

MALAY LANGUAGE USE AMONG UKM STUDENTS IN TERMS OF DAILY INTERACTIONS AND AFFAIRS

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Abstract This study aims to look at the frequency of Malay language practice by Malay students in higher learning institutions in the aspect of interaction with people around them such as family and acquaintances as well as in public affairs. The survey involved 258 Malay students at The National University of Malaysia (UKM) who attended various undergraduate programs. The data were analysed using a percentage descriptive statistical analysis to find out the frequency value for each Malay language usage situation. The five-point Likert scale of that frequency value is marked with Each Time, Frequent, Sometimes, Rare, and Never. Data collection is done using an online questionnaire through the Google Form application. The percentage analysis recorded a value below 70% for the 'Every Time' frequency scale in the use of Bahasa Melayu when with friends (64.4%), when meeting new or unknown people (55.2%), during shopping at shopping malls (58.7%) and when chatting with college friends (66.5%). The results also showed that the use of language in the communication and daily affairs of Malay students at UKM is also dominated by English in certain matters, other than Bahasa Melayu. The findings of this study are expected to contribute to the planning of programs, courses and appropriate measures to inculcate the use of Bahasa Melayu among students in Malaysia.

Keywords: Malay language, Malay students, communication, daily interaction.

INTRODUCTION

The use of Malay language at the university level was an extension of the implementation at primary and secondary schools until the 1980's. Before the 1970's, all courses in colleges and universities, except courses in Malay language department, were conducted in English. The gradual change in the use of Malay language as an interaction medium in courses at the college and university level in the 1970's and early 1980's was part of the government's policy to form a united Malaysia. Through the Education Act 1961 which was passed, the government changed the medium of instruction for standard one English-streamed schools to Malay while at the higher education institutions, this transformation involved changes in the medium of instruction in universities and colleges (Zaitul Azma, 2010).

When Malay language became the medium of instruction at the local universities and all language- and literature-related major studies from 1983 to 1991, the use of Malay language as the national language in the education field for all primary, secondary, college and university levels could be implemented smoothly. In 1996, several National Education Acts such as the IPTS Act 1996 were passed by Parliament and are still in force to date. The Education Act aims to strengthen the country's education system, especially at the higher education level. All these developments have made a big difference to the Malay language in Malaysia.

The value of Malay language has become high as most job opportunities in the public sector require applicants to pass the Malay language at Malaysia education certificate (SPM) level at least with credit (Ainun Rahmah et al., 2017). All dealings with government agencies must be in Malay language as the medium of communication. The younger generation of various descents strives to learn and use Malay language to the best of their ability. Lecturers at public institutions of higher learning (IPTA) from various disciplines also learn and try to master the Malay language and translate teaching materials from English into Malay.

As a long-term effort, the country needs to develop the national language by making language the main agenda for the nation's development whether in science, technology, agriculture or infrastructure development. The multiethnic Malaysian society is divided according to ideology, beliefs, religion and language. In this context, students in institutions of higher learning who will assume the role of future leaders who are born and use the Malay language must fulfil their responsibilities to revitalise the use of the language as the national language as best they can.

PROBLEM STATEMENT

Born and growing up as a Malaysian citizen, a student who goes through the process of learning the national language from school to higher education level should be more involved in using it with pride. Although the Malay language has been studied and used for a long time, the problem of its use still occurs, especially among students.

At the higher institutions level, the use of the Malay language among students is still a weakness. The lack of fluency and limited vocabulary have made the use of the language in the oral field very limited. This can be seen in the daily situations that occur in the lecture room. According to Peng (2016), multilingual students at national-type secondary schools (SMK) have problems with their first language due to lack of exposure to the language, either through speaking activities, reading activities or reading materials due to cultural factors, or influence of friends and family.

In the verbal aspect, there is a weakness in terms of Malay language use, especially when students have to do oral assignments or presentations in the classroom. Common disadvantages such as mixing language codes (known as *Bahasa Rojak* in Malay), misuse of greetings and respectful references, and selection of inappropriate words and slang. According to Peng (2016), mastery of the Malay language difficulty not only occurs among the non-Malay community, but in the Malay community itself either in speech or writing. The article about Primary School (2016), also stated that most Malay students think that they don't have to learn Malay because it is their native language. Aside from that, it can be said that all Malays

have spoken Malay since childhood and they have adapted to the speech of the surrounding community accordingly. Learning Malay language is not emphasized because the Malay community thinks they have mastered the skills of using the language as they can speak well in Malay and Malaysian communities. Hence, Malays need to be aware that such assumptions are untrue. They have to be aware that Malay language used in daily speech is not the same as Malay language which serves as a language of knowledge in formal situations. The situation is completely different.

These weaknesses, in terms of speaking and writing, show that the use of Malay language among students still needs to be improved, in order to strengthen the good and correct use of the language in the future. The weakening of Malay language use as the first language will affect students' performance in the use of Malay language professionally in the field of employment (Fariza Md. Sham et al., 2018). So, a survey should be done to look at the pattern of Malay language use among students, whether in school or in higher institutions, in their daily interactions. To achieve that goal, a study was conducted on students, focusing on higher institution Malay students, to see the pattern of the Malay language use in daily situations.

OBJECTIVES

This study aims to:

- I. review the trend of Malay language use by Malay students in Universiti Kebangsaan Malaysia (UKM) in their daily interactions with known people (neighbours, friends, family etc.) and strangers,
- II. study the frequency of Malay language use by Malay students in UKM in matters on campus and public places,
- III. examine the tendency to use other languages for the purpose of daily interactions by students other than Malay language

RESEARCH QUESTIONS

RQ1: What is the trend of Malay language use by Malay students in daily interactions with known people (neighbours, friends, family etc.) and strangers?

RQ2: What is the trend of Malay language use by Malay students in matters on campus and public places?

RQ3: What is the tendency of other languages used in student daily interactions and matters other than Malay language?

LITERATURE REVIEW

Attitude Towards the National Language

The Malaysian Constitution has designated the Malay language as the official language of the country and the medium of instruction for education. In the overall context, the use of the language should not be disturbed thus becoming an important medium in creating harmony and strengthening the unity of the community in Malaysia (Norayu Basir, 2012). Here, the function of language not only becomes a tool of communication and interaction between its speakers but also forms the identity, integration and dignity of the Malaysian community as well as reflects the subtlety and decency of its manners (Rozita Che Rodi & Hashim Musa, 2014).

However, the function of Malay as the national language can be affected by the influence of other languages on the community. Ammar Asuraf and Sa'adiah (2020) in their study found that there are students who are negative toward the Malay language. Those who show a negative attitude toward the Malay language are among the elite family members and consider the Malay language to have no higher prestige value compared to English. However, the number is small compared to the number of positive students. There are also some students who exhibit a positive language attitude toward the Malay language. This positive language attitude shows that the Malay language is gaining a higher place and position among Malay students in Singapore. Although they are required to take English as the medium of instruction in their education, they are still fluent and want to use the Malay language well. The Singaporean Malay students are seen to still maintain the Malay language and have a caring and positive attitude in themselves.

Mix Language

The increasingly eroded vocabulary, grammar and language art mastery in society will affect the construction and integrity of a person. This phenomenon will have consequences for Malaysia's efforts in building a more civilised nation-state. The Malaysian community must be committed to mobilizing to ensure the survival of Malay language in accordance with its status as the official language. Mohd Syuhaidi and Aliff Luqman (2018) stated that the flow of mixed language, which is a mixture of Malay and English, is said to be a reflection of the attitude and distrust of Malaysians towards the Malay language and the use of the national language.

In their passion for using social media, they tend to use a mixed language or spoken language in their daily lives. This shows a reflection of the attitude and distrust of Malaysians towards the use of the Malay language on social media and at the same time, proves that the mixed language dilemma on social sites needs to be viewed more seriously in order for the Malay language to be elevated to its proper position. Despite the emphasis on English, the Malay language has a very important role in the context of the 21st century. A more practical and healthier attitude is the win-win stand, which means upholding the national language but not ignoring English (Nik Safiah Karim, 2002).

UKM and National Language Upholding

In the context of the institution of higher learning, Fariza Md. Sham et al. (2018) found that the use of the Malay language has not been fully implemented in official business and communication at Universiti Kebangsaan Malaysia (UKM). The use of Malay language as the official language in management and administration was also affected as there was no specific guideline on the use of the language in management and administration at UKM.

As a public university that gathers scholars and academicians, the development of knowledge in the Malay language is more quickly developed if the use of the Malay language can be cultured by scholars

in scientific publications and teaching and learning. This situation will position the Malay language as a language of high knowledge in the context of the dissemination of knowledge (Noraien Mansor & Noor Rohana Mansor, 2015). The use of Malay language in UKM's management and administration will support UKM as a national university to uphold the Malay language and also as a language of knowledge. In fact, it can also be a mechanism for unity and the spirit of belonging (Siti Nor Azhani, 2014).

RESEARCH METHODOLOGY

This is a mixed methods study that uses a survey design and half structured interview as the data collection techniques. The population of this study consists of students in Universiti Kebangsaan Malaysia (UKM) from various faculties and institutions under UKM. The number of samples obtained in this study was 258 undergraduate Malay students who were randomly selected through simple sampling. These students are pursuing different fields of study at Universiti Kebangsaan Malaysia.

The first data collection technique used was questionnaires. The questionnaire was chosen to obtain information easily, quickly and efficiently and to assist in producing data on the behaviour, attitude, beliefs, opinions and knowledge of the respondents (Etikan & Bala, 2017). This instrument was constructed and adapted from the instrument by Coluzzi (2012) who conducted a study on the habits of Malay and Brunei language use by students of higher learning institutions in Malaysia and Brunei. The items in the questionnaire were tailored based on the objectives and questions of the study. Validity tests to test the validity of the research instrument are face validity and content validity. The results of reliability test analysis using Alpha Cronbach test found that the value recorded was 0.873 for 30 items which indicates that the questionnaire instrument of this study has a high-reliability value.

The second method is an interview. The type of interview used in this study was a semi-structured interview via group interview of 10 respondents for each session. This type was chosen because it is more flexible and allows the respondent to elaborate on what he or she thinks

to the researcher (Noormala Ali et al., 2005). The interview questions were constructed based on the sections in the questionnaire form because the interview data was used as supporting data to justify the results of the questionnaire findings. The results of the interviews were transcribed before being interpreted, analysed and examined word by word to ensure that the researcher did not miss any important data and information. Each word and phrase describing student actions, reactions and feedback that describes any form of change whether positive, negative or static will be removed and categorised, for the purpose of observational results.

The study began with a pilot study to test the reliability of the questionnaire. A total of 50 respondents were involved in this pilot study. After that, the actual study session is started through the distribution of questionnaires, which is carried out online using the Google Form application. The web-based review was chosen because its use is very popular in research at the moment. In addition, the distribution of forms can be done virtually using only the available links and is able to reach the maximum number of responses quickly and easily (King et al., 2018). Then, a group interview session is conducted. Each group session consisted of 10 respondents. During the interview, the researcher asked questions while recording the interview. After all the quantitative and qualitative data have been obtained, a data analysis session is performed.

The questionnaire for this study is divided into 4 sections, namely Section A (Student Personal Information) which has 6 questions, Section B (Malay language in Daily Interaction) which includes 12 questions and Section C (Malay language in Official Business) which consists of 10 questions. Nevertheless, only Section A and Part B will be focused on and discussed in this paper. The five-point Likert scale is used to show the frequency of Malay language use among Malay students. The Likert scale is detailed as 1 = Never, 2 = Rare, 3 = Sometimes, 4 = Frequent and 5 = Every time.

FINDINGS

This section will present and discuss the findings of studies focusing on the use of Malay language among Malay students in UKM when communicating in daily situations.

Table 1
Demographic findings of research participants

Profile	Item	Frequency	Percent (%)
Gender	Male	61	23.8
	Female	197	76.2
Age	19-20	56	21.7
	21-22	161	62.3
	23-23	36	14.2
	25 and above	5	1.8
Faculty	Faculty of Economics & Management	45	17.4
	Faculty of Islamic Studies	51	20.3
	Faculty of Social Sciences & Humanities	82	31.6
	KL Campus (FGG, FFAR, FSK, FPER)	2	1.1
	Faculty of Education	15	5.7
	Faculty of Law	1	0.4
	Faculty of Engineering	3	1.1
	School of Liberal Studies	27	10
	Faculty of Technology & Information Sciences	2	0.7
Faculty of Science & Technology	30	11.7	
Total		258	100%

Based on the demographic findings in Table 1 above, a total of 197 female and 61 male students out of a total of 258 respondents were involved in answering the questionnaires. Of the total, 161 of them were in the age range of 21 to 22 years, while only 5 respondents reached the age of 25 and above. The distribution of faculty data shows that 258 respondents of this study are from various faculties and fields of study, and not just one field or faculty. The highest value was recorded by the Faculty of Social Sciences and Humanities (FSSK) with 82 respondents, followed by the

Faculty of Islamic Studies (FPI) with 51 people. The lowest value was recorded by the Faculty of Law (FUU) with only one respondent.

Objective I – Review the pattern of Malay language use by Malay students in Universiti Kebangsaan Malaysia (UKM) in their daily interactions with known people (neighbours, friends, family etc) and strangers

Quantitative Data

The statistical analysis of the descriptives carried out on the findings of the questionnaire is based on the following questions:

RQ1: What is the pattern of Malay language use by Malay students in daily interactions with known people (neighbours, friends, family etc) and strangers?

According to Table 2(a), a high percentage of 80% and above for the national language frequency at all times is recorded on item P1 i.e. ‘Malay language use while with parents’ with 82.9% or 214 respondents, and item P5 i.e. ‘Malay language use while meeting with neighbours’ with 81.4% or 210 respondents. The lowest percentage score on the scale was recorded by the P4 item, namely ‘Malay language use while meeting with new/unknown people’ with 55.2% or 142 respondents only.

The table also recorded a percentage of the ‘Sometimes’ and ‘Rare’ scales of all items. The highest percentage score for ‘Sometimes’ frequency was recorded on item P4 with a value of 10.7% or 28 respondents, while 1.6% or 4 people rarely used the language for the same item. The highest percentage of rarely Malay language use was recorded by item P1 with 3.6% or 9 respondents. The score for frequency of never using Malay was recorded by item P5 which is Malay language use while meeting with neighbours with 0.7% or 2 respondents.

Table 2(a)
Percentage of Malay language use in daily interactions

Item	Statements	Every time	Frequent	Sometimes	Rare	Never
P1	Malay language use while with parents	214 82.9%	25 9.6%	10 3.9%	9 3.6%	0 0
P2	Malay language use while with relatives	200 77.5%	33 12.9%	18 6.8%	7 2.8%	0 0
P3	Malay language use while with friends	166 64.4%	70 27.1%	20 7.8%	2 0.7%	0 0
P4	Malay language use while meeting with strangers	142 55.2%	84 32.5%	28 10.7%	4 1.6%	0 0
P5	Malay language use while meeting with familiar neighbours	210 81.4%	41 15.8%	4 1.4%	4 1.4%	2 0.7%

Qualitative Data

The semi-structured interview sessions that were conducted to support the questionnaire data and provide justification for the feedback provided by the respondents have shown several trends:

- i) Comfortable to Use Malay which is the Respondent's First Language

Respondents use Malay widely because they were brought up with that language in their surroundings:

R2 - *Saya suka guna... arrr... sebab memang guna dari kecik kan* (I love to use (the language) because I have used it since childhood)

R61 - *Memang dari kecik dengar orang cakap Melayu. Mmmm... jadi, saya selesa guna BM la dengan semua orang.* (Indeed, from an early age, I heard people speak Malay. Mmmm ... so, I'm comfortable using BM with everyone.)

Most respondents feel that Malay is easier to use:

R13 - *...memang cakap dari kecil, jadi mudah la nak guna.* (I used (the language) since childhood, so it's easier to use)

R45 - *Sebab kita tahu bahasa Melayu memang bahasa rasmi. Semua orang Melayu memang tahu cakap Melayu. So, senang la.* (Because we know that Malay is the official language. All Malays know how to speak Malay. So, it's much easier)

ii) Using Malay with Parents and Relatives

Respondents use Malay with their parents at home.

R1 - *Mak ayah saya memang guna BM kat rumah. Jadi saya dengan adik-beradik guna juga.* (My parents did use Malay at home. So me and my siblings too)

They also use Malay with close relatives.

R56 - *...dengan mak cik pak cik semua memang saya guna BM la. Tak guna bahasa lain la....* (with my aunt and uncle, I use Malay. No other languages.)

However, some use a second language with their parents since their parents also use one.

R19 - *BM pun guna juga. Tapi kadang, ayah saya guna English... err... Bahasa Inggeris dengan kitorang. Sebab dengan adik-beradik dia, ayah biasa guna Bahasa Inggeris.* (Malay is also in the use. But sometimes, my dad use English with us. Because with his siblings, my father use that language.)

R83 - *BM ada, English pun ada. Family belah mak saya guna Chinese la dengan saya... (ketawa).* (Both Malay and English are in use. My mother' side speak Chinese with me ... (laughs).

Some respondents also stated that the use of other languages was among their relatives, which make them use the language as well.

R42 - *.... mak ayah saya, datuk nenek semua memang guna BM. Tapi ada pak cik saya yang dah lama duduk UK. Dia satu family cakap English dengan kitorang... So, saya guna English la* (my parents, grandparents all use Malay. But there is my uncle who has been living in the UK for a long time. His entire family speak English with us. So I have to use English)

iii) Using Malay with Friends

Respondents use Malay in daily interactions with their friends.

R23 - *Kawan saya kebanyakan Melayu. Hmm...jadi guna BM lagi senang kot* (My friends are mostly Malays. Hmm ... so Malay will be much easier)

Some use Malay with their friends of other races as well.

R7 - ... *ada Cina, India, Sabah Sarawak semua... Tapi memang guna BM la.* (... there are Chinese, Indians, Sabah Sarawak ... But they do use Malay.)

R29 - ...*kawan saya Cina. BM dia memang power gila. So, saya ok je cakap BM hari-hari dengan dia* (my Chinese friend. Her Malay was excellent. So, I'm ok with speaking Malay with her everyday)

Some of them use English with their friends of other races.

R76 - *Saya tengok diorang selalu guna English, jadi saya pun guna English dengan diorang* (I see they (Chinese friends) always use English, so I also use English with them.)

However, some of them use other languages with their Malay friends to practice the use of a second or foreign language.

R57 - ...*coursemate saya selalu ajak cakap Arab. Kitorang memang ambik Arab dari sekolah. Jadi, kena guna la sebab hmm... tak nak lupa* (my coursemate always ask me to speak Arabic. We studied Arabic during school. So, need to practice it because I want to keep using the language.)

iv) Using Malay with Strangers

Respondents respond to strangers by using the same language:

R6 - *Tengok dia cakap bahasa apa la. Kalau dia guna English, kita balas English* (Depends on what language (they) use. If (they) use English, we response in English.)

Usually, Malay is the chosen language by the respondents during communication:

R27 - *Biasanya cakap Melayu la, sebab orang Malaysia kan kebanyakannya* ((I) usually speaks Malay, because most of them are Malaysians)

In foreigners’ case, the common language used is English or a foreign language that can be spoken by the respondents:

R68 - *Biasa saya tengok diorang guna English je. Tak ada pun yang pandai cakap BM* (I usually found foreigners using English. None of them use Malay)

R57 - *...saya try guna Arab sebab ramai orang Arab kat sini kan. Diorang suka (ketawa)* (I try to use Arabic because there are many Middle-Eastern here. They love it (laughs))

Objective II – Study the pattern of Malay language use by Malay students in Universiti Kebangsaan Malaysia in matters on campus and in public places

Quantitative Data

Table 2(b)

Percentage of Malay language use in matters on campus and public places

Item	Statements	Every time	Frequent	Sometimes	Rare	Never
P6	Malay language use while shopping at the mall	151 58.7%	87 33.5%	18 7.1%	2 0.7%	0 0
P7	Malay language use in shops or night markets	207 80.4%	48 18.5%	3 1.1%	0 0	0 0
P8	Malay language use in clinic or hospital	181 70.4%	61 23.5%	15 5.7%	1 0.4%	0 0
P9	Malay language use while doing formal discussions with friends on campus	172 66.5%	74 28.5%	11 4.6%	1 0.4%	0 0
P10	Malay language use while dealing with staff on campus	202 78.6%	51 19.6%	2 0.7%	3 1.1%	0 0

The statistical analysis of the descriptives carried out on the findings of the questionnaire is based on the following questions:

RQ2: What is the pattern of Malay language use by Malay students in matters on campus and in public places?

According to Table 2(b), a high percentage of 80% and above for the Malay language use at all times was recorded on item P7 i.e. ‘Malay language use in shops or night markets’ with 80.4% or 207 respondents. The second highest percentage was recorded by the P10 item, namely ‘Malay language use while dealing with staff on campus’ with 78.6% or 202 respondents. The lowest percentage score for this frequency was recorded by item P6 which was ‘Malay language use while shopping at the mall’ with 58.7% or 151 respondents only.

The table also recorded a percentage of the ‘Sometimes’ and ‘Rare’ scales for some items, but there was no score for never using Malay Language. The highest percentage score for ‘Sometimes’ was recorded on item P6 with a value of 7.1% or 18 respondents, while 0.7% or 2 for rarely used the national language for the same item. The highest percentage of rare frequency of using the national language was recorded by P10 items with 1.1% or 3 respondents.

Qualitative Data

The semi-structured interview sessions that were conducted to support the questionnaire data and provide justification for the feedback provided by the respondents have shown several trends:

i) Malay Language Use while Shopping

Some respondents think that shopping does not require too much use of language

R3 - ...saya tak banyak cakap sangat waktu shopping...tanda harga semua ada. Direction semua ada (ketawa)(I don't talk much while doing shopping... the price tag is there. Direction is all there (laughs))

R68 - Sekarang semuanya dah kurang any language interaction. Ambik barang, bayar terus pergi. (now everything is lacking with any language interaction. Take the goods, pay and leave.)

However, some feel that interaction still exists in shopping matters

R40 - ...*macam saya kan, saya suka tanya. Jadi saya memang suka panggil siapa nama orang yang jaga tu, arr... untuk tanya harga produk semua* (for me, I like to ask. I like to call the promoter to ask the price, the products etc.)

In shopping malls, many use Malay as an intermediary language

R16 - *Saya memang biasa guna BM jugak. Sebab kebanyakan orang yang jaga kedai tu semua Melayu dan faham Melayu.* (I always use Malay. Because most of the promoters are Malay and understand Malay.)

R63 - ...*guna BM jugak. Senang cakap. Senang faham.* (I use Malay. Easy to speak and understand)

Some use other languages

R25 - *Saya kadang guna BM kadang guna English...sebab di mall kan? Macam sesuai guna English juga* (I use Malay and English interchangeably...because at the mall, right? So, it feels right to use English)

In regular shops or night markets, respondents used to speak Malay

R8 - ...*Kedai aceh, kedai pakistan semua cakap Melayu. Jadi, kalau di kedai ni biasa BM la...* (Aceh shops, Pakistani shops all use Malay. So, Malay is familiar in this kind of shop)

R59 - ...*Kalau pasar malam, BM la. Yang bukan Melayu pun cakap Melayu kat situ* (In the night market, it's Malay. Non-Malay also use the language there).

However, some use other languages in interaction in these places.

R35- *Tempat saya majoriti bukan Melayu...Tauke kedai guna bahasa Cina atau English. Diorang guna Cina atau English. Saya tak faham Cina, saya pun bedal cakap English* (My residential are didn't have Malay as the majority of residents...The store owner uses Chinese or English. The residents use Chinese or English. I can't speak Chinese, so I use English)

ii) Malay Language Use in Health Facilities

Most respondents use Malay in government hospitals or clinics

R17 - *...kalau di hospital kerajaan, memang cakap BM* (if in a government hospital, they do speak Malay.)

R48 - *Saya memang guna BM sepenuhnya di hospital kerajaan. Klinik pun sama.* (I do use Malay completely in government hospitals. (Government) Clinic is the same.)

There are respondents who use BM in private health institutions

R33 - *...swasta ke, kerajaan ke, rasanya sama je. Boleh je guna BM* (...private or government, it's still the same. Malay can be used in it)

The use of languages other than Malay occurs in private health institutions

R72 - *...staff bukan Melayu, saya guna English je. Senang nak bercakap* (...with non-Malay staff, I use English. It's easier to communicate)

The use of other languages also occurred during the consultation session with the doctor

R18 - *Kalau dalam bilik doktor, saya akan guna English dengan doktor bukan Melayu...* (If in a doctor's room, I will use English with non-Malay doctors)

Sometimes, respondents followed the use of language initiated by doctors, nurses or staff

R50 - *...ada staff dia yang guna BM. Tapi ada yang guna BI. Bila dia guna yang tu, kita balas yang tu la* (there are staffs who use Malay. But there's also who use English. When they use the language, we respond with the language too.)

R84 - *Kadang-kadang, Dr tanya soalan dalam English. Saya jawab dalam English juga la.* (Sometimes, doctor asks questions in English. I answered in English as well.)

iii) Malay Language Use on Campus (Fellow Students)

Respondents used Malay in conversations with their Malay college partners on campus

R24 – *Saya memang ramai kawan Melayu. Jadi, bercakap, mesej, discuss semua dalam BM* (I have a lot of Malay friends. So, talking, messaging, discussing all can be done in Malay)

R69 – *Coursemate saya majoriti Melayu. Jadi, memang selalu guna BM la* (Coursemate I am majority Malay. So, always use the Malay language)

There are respondents who use Bahasa Melayu during discussions with friends of different races at the faculty

R11 – *Saya selalu satu grup ni sorang kawan India ni...Kami guna BM je dengan dia* (I've always been in a group with this Indian friend... We're usually speak Malay to him)

R39 – *...memandangkan dia ambik kursus Bahasa, BM dia memang fasih. So far, memang tak de masalah la untuk discuss group project dengan dia* (...Since he's in a Malay language course, so he (Chinese student) is fluent in Malay. So far, no problem to discuss of a group project in Malay)

There are respondents who use other languages, other than Malay, due to differences in race and country

R29 – *...campur-campur Melayu dan English. Sebab ada non-Malay kan...Untuk diorang rasa selesa la* (mix la Malay and English. Because there are non-Malays. For people to be comfortable)

R73 – *Ada pelajar Nigeria dalam kumpulan saya...kitorang guna full English waktu mesej, mmm bercakap mmm email* (there was a Nigerian student in my group... We used full English for messages, talking, email)

There are respondents who use other languages due to the need for language in the studies followed

R31 – *Saya ambik TESL, so memang perlu la untuk guna English waktu discussion ke, pembentangan ke...* (I'm TESL student, so it's necessary to use English in discussion, presentation)

R57 – *Kalau ambik kursus Arab, memang kena cakap guna bahasa Arab la. Nak bincang ke...* (If you took Arabic course, it's common to use Arabic. To discuss...)

iv) Malay Language Use on Campus (Staff)

In the official business with faculty or residential college administration staff at the counter or in the office, Malay is the language that is always used:

R22 – *Saya biasa guna BM dengan staf ofis fakulti. Tak pernah pulak guna bahasa lain* (I usually use Malay with the faculty's office staff. Never used another language.)

The majority of office staff are Malays, so the use of Malay will be much easier:

R70 - *...kebanyakan staf pun orang Melayu, jadi memang guna BM.* (most of the staffs are Malays, so it's Malay.)

R88 – *Biasa saya guna BM. Staf pun banyak orang Melayu.* (I'm familiar in using Malay. Most of the staffs are Malay)

In dealing with lecturers/language teachers, Malay is the language that is always used.

R5 – *Nak bincang dengan pensyarah ke, staf ofis ke, guna BM lebih mudah dari BI* (To talk to lecturers or office staff , Malay is much easier than English)

R64 – *Saya selalu juga call pensyarah, mesej...dalam BM je.* (I always call lecturers, messages them... in Malay.)

However, some respondents regularly use the second language with the lecturer/language teacher:

R41 - *...subjek ajar dalam English. Jadi, lebih mudah sebenarnya kalau guna English dengan lecturer* (the subject was taught in English. So, it's easier to use English with the lecturer.)

R70 – *Saya ambil kelas mandarin. Jadi, dengan pensyarah course tu, saya cuba guna mandarin untuk practice* (I took a mandarin class. So, with the course lecturer, I'm going to try to use Mandarin for practice.)

Objective III – Examine the tendency to use other languages for daily interactions other than Malay language

Quantitative Data

Table 2(c)
Tendency to Use Languages other than Malay

Item	Statement	Other Language Tendency
P1	Malay language use while with parents	English Language 13.2% - 34 respondents
P2	Malay language use while with relatives	English Language 14.7% - 38 respondents
P3	Malay language use while with friends	English Language 24% - 62 respondents
P4	Malay language use while meeting with new/ unknown people	English Language 31.7% - 82 respondents
P5	Malay language use while meeting with neighbours	English Language 11.6% - 30 respondents
P6	Malay language use while shopping at the mall	English Language 26% - 67 respondents
P7	Malay language use in shops or night market	English Language 12% - 31 respondents
P8	Malay language use in clinic or hospital	English Language 18.2% - 47 respondents
P9	Malay language use while chatting with friends on campus	English Language 21.7% - 56 respondents
P10	Malay language use while dealing with staff on campus	English Language 13.6% - 35 respondents

The statistical analysis of the descriptives carried out on the findings of the questionnaire is based on the following questions:

RQ3: What is the tendency of other languages used in student daily interactions and matters other than Malay language?

In questionnaires that have been circulated to students, they are required to state the tendency to use a language other than the national language used in all statements, if they choose a frequency scale other than 'Every Time'. Based on Table 2(c), the highest percentage of English usage in Malay students' daily communication is item 4, namely 'Malay language use while meeting with new/unknown people' with 82 people or 31.7%. Item P6 recorded the second highest value of English use as an alternative tendency with 67 people or 26%. The lowest percentage was recorded by P5 which is 'Malay language use while meeting with neighbours' and P7 which is 'Malay language use in shops or night market' with 30 people or 11.6% and 31% or 12% respectively.

Qualitative Data

The semi-structured interview sessions that were conducted to support the questionnaire data and provide justification for the feedback provided by the respondents have shown several patterns as to why respondents chose the use of another language other than Malay:

- i) Respondents want to train the use of the second/third language learned

R57 - *...coursemate saya selalu ajak cakap Arab... Jadi, kena guna la sebab hmm... tak nak lupa* (my coursemate always ask me to speak Arabic... So, need to practice it because I want to keep using the language.)

R70 – *Saya ambil kelas mandarin. Jadi, dengan pensyarah course tu, saya cuba guna mandarin untuk practice* (I took a mandarin class. So, with the course lecturer, I'm going to try to use Mandarin for practice.)

- ii) Respondents try the use the second/third language for practical purposes

R38 – *Kadang guna English, kadang guna BM...Saya saja nak bagi lagi bagus cakap English* (I use English and Malay interchangeably... I just want enhance my English)

R61 – *Saya nak bagus dalam BM dan English. Jadi, selalu la saya guna English sebab saya memang dah tau cakap BM kan* (I want to be good in Malay and English. So, I always use English because I already know Malay)

- iii) Respondents used language commonly used in learning at UKM
R41 - ...*subjek ajar dalam English. Jadi, lebih mudah sebenarnya kalau guna English dengan lecturer* (the subject was taught in English. So, it's easier to use English with the lecturer.)
- iv) Respondents try to make the person who is opposed speak comfortable with the language used
R6 – *Tengok dia cakap bahasa apa la. Kalau dia guna English, kita balas English* (Depends on what language (they) use. If (they) use English, we response in English.)
R29 – ...*campur-campur Melayu dan English. Sebab ada non-Malay kan...Untuk diorang rasa selesa la* (mix la Malay and English. Because there are non-Malays. For people to be comfortable)
R72 - ...*staff bukan Melayu, saya guna English je. Senang nak bercakap* (...with non-Malay staff, I use English. It's easier to communicate)

CONCLUSION

The findings presented in the previous section have stated some important ideas which are, firstly, the use of Malay language in respondents' daily interactions with family and friends is high in situations with parents and neighbours. Living and growing up in a Malay family and community, most of the respondents had Malay as their first language. Parents are a source of language acquisition, and they are surrounded by Malay neighbours who make them comfortable speaking Malay.

Secondly, the frequency of Malay language use in interactions with new or unknown people is less than in other situations. Based on the interview, some respondents stated that they do not fully use Malay while communicating with individuals outside as the existence of variations in the spoken language as well as the various communities with different races and native languages cause the mixing between Malay, English and spoken language is common.

The third idea, Malay language use in grocery shops and night markets is the highest compared to other public places interactions. Based on the interview, most of the night market traders are Malay as well as

shopkeepers who speak Malay make use of the language in these locations at a high level. The fourth idea, the use of Malay language in shopping malls is the lowest percentage compared to other locations. In contrast to the usual night markets and grocery stores run by Malay traders, the employees and staff at the mall are made up of individuals of different races and mother tongues. In this context, respondents feel that the use of alternative languages is a necessity to facilitate transactions.

The fifth idea, English is an alternative language of choice for respondents who do not use Malay. In this case, respondents who chose the 'Often', 'Sometimes', 'Rarely' or 'Never' scales chose English as the alternative language. Some also mention other languages like Tamil, Chinese and Malay dialects such as the northern dialect and the east coast dialect, but all variations are a very small percentage.

In conclusion, the use of Malay language among Malay students at Universiti Kebangsaan Malaysia is not at a worrying level as values of 70% and above were successfully recorded on the 'Every Time' frequency scale for most situational items. However, the existence of values and percentages on the scale 'Sometimes', 'Rarely' and 'Never' shows that there are still Malay students who do not use the language or have a rate of use of other languages that exceeds their mother tongue. Indeed, this small percentage needs to be addressed so that neither students nor Malays are ashamed to speak the national language.

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