Malay Language among Korean Learners of Media

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Abstract

Malay language is a major language of the Austronesian family. It is the national language of Malaysia, Indonesia and Brunei and one of the official languages of Singapore and Southern Thailand. With this, Malay language has also been a major course in most universities in the world and one of the universities is at Hankuk University of Foreign Studies, Korea. This study focuses on the use of Malay language among Korean learners of Media. The objectives of the study were to investigate on the use of media among Korean students in understanding the Malay language and to discuss the influence of media among the students. The subjects of the study consist of 16 female and male Korean students from a class of Media and Malay Language course at Hankuk University of Foreign Studies, Korea. The subjects were to write in the blog everyday for three weeks by using the Malay language. The findings showed that blog writing had played a very important role in disseminating the use of Malay language among Korean students. The findings also found that they subjects showed confidence in writing in the Malay language. The study implicates educators and students who intend to study the Malay language. It is hoped that future research concentrates on the use of other technologies in learning the Malay language.

Introduction

Communication channels are media through which news, entertainment, education, data, or promotional messages are disseminated. Media also includes every broadcasting and narrow casting medium such as magazines, newspapers, radio, television, billboards, direct mail, telephone, Internet and fax. On the other hand, media literacy is the ability to sift through and analyze the messages that inform, entertain and sell to us every day. Media literacy is the ability to bring critical thinking skills (O'Brien, 2009) to bear on all media from music videos and Web environments to product placement in films and virtual displays on billboards and advertisements. Blog is one of the media literacy which needs writing and thinking skills. As for media education, it encourages a probing approach to the world of media and learning through media will make the lesson more interesting. The use of several media is called multimedia. It is used by most people in the world and has the components like graphics, audio, visual, text, interactivity and animation. The use of the multimedia has been spread widely throughout the world and one of usage is for the process of teaching and learning (Kukulska-Hulme, 2010; Lee et al, 2009).

There were research done by researchers based on the set of principles to multimedia and modality. Mayor (2001), Mayer and Moreno (2003) Chan and Black (2006) and Ginns (2005) in Cisco System (2008: 12-13) postulated that the principles were multimedia principle where retention is improved through words and pictures rather than through words alone. Also, spatial contiguity principle where students learn better when corresponding words and pictures are presented near each other rather than far from each other on the page or screen. To add, temporal contiguity principle where students learn better when corresponding words and pictures are presented simultaneously rather than successively. Other than that, in coherence principle where students learn better when extraneous words, pictures, and sounds are excluded rather than included. Also, modality principle where students learn better from animation and narration than from animation and on-screen text. Redundancy principle where students learn better when information is not represented in more than one modality redundancy interferes with learning. Two individual differences principle in the design effects are higher for low-knowledge learners than for high-knowledge learners and also effects are higher for high-spatial learners rather than for low-spatial learners. Lastly, direct manipulation principle where the complexity of the materials increase, the impact of direct manipulation of the learning materials (animation, pacing) on transfer also increases into new web technologies.

According to Green (2004) media enjoyment will occur due to full concentration and fun. The activities with media should be used to make things easier and able to solve problems. The study by Green (2004) used the transportation theory (Green & Brock, 2000, 2002) where it is an experience of cognitive, emotional, and imagery involvement in a narrative. The theory involved also provides a lens for understanding the concept of media enjoyment. In this research enjoyment can benefit from the experience of being immersed in a narrative world, as well as from the consequences of that immersion. Here the theory has helped in the connections with characters and self-transformations.

Tomlinson (2012) in his article reviews the literature on the relatively new field of materials development for language learning and teaching. The materials development was very important in the teaching and learning environment. The materials used also need to be appropriate and suitable for the age of the students. Tomlinson (2012:145) article reports the origins and development of the field and then reviews the literature on the evaluation, adaptation, production and exploitation of learning materials. The article reviews the literature on a number of controversial issues in the field, next, on electronic delivery of materials and, third, on research in materials development. It identifies gaps in the literature and makes proposals for future progress in materials development and in the research within the field (Tomlinson, 2012: 143). Although the article concentrates on the literature on materials for learning English but the same principles apply to materials for learning any L2.

Thus, Soukop (2011) discusses the use of communication technology in education. The research by Soukop (2011) explores how educators use the different types of communication technology in distance education and supplemental education. Besides, the research also discusses published research on communication on five main areas: education by radio, educational television, telephony and mobile learning, computer-based communication technologies, and educational games (Soukop, 2011). Lee and Winzenried (2009) in Tomlinson (2012: 148) refer to these technologies as "the second revolution" (p. 48), "the new savior" (p. 61), and "the great revolution" (p. 74), respectively, in educational communication since each transformed how teachers and students interacted. Adegoju (2009: 252) in Tomlinson (2012: 149) states that, listening to new items in an indigenous language after the English version had been rendered would achieve word identification, limitation of possibilities of occurrence of words and ideas and the prediction of upcoming words which will help the individual with comprehension processes. Tomlinson (2012) and Jin et al, (2010) postulate that the use of new technology in education has grown rapidly in the last ten years and this technology has helped in the process of teaching and learning.

Another research on technology specifically on blog writing by Normaliza Abd Rahim et al, (2008) stated that the students have learn the process of discussion by using the technology. The study involved a class of students from a private college in Malaysia. The subjects were given a task to design their own blog and the blog will be evaluated by other students. The process of the task was ten weeks. The results of the study revealed that the subjects were happy and contented with the blog and they were happy to share their knowledge with their peers. The results also revealed that the subjects showed high confidence in using the technology and willing to accept the evaluation by their peers. The results of this study were parallel to the results by Ginns (2005) where technology has played a major role in enhancing the process of learning.

According to Ahmad Munawar Ismail and Mohd Nor Shahizan Ali (2011) technology has given a new path in disseminating information and the it has been used by mostly everyone in the world. The Internet especially has given the community the chance to read and know about the latest news (Wilson et al, 2011) and to share the knowledge that they have with others via e-mails, messengers and websites. This study involved 1504 subjects from secondary schools in Malaysia. The study involved the distribution of questionnaires and the results of the study revealed that the media shaped the attitude, behavior and morality of the subjects at a medium level which also suggested by Ahmad Munawar Ismail and Mohd Nor Shahizan Ali (2011) that it is dominant influence. The results also revealed that the higher the use of the media, the lower morality among the subjects. Wilson et al, (2011) stated that the online media has given the community to believe the updated news and hence disseminate the news among other communities. The research by Wilson et al, (2011) revealed that teenagers believed the online news from the website but they did not believe the blog. This might be because the teenagers were comfortable with the conventional way of getting the latest news.

Based on the literature above, this study concentrates on the use of blog in disseminating the Malay language. Therefore, the objectives of the study were to investigate on the use of media among Korean students in understanding the Malay language and to discuss the influence of media among the students.

Methodology

The samples of the subjects consist of 16 female and male Korean students from a class of Media and Malay Language course at Hankuk University of Foreign Studies, Korea. The subjects were given task to write in the blog everyday for three weeks by using the Malay language. The extracts of writing from the blog were analyzed for the purpose of the study.

Results and Discussion

Blog as a Media in Disseminating the Malay Language

Subjects were happy to write in the blog since this was the first time for the most of them. They never had a blog and they had never write about their personal life for people to read accept for essays in schools. Furthermore, writing in the Malay language since the language is their second language and they rarely write unless it was for assignment or for examinations. They were contented when given the task since they knew that they would improve the language more by writing in the blog every day. The subjects stated that blog was one of the ways in disseminating the Malay language and they uttered like;

> *When I write, I will refer to the dictionary and I know new Malay words.*
> *I know at least five new words per day and I like doing it.*
> *In the beginning, I wrote short sentences and now I can write a complex sentence.*
> *Dictionary helped me a lot in finding new words to use in my writing.*
> *Some of the words that I used were totally new to me.*

The above utterances showed that the subjects were happy to use the dictionary for references. The dictionary has helped them in finding new words to use in the writing and they were happy to use it. Also, the subjects tried hard to use new words every day. This might be because they wanted to learn new things on their own and also try an error where the lecturer would give feedbacks on the words and sentence structure in the blog. This showed that using new words in the Malay language has helped them in the writing process and at the same time learning the language autonomously.

Besides that, the subjects also uttered that the blog was one of the ways in improving their thinking skills. The layout of the blog had made them want to write more since they stated that the feeling of owning the blog has in a way giving them the courage to write. The subjects enjoyed designing the blog and at the same time write about the design that they have in the blog. All the subjects mentioned about the layout and design of the blog in their post and most of them wrote in two or three posts about it. The subjects uttered about the layout and design like;

> *I have animation in my blog and this was the first time that I did it.*
> *It was difficult to design the layout in the beginning but now, I am satisfied with my work.*
> *The design is interesting and colorful and I am sure that I will change it again soon to make it more interesting.*
> *My blog is colorful and the animation is pretty.*
> *I put a lot of photos on the sides and I have put videos and audios as well and it looked so professional.*

The above utterances showed that the subjects were happy and contented with the design that they did in their blog. The subjects wrote how they felt about their own blog and they would change to new ones after a few days. Besides being creative, the subjects also stated that some of the instructions for the design had made them want to try an error. The processes of designing were written in the blog and they were happy to share with the readers. The writing pertaining to the design of the blog had made them want to write more in the Malay language and in some ways has helped them in using words in the Malay language.

Other than that, the subjects seemed to have new ideas in writing. Since the process of writing was for everyday for three weeks, they subjects had to find new things to write and at times they stated that they

had the writers' block experience. They had no idea to write and hence they still thought of new things everyday for the purpose of the task given to them. They knew that the task would give them the chance to improve their writing in the Malay language and therefore they tried hard to find new ideas. They even stated in the blog like;

> *I have no idea to write today but I know I will find it soon.*
> *Nothing actually happen today but I will find things to write.*
> *I am not worried if I don't have anything to say since I am a good writer.*
> *I am in the learning process so this writer's block thing will go away soon.*
> *Actually I have so many things to write but I have no particular idea to write.*

The above utterances showed that although they had no idea to write but they still wrote it in the blog. They had written whatever the felt and in some ways they had improve in their ideas of writing in their space. They felt happy in the writing since they mentioned that they would find new things to write soon. In fact, they even praised themselves by saying that they were a good writer and would write good writing soon. They did not miss a single day of writing and the process did not stop due to the lack of ideas but instead they still write things on how they felt on that day. This showed that blog writing was a way of letting them write in the target language and fulfill their wants and needs in the writing.

Blog as a Media in Building up Confidence

Besides blog as a media of disseminating the Malay language, the blog also as a media in building up confidence. The subjects seemed to have high confidence although they wrote in the Malay language and the Malay language is one of the second languages they learnt in the university. The subjects had other languages like English and one other language to learn in the university they chose to major in the subjects. Still, they had improved their confidence level and they managed to avoid the shyness in speaking or writing in the Malay language. The subjects showed their confidence in the writing by uttering;

> *I know I can write well in the Malay language.*
> *I will write good writing in the Malay language.*
> *I am really confident to write in the Malay language now.*
> *I have tried hard and I know I did well in this writing.*
> *Writing in the Malay language will make me satisfied the whole day.*

The above utterances showed that the subjects were happy and contented with their own writings. They were happy to share the writing in the blog and they stated that they had done well in writing in the Malay language. This showed that the subjects had confidence in writing in the language. The subjects also mentioned that by writing the blog in the Malay language had made them happy and contented for the whole day since they knew that in the beginning, the writing was a bit difficult but later they got use to it and that made them happy. This showed that blog writing has helped them in some ways.

Besides that, the subjects showed their confidence in using metaphors in the Malay language. The subjects seemed to have used the metaphors that they have learnt in the class and they used it to write in their blog. This showed that they had confidence in using the metaphors in their own writing and with their own words. They had written their own version of metaphors in the Malay language and this showed that they had the confidence in the writing. The uttered that;

> *Metaphors in the Malay language are easy.*
> *I can write Malay metaphors now.*
> *Malay metaphors has made want to write more now.*
> *I can write the Malay metaphors in Korean society.*
> *Malay metaphors will me understand the language more.*

The utterances above showed that the subjects had used the Malay metaphors occasionally in their writing. The blog also showed the use of Malay metaphors among the subjects. The subjects seemed to be comfortable in using the metaphors in their own society. As a matter of fact, they use is in their speech in the classroom when they talked about their blog among their peers. The subjects seemed to understand the use of the metaphors and they had high confidence in uttering it formally and informally in the classroom. This showed that the blog has helped them to boost up their confidence level and hence

chatted with friends and lecturers about it. Hence the online media has given first hand information to readers (Wilson, 2011).

Other than that, the blog also managed to give them the confidence in writing and giving comments in their friends' blog. They seemed to have the confidence to write in the Malay language. Although the comments were short but they managed to write good Malay sentences. The comments were positive and some of the comments were questions to the blog owner. The utterances like;

> *What have you been doing today? Been busy?*
> *You went to Seoul last weekend? You supposed to take me along with you.*
> *I love night life in Seoul as well. You have good writing here.*
> *You finished with your task given by the lecturer today? You are good!*
> *I like the rain as well. It made want to sleep more.*

The utterances above showed that the subjects understood what their friends wrote. They either agreed or asked questions pertaining to the particular post. The subjects even commented on the task given by the lecturer since he or she might not have done the task as yet. This showed that the responses or comments from the subjects were based on what they learnt in the classroom the day before. It seemed that the subjects would do the same like the person since the reading had made him have the confidence to write and might also want to be praised by the friends. The questions were also based on the writing from the blog. This showed that they understood the content of the blog and asked more questions pertaining to it.

To sum up, the results for both blog as a media in disseminating the Malay language and blog as a media in building up confidence showed that media has played a major role in learning the Malay language. Besides that writing the blog also has made the students want to learn and the feeling of enthusiasm towards writing new things in their own space. Besides having high confidence in writing in the Malay language, the subjects also managed to give good comments and questions to their friends in the blog. This showed that the subjects understood the content of the blog and felt that with the comments they would learn more new things. The results of the study were parallel to the results of the study of Normaliza Abd Rahim el al, (2008) where blog writing would give students' their own space of writing and this would make them have the confidence in writing in the target language. Ginns (2005) postulates that confidence will arise when the instructions given were clear and therefore will have good outcome in learning. The results of the study also have nearly the same results as Tomlinson (2012) where materials for the development of teaching and learning were crucial and important to inculcate the love in learning. This shows that materials such as blog were one of the strategies in the process of learning a language.

Conclusion

The study implicates educators, students and most importantly researchers. Besides giving positive impact towards teaching and learning, the study implicates to new research that involves other technologies. Confidence in using the technology will also be the important factor in the process of teaching and learning. It is hoped that future research will concentrate on other technology and involve younger subjects in using the technology for learning purposes. Also, the research will look upon the feelings and emotions of the subjects in dealing with the technology.

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