IMPLICATURE IN STUDENTS' PERCEPTION TOWARDS LANGUAGE LEARNING

Noraien Mansor[*] and Normaliza Abd Rahim[**]

Abstract: The study focuses on university students' perception towards language learning in the classroom. The objectives of the study were to identify and discuss the students' perception towards language learning in the classroom. A class of ten university focus group students involved in this study. The focus group subjects volunteered for the study. The subjects were interviewed based on their perceptions towards language learning in the classroom. The extracts from the interviews were analysed by using implicature from Brown & Yule's (1983) theory of discourse analysis where it is the aspect of meaning that a speaker conveys, implies, or suggests without directly expressing. The results of the study revealed that the subjects preferred hands-on activities in language learning classroom due to active participation from all students. Besides that, the results also revealed that the subjects preferred small group discussion that involved digital media. It is hoped that further studies will focus on students' perception towards language learning that involved different types of tools in the classroom.

Keywords: Implicature, perception, learning, classroom.

INTRODUCTION

Learning a language in a classroom is crucial when students are not interested in learning. As such, learning a language should be interesting and varies throughout the one or two hour lessons (Normaliza Abd Rahim, 2014; Bransford, Brown & Cocking, 1999). Educators have been trying their best to inculcate different types of activities but not all can be accepted by the students. Students tend to predict the types of activities that will be carried out and they will end up feeling bored throughout the lesson. Media digital has played a major role in enhancing the students learning in the classroom (Normaliza Abd Rahim, 2014; Davidson & Major, 2014). However, group work has also played a major part in encouraging students in talking and discussion with their friends in the classroom. Students' perception towards learning the language is important since the students are the ones who have to be in the classroom. Therefore, their suggestion, opinions and critic towards the types of activities are important in order for educators to prepare the lessons.

Language Learning in the Classroom

Learning a language has to be creative in order for students to participate and look forward to the next lesson (Normaliza Abd Rahim, 2013). Learning will take place when all students are content and happy throughout the lesson (Vygotsky, 1978).

* English Learning Centre, Centre for Fundamental and Liberal Education, Universiti Malaysia Terengganu, Kuala Terengganu, 21030 Terengganu, Malaysia. *Email: aien@umt.edu.my*

** Department of Malay Language, Faculty of Modern Languages and Communication, Universiti Putra Malaysia, Serdang, 43400 Selangor, Malaysia. *Email: drnormaliza@gmail.com*

Many creative activities were created and carried out in the classroom but it has only been seen occasionally. Therefore, students will not look forward to the lesson since there might not be any activities at tall. However, researchers have suggested activities that involved the digital media (Normaliza Abd Rahim, 2013; Normaliza Abd Rahim 2014; Normaliza Abd Rahim, Hazlina Abdul Halim, Roslina Mamat & Nor Shahila Mansor, 2016), collaborative learning (Normaliza Abd Rahim, Kamaruzaman Jusoff & Siti Nur Aliaa Roslan, 2011; Chylinski, 2011; Collins & Hunt, 2011; Forsythe, 2014; Davidson & Major, 2014) and other types of activities in the classroom. However, the activities will only be carried out when the teacher/lecturer prepared with the ready materials. Therefore, students are not involved in giving their ideas on the types of activities that they like best or even the types of materials used in the classroom.

A study by Normaliza Abd Rahim (2013) focuses on implicature on the use of adjectives in television advertisement. The study involves Korean students learning the Malay language. It can be seen that the study has considered the use of television due to the high rate of students watching advertisement. A random interview was taken place in finding out the types of media that can be used for the purpose of finding adjectives in advertisement. The students were keen in television and that the reason why it is chosen as a tool in learning the language. The results of the study revealed that the students manage to find more than fifty adjectives in three cosmetic advertisements. They were keen in trying to find more adjectives when they stated that they tried the advertisement related to drinks. The results helped the learners in learning the language and they were entertained with the high quality advertisement. Here, media has played a major role in giving motivation for the students to learn the language (Normaliza Abd Rahim, Hazlina Abdul Halim, Roslina Mamat & Nor Shahila Mansor, 2016). The results of the study by Normaliza Abd Rahim (2013) is parallel to the study by Norfarhana Shahira Rosly, Normaliza Abd Rahim & Hazlina Abdul Halim (2016) where media has also help learners in exploring new ideas and venture other domain in the media such as giving ideas and opinions not stated in the media and successfully suggesting new things such as debating the advantages and disadvantages of the media. Norfarhana Shahira Rosly, Normaliza Abd Rahim & Hazlina Abdul Halim's (2016) study focuses on the implicature of their ideas and opinions towards learning.

Educators from various disciplines in the university have use group work in order to enhance their students' learning. The main reason being is to increase student understanding of content, to build particular transferable skills, or some combination of the two, instructors often turn to small group work to capitalize on the benefits of peer-to-peer instruction (Brame & Biel, 2015: 1). This type of group work is said to be cooperative learning, and is defined as working in small groups and to motivate and promote students working together in order to maximize their

own and each other's learning (Johnson, et. al., 2008). A study by Brame & Biel (2015) focuses on the types of group activities in the classroom. Brame & Biel (2015) have used Johnson, Johnson, & Smith's (2014)listin the formal group work for one or more class periods in order to complete a task or assignment. Brame & Biel (2015) agree with Johnson, Johnson & Smith (2014) and claims that there are several features that can help the groups work well. Firstly, the instructor defines the learning objectives for the activity and assigns students to groups. Secondly, the groups are typically heterogeneous, with particular attention to the skills that are needed for success in the task. Thirdly, within the groups, students may be assigned specific roles, with the instructor communicating the criteria for success and the types of social skills that will be needed. Forthly, the instructor continues to play an active role during the groups' work, monitoring the work and evaluating group and individual performance. Lastly, the instructors also encourage groups to reflect on their interactions to identify potential improvements for future group work. Brame & Biel (2015) suggested that there should be preparation, helping group gets started, monitoring group work and assessing and reflecting. Normaliza Abd Rahim, Hazlina Abdul Halim, Roslina Mamat & Nor Shahila Mansor (2016) agree with Brame & Biel (2015) and add that group work will make all the students participated in the classroom actively. Normaliza Abd Rahim, Hazlina Abdul Halim, Roslina Mamat & Nor Shahila Mansor's (2016) study focuses on implicature towards group learning using the media digital.

Based on the studies above, the objectives of the study are to identify and discuss the students' perception towards language learning in the classroom.

METHODOLOGY

This students involved in this study were ten focus group students from a university in Malaysia. The subjects were numbered according to S1 as in Subject 1, S2 as in Subject 2 and so on. There are five female and five males subjects involved in this study. The students volunteered for the study and after two years of studying, they were given the opportunity to give their perceptions towards language learning in the classroom. The interview sessions were carried out individually and videotaped in order to extract all their perceptions. The extracts were analysed by using Brown & Yule's (1983) discourse analysis theory. Brown & Yule (1983) state that discourse analysis can be analysed by using four approaches. Inference, reference, presupposition and implicature. In this study, implicature will be focused in order to analyse the students' perception towards learning in the classroom. Brown & Yule (1983) claim that implicature is the aspect of meaning that a speaker conveys, implies, or suggests without directly expressing. Here, it can be seen that the students' perception will be analysed due to their indirectly expressing their opinion.

RESULTS AND DISCUSSION

Implicature Towards Hands-on Activities

Table 1 above shows students' perception towards hands-on activities for S1, S2, S3, S4 and S5. S1 states, "I would prefer any activities that involve hands-on activities. I won't get bored easily". This means that S1 would prefer any activites that involved in designing things in the classroom. The activities must be interesting in order for him to participate. S1 has not been active in the classroom if it is only the lecturer talking so therefore with any activities. On the other hand, S2 states, "I will sleep after 5 minutes of lectures. Hands-on activity would be appropriate". S2 has the same opinion as S1 since he is also not able to focus in the classroom so therefore S2 prefers hands-on activity to make him awake since most lessons make him sleepy. Thus, S3 states "Last week, I was not feeling well. I would rather have hands-on activity to make me better". S3 claims that he was not well so he prefers the activity to make him participate and remember what has been learnt. S3 likes the class when it has hands-on activity. However, S4 states that "My brain will be active easily if it involves any hands-on activity" and he claims that hands-on activity is good for his brain to remember things better. This shows that S4 has done this type of activity before and he still remembers the lesson well. S5 states "I love it when making hands puppets in the classroom as hands-on activity. Really good for learning". S5 is creative in terms of making puppets. Therefore, he prefers activities that interest him in the classroom.

TABLE 1: HANDS-ON ACTIVITIES S1, S2, S3, S4 AND S5

Subject	Students' Perception
S1	I would prefer any activities that involve hands-on activities. I won't get bored easily.
S2	I will sleep after 5 minutes of lectures. Hands-on activity would be appropriate.
S3	Last week, I was not feeling well. I would rather have hands-on activity to make me better.
S4	My brain will be active easily if it involves any hands-on activity.
S5	I love it when making hands puppets in the classroom as hands-on activity. Really good for learning.

Table 2 above shows students' perception towards hands-on activities for S6, S7, S8, S9 and S10. S6 states that "I am shy person so therefore, I would prefer to have anything that involved hands-on activity". This shows that S6 is a shy person and prefers hands-on activity to break the ice with her friends. She feels she will actively involve in the activities if she is with her friends. On the other hand, S7 states, "When I learn, I will remember more if I do it myself". S7 prefers the hands-on activity in order to remember the lesson learn in the classroom. She

does not like to study and memorize notes. Thus, S8 states, "When the lecturer brought some materials for hands-on activity, I will be a happy person. I know I can understand the lesson well". It can be seen that S8 looks forward to the lesson when the lecturer brought in materials. She still remembers the previous lessons that involved with hands-on activity. However, S9 states "Sometimes, I look forward to task that involved hands-on activity. Like making materials for learning". S9 has the same perception as S8 in terms of looking forward to the lesson with hands-on activity. S9 would understand the lesson better since she like making materials in the classroom. S10 states "I study better with hands-on activity in the classroom". In can be seen that S10 remembers the lessons of the day when there is hands-on activity. She participated actively.

TABLE 2: HANDS-ON ACTIVITIES FOR S6, S7, S8, S9 AND S10

Subject	Students' Perception
S6	I am shy person so therefore; I would prefer to have anything that involved hands-on activity.
S7	When I learn, I will remember more if I do it myself.
S8	When the lecturer brought some materials for hands-on activity, I will be a happy person. I know I can understand the lesson well.
S9	Sometimes, I look forward to task that involved hands-on activity. Like making materials for learning.
S10	I study better with hands-on activity in the classroom.

Implicature Towards Small group Discussion and Digital Media

Table 3 above shows students' perception towards small group discussion and digital media for S1, S2, S3, S4 and S5. S1 states "I would rather have discussion with my friend when using the digital media". S1 feels like discussion has made him understand about the lesson when dealing with digital media. On the other hand, S2 states "Discussion will make me accept other person's opinion. Especially about digital media since I am also good at it". S2 understands the content of the discussion and accept others' opinion because he is good at any digital media. Thus, S3 states "I like to discuss with my group when we are using the computer". It can be seen that S3 prefers to discuss in his group since he has done it before when they were using the computer. However, S4 states that "Using the website would be best when I work with my friends". Here, S4 has work with his friends before and they were using the websites in the classroom. S5 however claims that "Discussion in-group is better when we deal with the task given on the website". S5 has done task pertaining to the website before with his group. He is comfortable to do the same task again.

**TABLE 3: SMALL GROUP DISCUSSION AND DIGITAL MEDIA
FOR S1, S2, S3, S4 AND S5**

Subject	Students' Perception
S1	I would rather have discussion with my friend when using the digital media.
S2	Discussion will make me accept other person's opinion. Especially about digital media since I am also good at it.
S3	I like to discuss with my group when we are using the computer.
S4	Using the website would be best when I work with my friends.
S5	Discussion in-group is better when we deal with the task given on the website.

Table 4 above shows students' perception towards small group discussion and digital media for S6, S7, S8, S9 and S10. S6 states that "I participated well when I am in groups. We discuss better. Especially when we used the computer in the classroom". S6 seems to prefer using the computer in the classroom. She prefers to discuss with her friends before using the computer. On the other hand, S7 states "I look forward to discussion with my friends. The workload using the computer helps when I do it groups". S7 feels that the workload when using the computer will be better after discussion with her friends. She prefers it in groups. Thus, S8 states "Group discussion is better when dealing with difficult task using the digital media". S8 prefers group discussion to discuss difficult task given especially when dealing with the digital media. However, S9 states "I can discuss hours and hours with my friend when there is an activity using the computer". It can be seen S9 claims that she will discuss a long time about the activity using the computer. She is not really good in computer so therefore discussion will make her understand more. S10 however states, "I remember better when I discuss with my group. Each of us is quite good using the digital media". S10 remembers better when she discusses with her friend in the group. All the group members are good in digital media so therefore; discussion would be best to have the final decision.

**TABLE 4: SMALL GROUP DISCUSSION AND DIGITAL MEDIA
FOR S6, S7, S8, S9 AND S10**

Subject	Students' Perception
S6	I participated well when I am in groups. We discuss better. Especially when we used the computer in the classroom.
S7	I look forward to discussion with my friends. The workload using the computer helps when I do it groups.
S8	Group discussion is better when dealing with difficult task using the digital media.
S9	I can discuss hours and hours with my friend when there is an activity using the computer.
S10	I remember better when I discuss with my group. Each of us is quite good using the digital media.

SUMMARY OF THE DISCUSSION

The results above showed that subjects' perceptions towards the hands-on activities have been positive. All subjects preferred the hands-on activities in order for them to focus on the language learning process. It is important to have hands-on activities to avoid misunderstanding towards the lesson and also to avoid boredom during the learning process. The hands-on activities suggested by the subjects are like; making materials in the classroom, designing kit for language learning and creating things from recycle materials. As such, subjects were positive about hands-on activities in the classroom. The results of the study is parallel to the study done by Normaliza Abd Rahim, Kamaruzaman Jusoff & Siti Nur Aliaa Roslan (2011), Normaliza Abd Rahim (2014), Normaliza Abd Rahim, Hazlina Abdul Halim, Roslina Mamat & Nor Shahila Mansor (2016) where hands-on activities will enhance students learning in the classroom. However, the results above also showed that subjects were keen in-group discussion related to digital media. All subjects preferred discussion in small group since discussion about task related to digital media could be tedious and difficult. Therefore, suggestions and opinions from the group member would be appropriate and helpful. The subjects also suggested activities that involved websites, social network, and designing and creating softwares. The results of the study is parallel to the study of Normaliza Abd Rahim (2013); Normaliza Abd Rahim, Hazlina Abdul Halim & Roslina Mamat (2014), Norfarhana Shahira Rosly, Normaliza Abd Rahim & Hazlina Abdul Halim (2016) where group discussion is relevant when dealing with digital media activities and therefore enhance the process of learning in the classroom.

CONCLUSION

This study helps educators in preparing materials for learners to enhance language learning in the classroom. Educators will therefore, prepare with varies types of activities that involve hands-on activities by the students and also group work discussion related to digital media. This way, learners will look forward in learning and by the end of the lesson, learners will be able to understand and remember the lesson well. Not only educators, this study also help researchers in finding other types of activities that attract students' attention in the classroom. Students will be able to design and create their own materials in learning. It is hoped that further studies will focus on their learning style when designing or creating their own materials in the classroom. Also, further studies will look at the types of tools as in digital media that attract their attention in the classroom.

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