

Attitude towards Bahasa Melayu among the Speakers in the East Coast of Peninsular Malaysia

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ABSTRACT

The study empirically analyses the attitude and acceptance of the urban and rural societies toward Bahasa Melayu (Malay Language). This study focuses on the speakers of Bahasa Melayu in the east coast of the Peninsular or more specifically in the state of Pahang Darul Makmur. Six districts in Pahang have been chosen as the area of study, namely Temerloh, Maran, Jerantut, Muadzam Shah, Kuala Lipis, and Kuantan. In this study, the attitude and view of the urban and rural communities on the capability and commercial value of Bahasa Melayu will be evaluated and compared to see if there have been any changes. The study observed closely the attitude towards the language while adopting a sociolinguistic approach as a theoretical framework. As many as 200 questionnaire forms had been distributed to respondents aged between 10 to 61 years old. Other than the questionnaires, data was also obtained using the interview and the observation methods. Data was analysed using SPSS. The findings indicate that the language attitude of the East Coast community varies according to the variables such as age, generation, religion, educational level and residential location which indicate significant differences in attitude. However, from the income level and marital status, the language attitude does not show significant difference. All in all, based on the tests of validity and reliability, the finding shows that the attitude and acceptance of Bahasa Melayu in the Malay community residing in the East Coast have been very positive.

Keywords: Acceptance level, commercial value of Bahasa Melayu, income level, language attitude, marital status, proficiency level, residential location, sociolinguistics approach

ARTICLE INFO

Article history:

Received: 23 November 2015

Accepted: 15 March 2016

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INTRODUCTION

Malay language or Bahasa Melayu is acquired by Malaysian, either as the first

or second language. Bahasa Melayu as the first language normally refers to a person, usually of Malay origins, who acquires the language as his or her mother tongue while Bahasa Melayu as the second language applies to those who have learnt it, usually by the non-Malays. The mastery of Bahasa Melayu as a second language is found to be more difficult compared with the mastery of the language as the first language.

Normally, children acquire their first language sufficiently by the age of five with the help of a language acquisition device known as Universal Grammar. This language acquisition device is present in the children's minds since they are born, and it said to be genetically programmed (Elliot, 1987). Chomsky (1988) viewed the process of acquiring one's first language more of an adaptation process, that is, adapting the Universal Grammar with the grammar of the children's first language. Every normal child will acquire his/her first language sufficiently.

In the process of being proficient in Bahasa Melayu as the first or second language, the way the first knowledge language is mastered is different from the way the second language is mastered. Unlike the process of mastering the first language knowledge, the mastery of the second language requires more work and a more careful planning. In the process of acquiring second language knowledge, it is very much influenced by the affective factors, namely the attitude and motivation. Positive attitude and higher motivation will result in better achievements in the process

of acquiring a second language (Noels, 2001).

Attitude serves as one of the most important factors in language learning because if one has a negative attitude towards a language, no amount of exposure and teaching would help in the language learning process. Measuring one's attitude towards a language is not an easy task because attitude is a subjective matter. More often than not, an individual's attitude is influenced by some external factors such as family, peers, teachers, surroundings and others.

Bahasa Melayu has an important role as a language of national integration. This function is demonstrative in Bahasa Melayu's role as the medium of instruction in schools. However, the acceptance towards this language has gradually declined there may come a time that it needs to be preserved. This study seeks to discover the acceptance of Bahasa Melayu as a language by residents in the rural areas, the impact of the globalisation and the elevated status of the English Language as the 'great' language to speak at the moment.

PROBLEM STATEMENT AND THE OBJECTIVES OF THE STUDY

The success of Bahasa Melayu, evident in its status as the national language and the official language of the country, does not mean that it can escape from diverse issues and challenges that confront it. Although Bahasa Melayu is enshrined in the Constitution as the official language, there are still some quarters who have neglected

it or have not placed enough emphasis on the language. There have also been doubtful voices expressed over the capability of the language, especially relating to its ability to fully replace English (Awang, 2007, p. 843). In raising the profile of Bahasa Melayu as the language of knowledge, some pressing issues such as attitude, interest and also the determination to instil self-awareness on the use of Bahasa Melayu need to be addressed. Such awareness cannot possibly be promoted if the language is not granted a high social status value. After more than 52 years since Bahasa Melayu has been hailed as the national and official language, the mastery and proficiency in the language is still not at the desired level even among the Malays (Zainal Abidin, 2007, p. 847).

A lot of studies have been conducted to examine the language attitude and the capability of Bahasa Melayu in fulfilling its multifarious functions. In this regard, Bahasa Melayu has often been placed next to English in comparison. Therefore, a comprehensive study needs to be carried out in order to see the language phenomenon especially among the societies in Pahang. In this study, researchers intend to examine the language attitude. The main objectives of this study are:

1. To identify the level of acquisition of the standardised Bahasa Melayu of the residents of the larger part of Pahang.
2. To identify the attitude and level of acceptance towards the standardised Bahasa Melayu of the residents of the larger part of Pahang.

THEORETICAL FRAMEWORK

Sociolinguistic experts investigate the relationship between language and society that links the two areas to be studied, the formal structure of language and sociological structure. This study was conducted according to a fixed platform. Researchers use the theory of Ralph Fasold as guidelines for the analysis. Fasold (1984, p. 180) in his book *The sociolinguistics of society* postulated that the sociolinguistic research is interesting because of the language selection phenomenon. Fasold illustrated the sociolinguistic aspects of language using the term *societal multilingualism* which shows that there are many languages in the community. Selection of a language according to Fasold (1984, p. 180) is not a simple task. Therefore, a person who acquires two or more languages must choose which language he would use to communicate.

Use of language in society relates to various factors whether linguistic or non-linguistic factors, such as factors related to socio-cultural factors. Thus, each community has uniqueness in terms of socio-cultural values and variations of language use in social interaction. Fasold (1984) mentioned that the phenomenon of variations in language use in society is controlled by social factors, culture, and situation. In the study of language choice, sociolinguistic work describes the relationship between social variables and language selection factors, social, culture, and situation in multilingual and bilingual communities. Sociolinguistic approach

involves the analysis of domain. Domains, in fact, are the relationship between social factors, location, topic, and participants (Fasold, 1984, p. 180).

METHODOLOGY

In this study, researchers have selected some methods regarded as suitable for the study, namely the questionnaire method, informant interviews and participatory observation method. The questionnaire form functions as a study tool to collect primary data in this language attitude study. The questionnaire encapsulates the questions which measure the level of mastery of Bahasa Melayu, the attitude and acceptance of Bahasa Melayu as well as the attitude and opinion on the capability of this language. As many as 200 questionnaire forms were prepared and distributed by the researchers to be distributed to six districts as aforementioned. The researchers also explained the language aspects contained in the questionnaire forms just in case they are not understood, as there is the inclusion of some linguistic terms that may not be understood by the respondents. The form is formulated to measure the language attitude among the East Coast societies. The first part of the questionnaire covers eight variables namely:

- i. Age
- ii. Gender
- iii. Marital Status
- iv. Race
- v. Religion
- vi. Income
- vii. Education
- viii. Residential Location

The questionnaire also contains 40 questions divided into three main parts: measuring the mastery level of Bahasa Melayu knowledge, the attitude and acceptance of Bahasa Melayu, and also the attitude and opinion on the capability of Bahasa Melayu.

In this study, the interview method was used on respondents who are illiterate, suffer from sight problem, and also those finding it difficult to understand the instructions of the questions. Thus, researchers are responsible to interview by way of reading and explaining every question posed in the questionnaire. The interviewees comprise four Masters Students majoring in Malay Language Studies at The National University of Malaysia. The study began in the district of Temerloh, next Maran, Jerantut, Muadzam Shah, Kuala Lipis and finally the district of Kuantan.

The participatory observation method is also chosen to enable the group to see for themselves how the actual language is spoken among the societies, other than witnessing the culture of the communities being studied. At this point, the purpose of the method lies in looking at the extent of truth reflected by data and the information compiled. In this study, the group had gone to visit the study areas to evaluate for themselves the level of mastery of the language, the attitude and acceptance as well as the attitude and opinion on the capability of Bahasa Melayu among the people in the East Coast.

Data obtained from the questionnaire will be analysed using SPSS method. The advantage of using this method is that it is

easy to handle and data or information can be processed quickly. Apart from that, this method is able to analyse data with various variables at one go. In this study, the Cross tabulation method, the percentage, the Anova, the validity and reliability methods which contained in the SPSS system have been used by the researchers to process data. The reliability test has used the Alpha *cronbach*, whereas to measure the validity, the *product moment* correlation method has been proven useful. In the Anova statistical test, the *post hoc test* has been adopted.

LITERATURE SURVEY

Awang Sariyan (1988) in his book entitled *Isu-isu Bahasa Malaysia* also touches on the attitude of the s towards Bahasa Melayu (BM). From Awang's points of view, the spirit of motivation together with the gratitude of gaining independence must also be accompanied by the responsibility to fulfil the meaning of independence itself. In the context of the National Language, everyone holding the Malaysian citizenship has the responsibility to preserve their national language, not only by carrying slogans and stating them with emotions, but also full-heartedly working to be proficient in the language

The book *Bahasa dan Alam Pemikiran Melayu* serves as the outcome of the research published by Asmah Haji Omar in 1986. Asmah sees the association of language and thought as an interesting aspect not only for linguists and psychologists, but also the general public. Although this aspect is very much debated by linguists and psychologists

in other countries, especially with regards to their language and the realm of thought of the speakers, research on the association of Bahasa Melayu and the realm of thought of the speakers is almost non-existent. Asmah in her book has explored the Malay thinking domain and the Malay experiences captured in their language, through a close look at the children's language, especially in the language spoken as their mother tongue.

The study conducted by Asmah (2006) who focuses on *Pertemuan antara Peradaban Melayu dengan Peradaban Luar: Tumpuan Khas Kepada Sikap Terhadap Bahasa dan Unsur-Unsur Budaya* (The relation between Malay and External Civilisation: A Special Focus On The Attitude Towards Language and Cultural Elements) is a substantial work that examines the Malay attitude towards language and culture of other communities as the outcome of the symbiosis with the external culture. Following Asmah, in any given civilisation, there has already existed societal members' behavioural control, which enables or disallows certain conducts or actions.

De Gaer, Pustjens, Van Damme and De Munter (2006) looked at the relationship between attitude towards language learning and school environment. Their finding shows that there is no significant relationship between the school environments with the attitude towards the language learning process faced by the students. The study also shows no significant relationship between the attitude towards language learning and student's intelligence level. Students categorised as smart students also

demonstrate less positive attitude and low motivation towards the language learning process especially if they are not happy with the school environment.

In her study on the language attitude, Norizah (1990) examined the language phenomenon among the second year students of Law Faculty at the University of Malaya. The 16 informants she chose were Malay and Chinese students forming an equal proportion (eight Malay and eight Chinese students). In this study, she divides every group into two groups, one represented by students from the city, and another group from the village. Norizah's findings suggest that there is a difference among the informants when it comes to choosing the language to be used. The Chinese informants are prone to using English instead of using their own mother tongue, and by contrast, the Malay informants are more comfortable using Bahasa Melayu than English.

A study by Bernaus, More and Azevedo (2007) illustrates that the affective factors, namely attitude and motivation, have a significant and important correlation with the background or the demography of the students. If we draw a comparison of the influence of two main factors, which is the student's background and the policy enforced by the administrators, it is apparent that the background factor influences the affective factor more. In other words, the policy formulated by the ruling authority must be set to match the aspirations of the people. If a policy is forced onto the people, it would have been difficult to be accepted by the public.

A study carried out by Csiger and Donyei (2005) sheds light on an interesting finding, whereby in the second language learning process, it is very much influenced by the integrational motivation of the students. The integrational motivation means the desire to be part of the speakers of a particular language. High integrational motivation is able to guarantee the success of language education process. This study by Csiger dan Donyei has clearly demonstrated to the second language education programmes' planners and implementers that the second language learning process can have a greater possibility of being more successful if the teachers and school can elevate the level of integrational motivation among students.

Attitude refers to the affective matters, which have a lot to do with the feelings or something felt in the soul. Attitude would normally be able to determine one's behaviour, for example, one with a positive attitude towards something may be inclined to do something more eagerly, and somehow avoids doing things which go against his or her feelings and inclinations.

Zamri Mahamod and Zarina Othman (2001) reported a decline in performance in the subject of Bahasa Melayu (BM) released by the Malaysia Board of Examination at SPM and PMR levels. In this context, attitude is said to be one of the contributing factors to the decline of the students' achievement in the BM paper. With this in mind, Zamri and Zarina (2001) have conducted a study entitled *The Attitude of Chinese Students towards the Learning of BM as the Second Language*. The study

outcome showed a lot of Chinese students are uncertain as to why they have to learn BM. Yet, almost half of the Chinese students still adopt a positive attitude towards the BM learning process as their second language, especially female Chinese students.

The work by Loewen, Li, Thompson, Nakatsukasa, Ahn and Chen (2009) among university students using the Likert Scale Questionnaire found that the assumption or belief on the importance of grammar varied among the university students who learnt English as the second language or foreign language. The finding also shows that the university students have varying assumptions on the grammatical exercises or drills in the language teaching and learning processes. Other than that, the respondents also have different assumptions on the importance of making corrections and the effect of grammatical error analysis.

Sa'adiah (1998) in her work titled *Language attitude: a case study among Malaysian students in Britain* has provided three assumptions on the importance of language attitude. These assumptions include:

- i- Attitude demonstrates the assessment of one's natural belief value

- ii- Understanding attitude makes it easier for someone to interact with the community,
- iii- Various aspects of a person can be seen on the attitude that he or she adopts

Everyone has a different attitude towards something. Therefore, one's attitude can easily change, that is, it can be adjusted.

FINDINGS OF THE STUDY

Data was analysed using the SPSS system. The findings are presented based on the already-established variables, namely age, gender, marital status, race, religion, income level, level of education and residential location. The influence or effect of every variable has been analysed, and the findings given in the section below.

Age

Based on data obtained, it is found that there has been no difference in the mastery of Bahasa Melayu based on age. There are no significance differences on the level of the acquisition of Bahasa Melayu when compared between different age levels. This is statistically proven and displayed in Table 1.

Table 1
Level of Acquisition of Malay Based on Age

Source of Variation	JKD	DK	MKD	F	P
Between Group	385.211	4	96.303	1.379	0.243
In Group	13548.528	194			
Total	13933.739	198			

$p > 0.05$

Attitude and acceptance of Bahasa Melayu based on age difference have well demonstrated a rather significant difference. The age group of 20 years and below has shown a low level of attitude and acceptance compared with those aged 21 years and above. The possible reason for this is that the people aged below 20 are still adolescents or teenagers and yet to understand the significant role of the language. At this age, they are more drawn to the outside culture than towards the local culture. Such a situation implies to us that maturity will

make us more rational. Young people with various aspirations will assume that tradition is a barrier when they want to try new things. This means that a great influence is seen in the factor of adulthood, especially where the attitude and acceptance of Bahasa Melayu are concerned. From the aspect of social maturity at this early adulthood level, they are unable to relate to cultural components especially language with something that needs to be understood and internalised in their thoughts and emotions. Data in Table 2 shows the result.

Table 2
Level of Acquisition of Malay Based on Age

Age Level	N	Mean
20 years and below	72	70.19
21-30 years	63	75.46
31-40 years	22	76.09
41-50 years	21	73.28
51 years and above	22	76.63
Total	200	73.53

Same goes with the attitude and opinion on the capability of Bahasa Melayu that sampled the lowest mean which is 20 years of age and below, although statistically there is no significant difference among the existing groups. This issue is still directed at the social intelligence of teenagers aged 20 years and below, where they are more influenced by certain symbols. In a modernised world, it remains a fact that Bahasa Melayu is not a global language or known to all races. Science and technology uses the English medium, so much so that there emerges a sense of disbelief or lack of

certainty among the teenagers on the ability of Bahasa Melayu to compete in the world of globalisation. In summary, those who are at this age level are still unable to think deeply over the potential of Bahasa Melayu in the world of science and technology. To add to this, the issue of teaching and learning of Science and Mathematics in English will become a *soft stimulus* that instils the thinking that the quality of Bahasa Melayu is deteriorating in the rat race of the globalised world. The middle and late adulthood groups appear to be able to accept that the teaching and learning of English only stand out as

a brainstorm to enhance the learning of science and mathematics, not the reality of the poor status of Bahasa Melayu among other world languages.

Gender

In terms of gender, the level of acquisition, attitude and acceptance as well as attitude and opinion on the capability of Bahasa Melayu show that there is no significant difference between men and women. This is explained by the fact that either gender has equal opportunity to learn, gain information and facilities to know every dimension of knowledge that has advanced at the moment.

In terms of the mastery of Bahasa Melayu between the genders, they have possessed the same ability, because Bahasa Melayu is taught at every level of education - primary school, secondary school, and even in the tertiary level. In reality, between female and male there is observed to be the same behaviour in the learning and teaching processes so much so that it has left an impact on the attitude and acceptance of Bahasa Melayu as well as the attitude and opinion on the capability of the language.

Marital Status

In terms of the marital status, no difference was observed in terms of the mastery and acquisition of Bahasa Melayu. This

is because the mastery of the language is acquired formally among the Malaysian communities in Malaysia - something that is very obvious that the language is important to be known and mastered by the communities. In terms of attitude and acceptance of Bahasa Melayu and opinion on the language's capability, both groups have shown a significant difference. This is because of the psychosocial maturity of the married ones where they are more stable and are broader minded as they treasure the cultural heritage that they possess. The marriage factor in extensive *literature* is known as an aspect that influences the way one thinks. People who are married are likely to look at something more abstract more than they would at concrete matters.

Race

For race or ethnicity, the mastery level, attitude and acceptance as well as opinion on the language's capability, a difference was noted between the Malay ethnic groups and their non-Malay counterparts. If we look at the level of mastery, for the non-Malays, it is understood that they have a lower level of mastery of Bahasa Melayu than the Malays. This is due to the fact that Bahasa Melayu is the mother tongue or first language of the Malays. Data from the research can be seen in Table 3 below.

Table 3
Level of Acquisition of Bahasa Melayu according to Race

Race	N	Mean	SP	DK	t	P
Malay	1781	46.15	7.98	195	3.549	0.00
Non-Malay	19	39.21	9.20			

The same applies for aspects such as attitude and acceptance and opinion on the ability of Bahasa Melayu. The non-Malays sampled in this study showed a lower level of mastery than their Malay counterparts, probably because of the sociocultural factor; humans are inclined to take language as part of their culture to create egocentricity. From the viewpoint of cognitive psychology, culture has been ingrained as early as one can remember and one that has become the schema in one's way of thinking. To put simply, there has already been the likelihood that the best culture is the culture of our own community. Everyone will try to show that their own culture is way better than the others. This finding is consistent with the outcome of a by Norizah (1990). Both studies found that attitudes and acceptance among native speakers of Malay are much better and more positive compared with non-native speakers, especially among Chinese speakers. Race had played an important role in determining the level of proficiency, language attitudes

and acceptance. Although the name Bahasa Melayu was changed to Bahasa Malaysia, it is clear from the findings of these two studies that the level of acquisition, attitude and acceptance of the Malay language has not changed much.

Religion

In terms of religion, the mastery of language, attitude and acceptance and opinion on the capability of Bahasa Melayu, it was found that the Muslims performed better compared with the non-Muslims. This is due to the belief that 'Islam is Malay and Malay is Islam'. As we speak of the Malays, whether in the social, culture or political contexts, they are synonymous with Islam - this makes it plausible that the non-Muslims have not shown the same level of acceptance as their Muslim counterparts. Religion is a very subjective issue and carries along a very strong emotional attachment. Everyone will be prone to reject anything that is not included in the religion he or she believes in. Table 4 shows this data.

Table 4
Attitude and Acceptance Based on Religion

Race	N	Mean	SP	DK	t	P
Malay	177	75.34	9.21	193	5.922	0.00
Non-Malay	18	60.94	14.80			

$p < 0.05$

Income Level

In terms of income, the mastery of knowledge, attitude and acceptance and opinion on the capability of the language, no significant difference was noted. This is due to the fact that the income variable does not

significantly influence the communication process in Bahasa Melayu, whether they have high or low income. Also, the attitude and opinion on the capability of Bahasa Melayu are not influenced by income. In many aspects, income is a variable that

influences one's life pattern, whereas it is less influential where the cultural pattern is concerned.

Educational level

Educational level has an impact on the attitude towards Bahasa Melayu. It is found that highly educated people show a higher level of mastery and acceptance compared with those whose had secondary and primary school education. This is explained by the influence of higher education in this country by way of raising the status of Bahasa Melayu as the language of knowledge, which sees the advancement of the language at the higher education level.

In terms of attitude and acceptance of Bahasa Melayu, the highly educated group showed a higher level compared with those from other educational backgrounds. This is due to the influence of the culture of the education that has stressed on the use of Bahasa Melayu, while the attitude and opinion on how able Bahasa Melayu is do not show any difference. To explain this, the capability of this particular language leans more towards the cultural pattern that Bahasa Melayu is acknowledged as the national language of the country. As the national and official language, the Malay language has many official roles. It is also the language of administration, formal language, unifying language and language of education among others. It is clear to us that the Malay language plays an important role in the lives of many Malaysians. As a result of various language policies, Malay language has been strengthened and has

become central to the sustainability of the Malaysian community.

Psychologically, a group with higher educational level is more aware of the importance of Malay as a political mechanism to integrate the various races in Malaysia. This awareness will lead to the higher integration motivation among those with higher educational level. Studies conducted by Csiger and Donyei (2005) as discussed in the literature review section clearly shows that those who have a higher level of integration motivation will usually have a higher level of acquisition compared with those who have a low level of integration motivation.

Residential Location

In terms of location, there has been no difference in the mastery level of Bahasa Melayu between the urban and rural residents. A reason for this is the fact that societies, either living in the rural or urban areas, tend to use Bahasa Melayu as their official language. This means that both the urban and rural citizens have received the same education on Bahasa Melayu, whereas a striking difference was observed among the attitude and acceptance as well as the opinion on the capability of Bahasa Melayu between rural and urban areas. In this context, the rural residents tend to have a higher level of acceptance than those residing in the cities. This is because they are yet to be subjected to undue influence that may change their attitude towards Bahasa Melayu. Put simply, the influence of modernisation and globalisation have

an implication on the attitude adopted and opinion held on the capability of the language. The city dwellers are more likely to be affected by modernisation and globalisation. Other than that, it can be said that for the rural people, they still cling on firmly to culture, especially when the symbolisation of language mirrors this aspect.

There is a relationship between the mastery level of Bahasa Melayu with the attitude and acceptance of the language. It shows that one's knowledge can really influence his or her attitude. In the theory of cognitive development, knowledge is the policy capital for one to form a perception towards any object or something he or she faces. The perception varies according to the knowledge that he or she has.

There is also a correlation in the mastery level of Bahasa Melayu knowledge with the attitude and acceptance of the language. It is clear to us that the language policy of the Malaysian government had successfully empowered the Malay language on many aspects. This has given various positive effects on the level of acceptance among many Malay language users and directly increases the positive perception of Malay language among Malaysians. This shows that the knowledge relates to the assessment of an object. This means, the higher and the better the knowledge on a subject, the higher and the better the assessment given on that subject. Knowledge and attitude of a person can affect the assessment of a particular object. It is obvious to us that the best way to increase the level of acceptance of the

Malay language is to improve the level of knowledge and skills on this language among the people of Malaysia. We can also assume that the rejection of the Malay language is usually caused by the failure to acquire this language efficiently by certain sectors in our society, especially among the second language users of Bahasa Melayu.

Findings from this research illustrate that attitude has a significant and important correlation with the background or the demography of the respondents. It is apparent that the background factor influences the affective factor of respondents. The attitude refers to the affective matters, which have a lot to do with the feelings or something felt in the soul. Attitude would normally be able to determine one's behaviour, for example one with a positive attitude towards something may be inclined to do something more eagerly, and somehow avoid from doing things that run contrary to his or her feelings and inclinations.

CONCLUSION

Attitude can be defined as a behaviour shown towards something. The term Language Attitude partly refers to the assumption and evaluation given by society towards a particular language, or about other dialects in a language. From the definition and the presumption of the language attitude, it can be concluded that one's attitude towards a language is based on various factor such as psychological, geographical, cultural, education and others.

Based on the statistical analysis and discussion earlier, researchers have found

that the language attitude of the East Coast communities varies following variables that have been determined. Based on the SPSS analysis, the percentage calculation, the Anova statistical test and both the validity and reliability methods demonstrate that there is a significant difference between age, race, religion, educational level and residential location in terms of mastery of Bahasa Melayu. However, if we look at the level of income and the marital status, the analysis shows that the difference is not very significant.

Based on the data of this study, to look at it as a whole, the East Coast communities specifically in the state of Pahang have a positive view, especially the Malay ethnic group, towards Bahasa Melayu. In terms of the level of proficiency of Bahasa Melayu, attitude and acceptance of Bahasa Melayu, as well as the attitude and opinion held over the capability of the language, Malays show a higher level and more positive views in comparison with other ethnic groups.

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