



MASTERY OF MALAY IDIOMS VIA SEM+BEZA: A NEEDS ANALYSIS

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Abstract

Emphasising Malay idioms as one of the aspects of the language system is crucial to produce students who can highlight the cultural heritage and thoughts. However, conventional teaching methods are still implemented by teachers, and their moderate level of differentiated instruction knowledge causes the interest of students to decrease. This study aims to identify the needs in developing a teaching module to teach Malay idioms based on an inquisitive semantic framework and differentiated instructions model through a needs analysis. The qualitative study, using semi-structured interviews, was conducted among six Bahasa Melayu teachers to collect data in three Trust Schools. The findings reveal that teachers have implemented activities that encourage the interpretation of idioms' meanings by relating to the knowledge and experience of students and integrating various interesting activities. Additionally, teachers have ensured that teaching components, such as content, processes, and products, are based on the readiness, interest, and learning profile of students. Nonetheless, various constraints caused by teachers and the environment have hindered the teaching of deep interpretation of Malay idioms and suitability with the diversity of students. The findings also clarify the need to develop a teaching module to deliver effective teaching in Malay idioms.

Keywords: Malay idioms; inquisitive semantics; differentiated instruction; Trust School; module

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1. Introduction

There have been efforts to improve the quality of the Malay Language in the local education system as medium of language. In 2011, the strengthening of the curriculum happened as the result of the Standard Curriculum Primary School (KSSR). Elements of language proficiency and communication are still being emphasized to mastery language system skills, including the mastery of proverbs correctly (Ministry of Education of Malaysia, 2014). In primary school, the proverbs as well as idioms are been used as a comparison and learning tool that students can learn from (Ministry of Education Malaysia, 2018). It is very important and relevant to teach idioms as part of formal learning at school in order to highlight the cultural heritage of Malay among students (Mat Hassan, 2016). Accordingly, the best teaching approach such as differentiated instruction should be applied to ensure that appropriate methods can be delivered along with the diversity of interests, comprehension and students performance in order to achieve the learning objectives. Therefore, teachers need to consider aspects of students' readiness, interest and learning profile that are emphasized in a differentiated instruction approach so that students can go through a meaningful learning process (Tomlinson & Imbeau, 2010). After all, a teaching and learning guide to achieve certain learning outcomes is very necessary to help teachers (Mohd Noah & Ahmad, 2005).

Proverbs

Famous proverbs have been used among the Malay community in their daily activities to convey experiences, concepts, events, warnings, advice and lessons (Wan Mansor & Jalaluddin, 2016). One of the commonly used of group proverbs are idiom consisting of two or three words that usually to difficult to translate literally word by word (Jumingan, 2004). According to Sarudin (2012), the Malay

community uses idioms to convey warning, advice or lessons without using lengthy explanations. Therefore, we should aim to preserve idioms and the usage for the next generation.

Inquisitive semantics

Inquisitive semantics introduced by Jalaluddin (2014) is the study of meaning is necessary to learn idioms knowing and understanding their meaning as there is hidden wisdom of various scientific dicipline behind their meaning of each idoms. Through this approach, Subet & Nasir (2019) explain, that the analysis of meaning can be done in three levels. Firstly, script semantics, which interprets meaning through descriptive observations, assumptions and documents. Secondly, resonance semantics, examine meaning in depth using evidence in the form of corpus (through data, theory and speaker's cognition). While inquisitive semantics analyzes and understands proverbs down to the root using data, theory, cognitive thinking and culture. The knowledge applied through this approach has been widely used by many researchers to analyse the meaning. Jonteng et al. (2021) who succesfully analyze and explain the symbolism of "hand" within the idiom *air tangan* based on scientific explanation. The same approach can be applied by teachers so that they can encourage students to use a high cognitive process to understand historical background of idioms (Md Nasir, 2020).

Differentiated Instruction

In order to meet the needs of students who have the ability to learn using different resources and methods in the context of education in this challenging age, a teaching approach that has differentiating characteristics, i.e. differentiated instruction, is needed to help teachers teach idioms effectively (Sparks, 2015; Sulaiman & Wok, 2018). Differentiated instruction is an approach first introduced and pioneered in the United States by Tomlinson (Subban,

2006). Nevertheless, this approach has already been applied in the teaching of Malay Language in Malaysia (Mohd Saali, 2019). Differentiated instruction approaches cover the modification and differentiation of several teaching components such as content, process and product (Ismajli & Imami Morina, 2018; Williams-Black et al., 2010). The teaching content is what is to be conveyed to the students and should be appropriate to the level of academic ability of each student (Kreitzer, 2016). In addition, the process is an activity that is carried out to understand the teaching content and needs to consist of various activities or strategies (Chien, 2013). While the product is the process of students demonstrating their understanding of learning (Ismajli & Imami Morina, 2018).

Objective

The objective of the study is to identify the needs of the SEM+BEZA Module based on the Inquisitive Semantics Framework and a Differentiated Instruction Model at the Trust School to get students to develop all the needed 21st century skills.

Problem Statement

Teaching idioms is a quite difficult and challenging process, therefore should be properly prepared before it is been taught (Rafatbakhsh & Ahmadi, 2019). Ramagoshi & Joubert (2016) found out that the approach that is being practiced widely by the teachers is not being delivered well. As an example, Guo, (2019) named conventional methods such as memorization and dictionary use that teachers are more inclined to. As a result, students are not interested in learning idioms and are unable to master it (Juki & Salleh, 2017).

Based on previous mention, teaching practices need to be improved according to the abilities and needs of students and their backgrounds as emphasized in the Differentiated Instruction Model practiced in Trust Schools. However, the teacher-

centered practices that still exists has minimized students' involvement because teachers prioritize oral and listening methods (Samburskiy, 2020). This problem was reinforced when the preliminary study carried out at Trust School discovered that teachers did not fully implement the differentiated instruction approach as they did not take into account the interests and learning profiles of students (Nurazman Amrullah et al., 2022).

In addition, limited idiom teaching resources have worsened the situation. Murthy et al. (2019) highlighted this particular problem upon the realization that idiom teaching books do not explain the specific meaning which made it difficult to carry out in-depth teaching. This problem prompts researcher to come up with an idiom teaching module which can be used specifically by Malay Language teachers.

2. Methodology

This qualitative study employed interview technique in identifying and analysing the needs to develop a module for idioms teaching based on students' background which implement Inquisitive Semantics Framework and Differentiated Instruction Model.

Data Collection

To study the needs and to find out the best approaches to develop the module, a semi-structured interview was conducted during the analysis phase among six (6) Malay Language teachers at Trust School, Malaysia. The importance of using this technique is it helps to understand the phenomenon on the practices and constraints on implementing idioms teaching and provide recommendations that will help to identify the need to develop a teaching module (Ahmad, 2017).

Data Analysis

The data from the interview was analysed through inductive and deductive coding approach using Nvivo software to draw a

conclusion throughout the themes that have emerged upon the analysed of data. Based on the findings, the researcher has used it as a guidance for developing an idiom teaching module.

Findings

This section will begin by answering research question 1 of the study:

- 1) What are the practices of idiom teaching by Malay Language teachers?

Practices of idiom teaching

Table 1 Malay Language Teacher's Idiom Teaching Practices

Practices	P1	P2	P3	P4	P5	P6
Follow the syllabus	/	/	/	/	/	/
Link to the student's prior knowledge and experiences	/	/	/	/	/	/
Acting	/		/	/		/
Songs		/			/	
Language games	/		/	/		
Memorizing	/	/	/	/	/	/
Brainstorming	/	/		/	/	/
Exercise/module	/		/	/	/	/
Construct sentences	/	/			/	
Conducive environment	/					/
Simple project		/				
Visual activities	/	/		/	/	/
Dictionary & references	/				/	/
Contextual learning	/	/	/	/	/	/

Sub theme: follow the syllabus.

The findings of the study show that all the participants teach idioms according to the syllabus contain in the textbook. This is because all participants take into consideration the summative and formative assessment requirements set for the Malay Language subjects of primary schools to evaluate aspects of the language system. Indeed, I teach according to the syllabus and according to the textbook.

TB1P2KAPLine40-41

We must follow 100% the content from the textbook provided. On top of that, formative and summative assessment are based on the textbook.

TB1P1KAPLine87-89

So far we have taught idioms according to the syllabus and the textbook.

TB1P3KAPLine59-60

Sub theme: to link with the students' prior knowledge and experiences.

The findings of the study show that all the participants have link the students' prior knowledge and experiences at teaching idioms. The participants also related real-life situations to students' existing knowledge. For example, the classroom situation, family travelling situation and the situation when one is barefoot. The overall aim is for the students to master the meaning of idioms that relate to their own experiences.

In classroom situation, when he seems to like reading books, what idioms can be refer to it?

TB1P1KAPLine72-73

"have you ever gone on a trip?" "Ever go here and there?".. "that's called makan angin"

TB1P3KAPLine87-88

for example, we ask "what if you don't wear shoes, how do we call them?", "who doesn't know how to play football? How do we call them?"

TB1P4KAPLine40-41

Sub theme: acting.

Participants also used acting techniques while teaching to illustrate the idioms. This technique is used because the participants think that students will better understand the meaning of idioms when applied in contexts. This technique is done by acting out situations related to idioms chosen by the teacher or students themselves.

Acting. He will say and act out the earlier introduce idioms.

TB1P1KAPLine158-159

If we want to be more interesting, first we call the students and we let him to act out

TB1P6KAPLine98-99

Sub theme: songs.

More over, the participants also taught idioms using songs. Some idioms found in the lyrics of popular songs can be used as teaching aids to attract students' interest. The songs that is always used was the song by Jalil Hamid titled *Ayam*. Besides that, participants also modified the lyrics of the song by including idioms that students were required to recognise.

Sometimes we can use songs. Would the kids not be interested in songs for example Jalil Hamid songs

TB1P5KAPLine105-106

we can insert the idoms within the lyrics

TB1P2KAPLine113-114

Sub theme: language games.

The participants also used language games such as riddles, quizzes and puzzles when teaching to make more interesting. These language game were used by the participants at the beginning as well as the end of the lesson.

we can do a puzzle, do a quiz, right?

TB1P1KAPLine157

I tried few language game... should we use a puzzle

TB1P3KAPLine105-106

Sub theme: memorizing.

Memorization is a helpful techniques when teaching idoms as it makes it easier for students to remember faster and perform better when tested. The meaning of idiom regardless of the context that it is not dependent on, stays the same. Therefore, memorization has served as one of the most effective techniques as well.

There is a reason this is one of the ways to learn. Apart from imitating, we also have to memorize like we do with other subjects. Why do we have to memorize? because the meaning of the idiom stays the same and does not changed

TB1P1KAPLine187-189

Indeed students need to memorize.This idiom has to be memorized. If you don't memorize it, you can't answer

TB1P3KAPLine109-110

Sub theme: brainstorming.

Futhermore, the participants also used brainstorming activities to restate the idioms they learnt. Among the commonly used brainstorming technique are the sticky notes and whiteboard to write idioms on. Next, students are required to explain the meaning of the idoms written on sticky notes and whiteboard to their classmate. we ask students to brainstorm from one word

TB1P1KAPLine173-174

He has a note on the blackboard to share with friends

TB1P5KAPLine118-119

I asked him "what idioms do you know?"

so, he will write on a "sticky note

TB1P6KAPLine93-94

Sub theme: exercises and modules.

The participants also provided additional exercises and use learning modules to strengthen students' understanding of the idioms learned. The learning module is prepared by the language department and used as part for the 5 Minutes programme during assembly. Therefore, the students

can learn idioms outside of the Malay Language class.

We also have to give the worksheet.

TB1P3KAPLine99-100

We make enough copies, compile into a book... give it to the students... incharged by the language department.

TB1P5KAPLine276

Each morning, we prepared the idoms book which the students pronouce the word from during those 5 minutes

TB1P6KAPLine300-301

Sub theme: construct sentences.

To apply the idioms that have been taught, the participants also asked students to construct sentences. The first step to sentence contruction activity is to identify idioms that can be created from nouns and later on contructed to a sentences.

construct simple sentence that contain idioms, especially for upper elementary students

TB1P2KAPLine68-69

We told him to construct sentence from a one word we gave him. The words we come out with are suitable for idioms.

TB1P5KAPLine173-174

Sub theme: conducive environment.

An conducive environment that is complete with reference materials is also provided by the participants to carry out the idioms teaching. Reference materials such as word cards, reading materials and language corners have been well prepared for students to make easier for them to make references without help from teachers.

Indeed, in our class there are word cards, readings material and there are corners of Malay Language.

TB1P1KAPLine78-79

So, the students is good at using the materials in that class as a reference. They become independent and capable using the idoms after that.

TB1P6KAPLine292-294

Sub theme: simple project.

Participants have also implemented project-based activities for students to stenghten their previously learned idoms knowledge.

One of the simple project activities that were done is idioms calendar and idioms scrapbook. So, students will be able to refer to the calendar whether present or absent.

they make scrapbooks, they form calendar from idoms and group project

TB1P2KAPLine49-50

Sub theme: visual activities.

Visual teaching activities are an often chosen practice by participants when teaching idioms. Among the visual activites, participants tend to use media especially pictures and videos, as the participants realised that media use helps students understand clearly the learned idioms. On top of it, the media use itself eases the teaching.

I show the pictures...and link them to the idoms.

TB1P4KAPLine64-65

For example we show them image of chicken and feet then let them guess

TB1P5KAPLine134-135

Sub theme: dictionary and references.

The use of dictionaries and additional reference materials is also a major practice among participants. Teachers also asked students to refer dictionaries as to understand the meaning of idioms. Among the dictionaries that students refer to are digital dictionaries and also reference books issued by Dewan Bahasa dan Pustaka.

Nowadays they use those gadget that are more than just idoms dictionary

TB1P1KAPLine128

I use an idiom book from Dewan Bahasa Dan Pustaka

TB1P6KAPLine62-63

Sub theme: contextual learning approach

Finally, the participants always ensure that idioms are taught in-depth. The participants have interpreted literally and implicitly the

idioms taught so that students can understand well especially the one of lower cognitive level. Among the ways in which the participants interpret the meaning during the teaching of idioms is by telling the story of the life and environment of the ancient people while naming the objects that they can relate to idioms.

I refer to the history and how people in the past lived solely based on the experience of what they observe

TB1P1KAPLine214-215

We have to tell an example... "kaki bangku"... "why kaki bangku?", "So, take a look at the bench leg..it's hard, isn't it..for example if you want to play football, you must not have bench leg.

TB1P3KAPLine158-159

The themes for the next research findings is to answer research question 2 which is:

What are practices of differentiated instruction implemented by Malay Language teacher in teaching idioms?

Teaching idioms based on students' background

Table 2 Differentiated Instruction Components

Components	P1	P2	P3	P4	P5	P6
Differentiating Content	/	/	/	/		
Differentiating Process	/	/	/	/	/	/
Differentiating Product	/	/	/	/	/	/

Sub theme: differentiating content.

The results from all participants show that they have implemented different practices. One of the component that have been take into account is differentiating content. However, this component is not fully implemented by the teachers as they just consider more on the learning process to students' readiness and interest into consideration to deliver the teaching. The statements are as follows:

There some differentiation in the questions given and some in paragraph just like what is commonly practice in Trust School.

TB1P1KPTLine260-261

I made excercises according to the students's level and their interests.

TB1P2KPTLine144-145

Usually, I teach the same thing. All students in a class must be the same...

TB1P4KPTLine99-100

Sub theme: differentiating process.

The results of the interview also show that Malay Language teachers emphasize differentiation of process according to students' background to deliver more effectively. For example, the average performing students were provided with the face to face guidance while the better

performing students were given the task to list idoms. This argument is proved by the statement shown below:

Regardless of performance level of the students, the objective (to understand meaning of idiom) stay the same yet the activities are different

TB1P3KPTLine167-168

The low and average performing students were provided teaching with the face to face guidance as they not focussed.

TB1P2KPTLine150-151

To the low performing group perhaps we can probably give them a worksheet for example a picture of feet, stool and have them match it and guess. The intermediate group maybe we could give them a sentence that they to identify idioms from. Finally, for the high perfoming group, they are considered capable of doing it themselves. For example, we give them a picture of single image of body part and have them list as many idioms as they can from the picture.

TB1P6KPTLine120-126

Sub theme: differentiating product.

Next, the results of the conveyed study show that all participants implemented differentiated instruction through differentiating of product. This component

implemented by the teacher so that students can show what they have learned through out the learning process. One of the activities is allowing students to choose their own activities based on their interests and readiness. Furthermore, the quantity of appropriate learning activities have also takes into consideration based on students' readiness.

The level of activities more compatible for low performing students. For example, the high performing students are able to construct story or essay. For low performing students can do activities such as complete the sentence or match-up pictures.

TB1P2KPTLine136-139

Students can do match-up activities and then construct sentences. The differentiating of product will be the quantity of questions.

TB1P4KPTLine123-124

The themes for the next findings is to answer the third research questions which is:

What are the challenges face by Malay Language teacher in implementing differentiated instruction in teaching idioms?

Challenges in Implementing Differentiated Instruction in Teaching Idioms

Table 3 Challenges in Implementing Differentiated Instruction in Teaching Idioms

Challenges	P1	P2	P3	P4	P5	P6
Less effective teaching approach	/	/	/	/	/	/
Lack of knowledge and experience	/	/	/	/	/	/
Lack of teaching materials	/	/	/	/		
No anchor activities	/			/		/
Lack of learning facilities	/				/	
Insufficient usage in lesson		/			/	
Insufficient usage in daily life	/					
Work load and time constraint	/		/	/	/	
Complex activity	/			/		/

Sub theme: less effective teaching approach.

The findings from 6 participants show that one of the main problems that occurred when teaching idioms is the use "less effective" teaching approach. This is due to the selection teaching approach which doesn't suit the students' cognitive level. As a result, students failed to understand the meaning of idioms and are unable to answer Q&A correctly. Even worse, the participants stated that students are unable to use idioms in sentences and tend to get passive during the learning process. Students have different cognitive levels. That is the problem. There are low performing level group of students and they cannot work independently without guidance.

TB1P2KMLine209-212

There are only one or two students who are involved during the class. The rest are passive.

TB1P5KMLine246-247

They don't know where to apply it in the sentences or essay. They are not good enough.

TB1P6KMLine295-296

Sub theme: lack of knowledge and experience.

Next, the results of the findings show that the constraint is caused by the lack of knowledge and experience among the teachers. Lack of knowledge and experience had affected teachers to give clear explanations regarding interpretation of idioms and unable to answer students enquiry. Furthermore, participants admitted

that sometimes they rely on search engine to help explain certain idioms.

Teacher also lack of knowledge in idioms
TB1P1KMLine368

I faced difficulties at interpreting the idioms
TB1P2KMLine199

students still don't understand after the lesson.

TB1P3KMLine235

Sometimes, I have to google during the class because it is tough to interpret the idioms

TB1P4KMLine188-189

Sub theme: lack of teaching materials.

The results of the findings show that the lack of teaching materials have made the idioms teaching more difficult. Teachers need to provide a lot of materials to teach idioms themselves. More over, some materials like pictures are limited and difficult to find and are not being provided by neither school nor ministry.

We just don't have the needed material. And it's more than needed.

TB1KMP2Line194-195

The common problem that we faced is the lack of teaching materials. There aren't many pictures that have idioms, right?

TB1P3KMLine225-226

There aren't many proverbs reference book available at the bookstore.

TB1P4KMLine170-171

Sub theme: lack of anchor activities conducted.

The participants also explained that students often forget what they learnt. Even if the lesson was successfully delivered, students quickly forgot what was taught and fail to grasp the concept. Futhermore, other participants explained that idioms teaching is not seen as an important topic among students.

Actually, they have forgotten what they have learnt

TB1P1KMLine297-298

The main problem is they quickly forgot what they learnt . They usually failed to share what they were taught upon testing.

TB1P4KMLine164-165

Idioms is their least favourite topic as they find it hard to remember every little detail.

TB1P6KMLine222-224

Sub theme: lack of learning facilities.

The findings show that the lack of learning facilities as well affects the teaching process. The participants explained that most of government schools struggling with the good facilities in order to help teachers conducted best teaching and learning experience. On the contrary, the participant also stated that learning facilities at Chinese school are better than ones at government school. Thus the teachers can use digital device when teaching, as a visual aids.

Learning facilities in Chinese school are far better... they are provided with digital devices. Teacher just touch the screen to use it... We do not have the same visual aids at government school right?

TB1P1KMLine504-506

Sub theme: insufficient usage in lesson.

Next, insufficient idioms usage during lesson is also stated as a problem. The participants explained that the abolition of the Primary School Achievement Test (UPSR) caused the teachers to not implement idiom teaching during the lessons. On top of it, home schooling during COVID-19 took the focus away from idiom teaching.

We are less focuses on the idioms since the abolition of the examination

TB1P5KMLine42-43

We rarely meet student on-site during MCO. So, idiom lessons are not so prioritized.

TB1P5KMLine34-35

Sub theme: insufficient usage in daily life.

Findings also show that insufficient usage in daily life is another challenge participants face while teaching. Participants also explained that the social media addiction caused overall attention

deficit among students. On top of that, kids nowadays cannot be addressed figuratively but literally which again makes the idiom teaching a tough process.

Nowadays, we need to talk to the kids directly and not figuratively. So, it's difficult to apply idioms in daily life.

TB1P1KMLine366-367

Students are really more into social media now. So, they just study idioms at school and no longer at home.

TB1P5KMLine198-200

Sub theme: work load and time constraint.

According to the interview conducted, the idiom teaching is seen as a rather time-consuming process. A lot of effort and time goes into lesson preparation and the implementation of the activities.

It's true. The teachers have to put a lot of effort.

TB1P1KMLine407

I didn't have time to prepare materials, for high and low group performing students.

That is the problem

TB1P3KMLine261-262

A lot of materials need to be prepared.

TB1P4KMLine206

Sub theme: complex activities.

Lastly, findings showed that activities implemented and proposed by Trust School such as comment giving, stations and note writing were too difficult for students. The participants also explained that student grouping based on their performance level is as well time consuming.

They actually not ready to participate in the activities such as giving comments, writing notes, station activity and so on. They are not used to it

TB1P1KMLine415-418

It took some time to divide them into group based on their performing level. They seems not understand. It it slow.

TB1P4KMLine219-220

The theme for the next findings is to answer fourth research question which is:

What is needed for the development SEM+BEZA Module for idiom teaching?

The needs of Module Development

Sub theme: preserving our cultural heritage.

Research findings based on interviews show that it is important to teach and pass the idiom knowledge onto the younger generations as a way of preserving the culture; idioms are unique and should not be forgotten as they are considered invaluable part of the Malay Language ever since and should be preserved for the coming generations.

Idioms are unique and their teaching is as important because there are one of the invaluable literature of Malay Language from the past and should be preserved not only during examination but also in the daily usage.

TB1P1KSBLine19-23

I find idiom teaching important because that way the students will be able to grasp our literature from the past better.

TB1P2KSBLine20-21

It is important for idioms to be taught because it is cultural heritage and should not be forgotten.

TB1P3KSBLine20-22

Sub theme: a ready too for moral education.

Besides that, the findings show that practicing idioms as a ready tool for moral education. The participants explained that idioms play important role as moral education by using its succinct and pithy language. The participants also agreed that idioms are important to provide understanding on any situation everyday.

Idioms can be use to educate moral issue through its succinct and pithy language.

TB1P1KSBLine24-25

We can educate students by using polite language in their communication via idioms

TB1P2KSBLine33-35

we use idioms to provide understanding on any situation everyday

TB1P6KSBLLine25-26

Sub theme: aspect of education system.

The participants reported that idiom aspect will be tested in grammar assessment as stated in the national curriculum. On top of that, the participants also state that idiom can and should be used in essay writing.

It is in the school textbook and mentioned in national curriculum (KSSR)

TB1P1 KSBLLine35-36

It is important to use idioms when writing in order to make it more lively and colorful. That's the point.

TB1P2 KSBLLine29-30

Idioms will be assessed as a part of the examination.

TB1P3 KSBLLine42-43

Sub theme: caters to the diversity of the students.

The findings show that it's more than necessary to implement the differentiated instruction when teaching idioms according to the abilities and background of the each individual. Therefore, activities and materials conducted need to suit the students' cognitive level regardless low, intermediate or high.

Every individual is different. They have different level of knowledge and interests.

TB1P1KSBLLine305-306

We teach until students are able to grasp the meaning of idioms but their cognitive level is the issue.

TB1P2KSBLLine176-177

We will follow the syllabus stated but it all depends on cognitive level of students. The process and product will be different but the idioms to be taught are still the same.

TB1P5KSBLLine168-169

Sub theme: reference materials for teachers.

Furthermore, the finding explained that the module will help the teaching process. The participants stated that existing idiom module or references material were not available. Due to that constraint, teachers had to find references material themselves.

Participants agreed that had the idiom teaching module been provided, the lesson would've been delivered more effectively. Overall, the participants welcome any teaching module to help the idiom teaching process.

the modules will really helpful.

TB1P1KSBLLine446-447

There are teaching aids in school but I have never seen any idiom teaching module.

TB1P3KSBLLine272-273

It will really helpful if the modules were provided. It would save our time and help us explain the figurative meaning of idioms easier!

TB1P4KSBLLine231-233

Indeed! It would make our job more efficient.

TB1P5KSBLLine284-286

3. Discussion

The analysis has been carried out to identify the idiom teaching practices among Malay Language teachers in Trust School, Malaysia. The findings indicated various forms of idiom teaching practice by the teachers. The main practice is to relate with students' prior knowledge and experiences. This practice was conducted to ensure that students would be able to grasp the figurative meaning of idioms from a cultural perspective. In order to help students understand the teaching itself, teachers also integrate various effective activities as recommended by T. H. Tran (2011) and Yasin Khoshhal & Hassasskhah (2017) who stated that various effective and interesting activities in idioms teaching are needed to ensure that students can understand well the meaning of idioms. On the contrary, Ramagoshi & Joubert (2016) reported that teachers do not apply various techniques and strategies in teaching idioms.

Besides that, the analysis has been carried out based on students' background, readiness, interest and learning profile. Therefore modifications have been made by teachers on content, process and

products which are the teaching components as stated in Differentiation Instruction Model. The suitable materials and activities chosen by teachers are important to ensure all students are actively involved throughout the teaching and learning process and to ensure that there is a sense of responsibility and belonging among students. This finding is in alignment with the Differentiated Instruction Model to ensure that each student gets the best learning experience based on various individual factors such as readiness, interest and learning profile.

Nevertheless, various constraints are unavoidable while implementing differentiated instruction in idiom teaching. The findings indicate that the less effective teaching approach and environmental factor are major constraint in the implementation of differentiated instruction. Environmental constraints such as lack of time and workload, lack of materials and facilities and complex activities are the main constraints that make the teaching process more difficult. This finding is consistent to Liontas (2017) and H. Q. Tran, (2012), the difficulty of idioms has inhibited the interest to teach idioms. On top of that, the findings showed by Nurazman Amrullah et al., (2022) and H. Q. Tran (2012) is in line with the interview findings; the lack of materials and workload present a challenge when implementing differentiated instruction in teaching idioms.

This study also considers every perspective to develop the very needed module to enhance the mastery of idioms. The findings indicate that idioms are the crystals of language and culture, loaded with accumulated wisdom to provide lesson and instruction and to stress shared value in a metaphorical form which is handed down from generation to generation. It is also one of the important language skills which will be tested in examination and it is very useful in communication and writing. This finding is consistent to Orfan (2020) and Sarudin (2012); idioms are very important

in language studies to offers life advice, wisdom, moral or the truth in simplest words.

In a nutshell, this module called SEMBEZA is unique in such a way it integrates semantic and differentiated instruction to help teachers in teaching Malay idioms in a new interactive approach. On top of that, this module will guides the teachers to elaborate on the figurative meaning of the idioms and relate with the context of Malay minds by using teaching strategies that match with student's cognitive level.

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