniques applied in the teaching and learning processes. According to Rashidi and Abdul Razak (1995), teachers employ different methodologies in the teaching either consciously or unconsciously.

The finding is relevant to Norhaslin (2004) that indicated teachers need to use variety of teaching methodology and not merely concentrating on the simplest that is lecturing. In relation to that Tyler (1991), Asmady and Balakrishnan (2000) suggested that teachers need to use various teaching and learning aspects to achieve their teaching objectives. According to Rahil et al. (1997), there is no one method that is better than the other because each method suits different learners, teaching content and teaching objectives.

This finding is parity with Eow Boon Hin (1999) that indicated that group discussion is more effective than lecturing. This finding supported Lindquist (1997) which stressed on the importance of cooperative learning or group work that encourages considerable communications among learners. The finding also supported Juriah et al. (1999) that teaching staffs in PIHL preferred discussions, tutorials and lectures in their teaching and learning of Malay Language. It is also correspondence to Zamri and Mohamed Amin (2003) that observations, interviews, documents analysis and e-learning help heighten students’ achievements. Arniza (2001), on the other hand found out that smart teachers often employed
question and answer and discussions whereas field trips is seldom or never been done. Similarly, the language laboratory is rarely used.

9.3. Teaching and Learning Syllabus of Malay Language at PIHL in Sarawak

The students agreed that the teaching staffs use the Malay Language syllabus provided by LAN. The syllabus used by the lecturers also helped them to master the language. The content is suitable and well-integrated with the syllabus. The lecturers are knowledgeable, skillful and receptive towards the syllabus. These findings supported Cha Kim Shim (1998) that trainee teachers of Batu Lintang Teachers College, Sarawak understood the objectives of Living Skills curriculum taught. Likewise, Lim Yoke Lan (1998) found out that majority respondents showed positive reactions towards Chinese quick reading program at Seri Kota Teachers College, Kuala Lumpur.

The findings also supported Juriah et al. (1999) that majority teaching staffs studied at PIHL used Malay Language syllabus provided by LAN. Upon completing their studies, it is hoped that the students are able communicate in Malay Language effectively. Stevens (1978) stated that a syllabus is a crucial element in the teaching and learning processes needed by both teachers and learners. Juriah (2000) indicated that the content of Malay Language syllabus provided by LAN contains more knowledge than the practical aspects. Hence, it is fundamental for the teaching workforce to ensure that the goals of teaching and learning Malay Language are achieved.

Similarly, the finding is consistent with Norhaslin (2004) that in evaluating the syllabus, the teaching staffs have to be more receptive towards the goals and objectives of teaching and learning Malay Language. The goals, objectives, contents and topics need to be in harmony with the syllabus. The items in the syllabus should contain aspects that allowed the students to master the language and communicate in the effectively in the real working situations.

9.4. Teaching and Learning Materials of Malay Language at PIHL in Sarawak

In general, the teaching staffs quite frequently used both conventional and current technological teaching aids in the teaching and learning processes. This shows that they preferred conventional teaching to electronic based. The teaching staffs in PIHL should employ multi-teaching and learning aids. This finding is supported Juriah et al. (1999) that teaching aids for teaching Malay Language at PIHL is sufficient. Juriah et al indicated that the field experts, teaching staffs and students agreed that PIHL have the best the teaching aids to teach Malay Language.

Mohd. Arif et al. (2007), Ryder and Hughes (1997) found out that the use of multimedia like Internet in teaching and learning Malay Language can help improve the effectiveness of teaching. Mohamed Amin et al. (2004) agreed that students enjoyed learning using multi-media technology as e-learning and ICT can facilitate flexible and interactive learning and increase one interests. Juriah (2000), Richard and Rogers (1991) stressed that teaching aids are vital teaching methods and closely related to language curriculum. Isahak (2002) found out Malay Language books and reference books in different study disciplines and professional courses at Institution of Higher Learning are insufficient and non-existent in some fields.

9.5. Teaching and Learning Evaluation of Malay Language at PIHL in Sarawak

The study showed that the formative and summative evaluations were commonly used to evaluate the teaching and learning of Malay Language. The teaching staffs frequently and very frequently conducted summative evaluations for their final examinations and the formative evaluations were normally to assess course works, written test, presentations and quizzes. Conversely, they seldom and never used cassette/video for self-evaluation, observations and authentic communication evaluations outside the classrooms.

The finding was coherent with Juriah et. al (1999) who found out that the field experts, teaching staffs and students agreed that formative, summative evaluations and course works were suitable forms
of evaluation at IPTS. Norhaslin (2004) found out practically, three out of five types of evaluations were frequently used to teach and learn Malay Language were consistent with the findings. In contrast, self-access evaluation and real-life observations were seldom and never conducted. Abdul Razak and Khalid (2000) found out that unbiased evaluation by grading for assignments and quizzes were effective.

The finding supported Rashidi and Abdul Razak (1995) suggestions that the students gaining of knowledge and skills very much dependent on how the teachers conducted their teachings and practiced appropriate and effective evaluation techniques. Robiah (1999) found out that there were different types of evaluation patterns used to assess the subjects taught need at PIHL. Most importantly, the evaluations need to cater for different individuals and promote potential development and ability of students.

10. Conclusion
In conclusion, this study managed to discuss the implications of the teaching and learning of Malay Language in Sarawak. Suggestions for improvement for the teaching and learning of Malay Language yu in the PIHL of Sarawak are also listed. The suggestions need to be implemented accordingly by the Ministry of Higher Learning, Ministry for Private Sector of Higher Learning, LAN, PIHL and other related bodies. Apart from that, success of teaching staff of the PIHL involvement to implement the teaching and learning of Malay Language helped to contribute to the local students to master Malay Language excellently for their future undertaking. As a result, the effort to conserve Malay Language as language of knowledge can be recognised internationally and achievable, parity with the current global education development.

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Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia.
Batu Lintang Teachers College, Sarawak. Academic writing. Faculty of Education, Universiti
Teknologi Malaysia, Skudai, Malaysia.


