

KOMPETENSI BAHASA

CERITA KEJAYAAN MEMPELAJARI BAHASA GLOBAL



Kursus kemahiran Bahasa Global boleh membantu pelajar dari banyak segi. Berikut adalah beberapa cerita kejayaan bekas pelajar UPM yang mengikuti kursus kemahiran Bahasa Global di CALC, UPM.

Jerald Choi Mun Jet, pelajar bergraduat dalam jurusan Bachelor Muzik (Persembahan Muzik) UPM, kini merupakan pelajar pascasiswazah jurusan Cultural Management di Graduate School, Chulalongkorn University, Thailand. Semasa di UPM, Jerald telah berjaya mengikuti tiga tahap kursus kemahiran Bahasa Thai sebagai subjek elektif di UPM dan berjaya melengkapannya dengan baik. Pembelajaran Bahasa Thai telah membuka banyak peluang kepada beliau. Beliau kini boleh bertutur dan menulis dalam bahasa tersebut dan membantu beliau dalam kehidupan seharian di Bangkok.

Suhaila binti Rusni pula merupakan bekas pelajar Bachelor Sains (Kepujian) Major Biologi. Bagi Suhaila, pembelajaran Bahasa Jepun telah membantu beliau untuk menggapai cita-citanya. Pada April 2017, beliau bermula sebagai seorang calon Doktor Falsafah dalam bidang *Natural Environmental Studies, Marine Molecular Biology* di Tokyo University, Tokyo, Japan. Setelah mempelajari Bahasa Jepun di sekolah, beliau berpendapat bahawa apa yang dipelajari semasa di UPM adalah berbeza, dan memberi penekanan terhadap tatabahasa dan perbualan lisan.

“...kalau kat sekolah kita belajar basic tulisan, kalau UPM lagi ‘detail’ macam grammar, perbualan ke..”

Suhaila menggalakkan pelajar untuk mempelajari sesuatu bahasa asing kerana, walaupun hanya secara suka-suka, bahasa tersebut mungkin dapat memberi manfaat tanpa kita sedari.



Nor Aziana binti Aliteh melanjutkan pelajaran peringkat sarjana di Fakulti Kejuruteraan setelah menamatkan ijazah dalam jurusan Kejuruteraan Elektrik dan Elektronik dari fakulti yang sama. Pada November 2016, beliau telah menduduki ujian HSK 2 (*Chinese Proficiency Test Level 2*) anjuran Institut Hanban, China dan memperoleh keputusan ujian yang sangat mengagumkan apabila berjaya mendapat skor 199/200 markah. Dengan pencapaian ini, beliau terpilih menyertai “*Chinese Bridge*” ASEAN Youth Summer Camp 2017 yang telah diadakan di Guizhou, China selama 2 minggu.

Setelah mempelajari 3 tahap bahasa Cina di UPM, Nor Aziana berasa lebih yakin untuk berkomunikasi bersama rakan-rakan. Beliau mampu untuk menuturkan ayat mudah bahasa Cina seperti dalam urusan jual beli. Selain itu, beliau mampu memahami dengan mudah perkataan dan percakapan dalam tulisan bahasa Cina sama ada dalam paparan iklan atau siaran televisyen.

disediakan oleh— **Ms. Lim Zu Ying, Ms. Jittima Jehmong & Ms. Farah Nurzakiah**

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WHAT'S NEW | CALC

This new year sees a new look to *Kompetensi Bahasa* in its second year and 5th issue. New features include the Language in Focus segment on the last page of this issue. More importantly, of course is how CALC plans to meet the challenges and demands of this new year. Already the beginning of the new semester was interrupted by the CoViD19 pandemic. Registration for ELEX components and PIE courses was to some extent also affected as we had to take precautions to prevent the spread of the virus. Now, however, as things begin to settle down, we look forward to this new year and hope to carry out the many plans we have for the year!

*Prof. Dr. Arshad Abd Samad
Director, CALC*

TIPS

on
HOW TO WRITE A LITERATURE REVIEW

Literature review is a critical analysis of published articles based on a given topic. The purpose of writing a literature review is to show an understanding of the research related to a topic.

Here are some tips on writing a literature review. First, check the topic and the purpose of writing the literature review to know what to focus on. Second, do extensive research on the topic. Third, choose the right materials for your literature review: academic materials that are current, relevant and credible such as books, journal articles, reports, government documents, conference proceedings and web resources.

Next, details of the sources found such as the publication title, date, authors' names, page numbers and publishers should also be noted down. Then, read the materials critically, look at the arguments rather than the facts presented in the materials and make notes using tables or concept maps.

Subsequently, write the literature review. The format is similar to an essay and consists of three parts: the introduction, body and conclusion. The introduction should state the purpose of the review, importance of the topic, the scope of the review, criteria for literature selection (for instance: type of sources, data limitation) and the organizational pattern of the review.

While the body paragraphs should cover the different aspects related to the topic being studied and the sources used should be connected. Aspects such as historical background, methodologies, prior research on the topic, mainstream versus alternative point of views, frequently asked questions and conclusions drawn are also discussed in the body paragraphs.

As for the conclusion, an overview of the main agreements and disagreements in the literature, gaps or areas for further research and overall perspective on the topic should be highlighted. Finally, edit the literature review.

Adapted from <https://www.citewrite.gut.edu.au/write/litreview.jsp>

Quote

“Never blame any day in your life.
good days give you happiness, bad days give you experience and the worst days give you a lesson.”

By Shaidul Choudhury

KESALAHAN PERIBAHASA

SITUASI 1

Perihal berpakaian tidak sopan sehingga mengganggu penglihatan orang lain.

CONTOH AYAT :

- ⇒ Kita tidak boleh berpakaian **menjolok mata** X di tempat awam.
- ⇒ Kita tidak boleh berpakaian **mencolok mata** ✓ di tempat awam.

Maksud **menjolok** : merodok, menusuk

Maksud **mencolok** : mencucuk mata

SITUASI 2

Seorang lelaki yang pantang melihat perempuan cantik

CONTOH AYAT :

- ⇒ Mahmud yang mata **keranjang** itu suka mengganggu Mariam X
- ⇒ Mahmud yang mata **ke ranjang** itu suka mengganggu Mariam ✓

Maksud **keranjang** : buluh rotan yang dianyam kasar

Maksud **ke ranjang**: tempat tidur

disediakan oleh—**Ms Aimie Nabila Fauzi**



A NOTE ON GRAMMAR

FIRST FLOOR OR GROUND FLOOR?

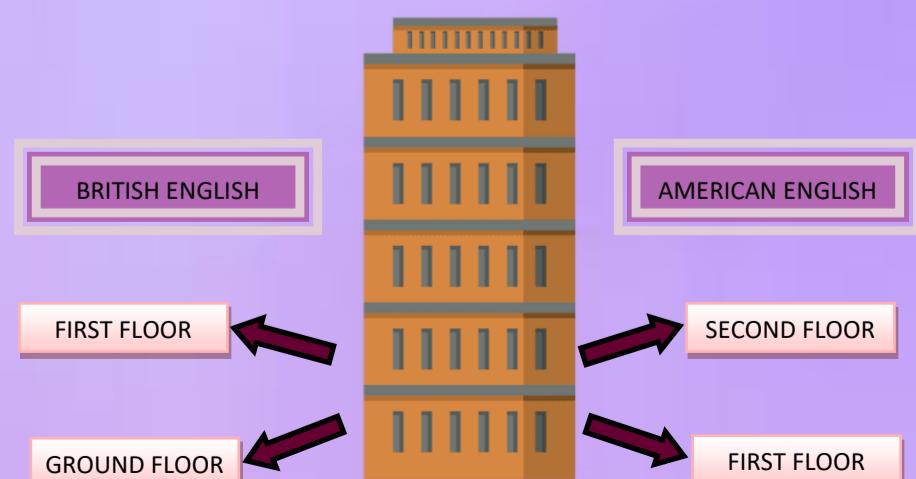
Should you call the ground level of a building the “ground floor” or the “first floor”? Well, it depends whether you’re using British English or American English.

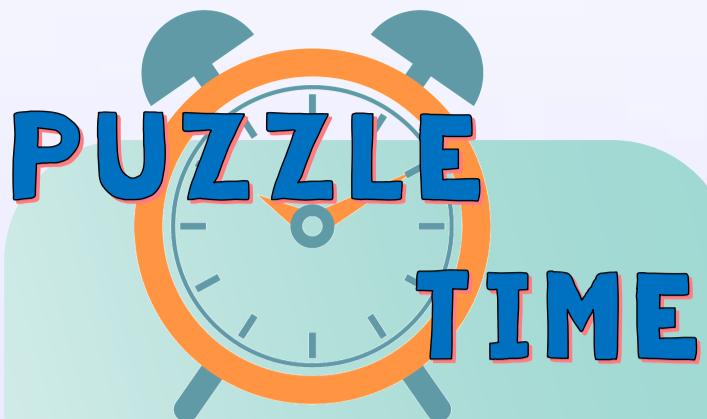
In British English, the floor of a building that is at ground level is called the “ground floor” and the level above it is called the “first floor”.

In American English, however, the ground floor is called the “first floor”, and the floor above it is called the “second floor”.

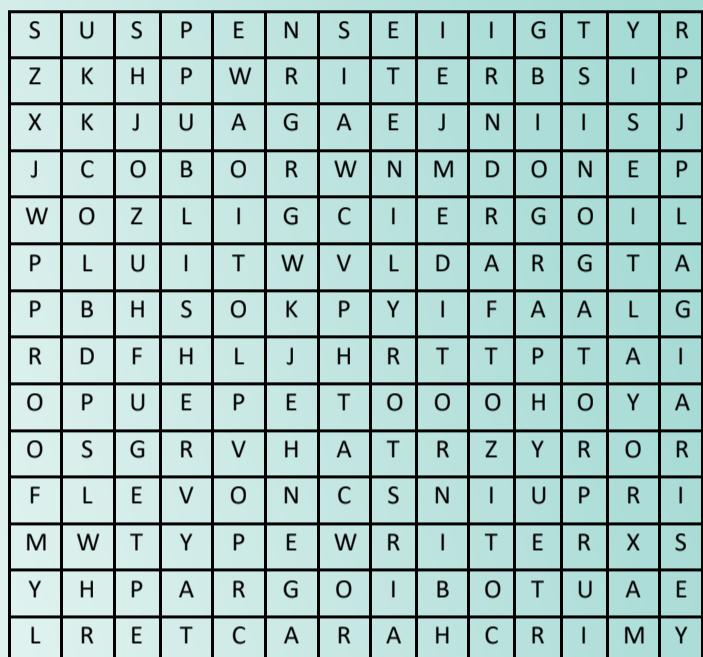
This might cause confusion to some people especially Malaysians, since we are exposed to both varieties of English.

Adapted from Amin, F. (2011, November 10). A case of misused metaphor. *The Star*.





WORDSEARCH



Adapted from <https://www.hotenglish.com>

1. An inability to write = writer's _____.
2. The story of someone's life written by the person who it is about = _____.
3. The story of someone's life, written by another person = _____.
4. The main person in the story = the _____.
5. This represents the emotional changes that happen to a character during a story = the character _____.
6. The sense of excitement created in the story = _____.
7. Payments made to authors when their work is sold = _____.
8. To steal other people's ideas and claim that they are your ideas = _____.
9. The person who checks and corrects texts before they are published = the _____ - reader.
10. The person who collects pieces of writing by different authors and prepares them for publication in a book or a series of books = the _____.

ANSWERS

1. Block
2. Autobiography
3. Biographiy
4. Protagonist
5. Ante
6. Suspense
7. Royalties
8. Plagiarize
9. Proof
10. Editor



3 hb
Perjumpaan bersama Soaring Falcon, China

6–18 hb
Majlis Pembukaan 'Winter Camp Programme' dari Ajou University South Korea

8 hb
Bengkel Pemurnian Terjemahan ISO



10 hb
CALC Language and Learning Talks and Workshop - Sharing Session with Helen Katherine Hagy (ELF) No. 4—'Teaching English Abroad'

16 hb
Bengkel Hala Tuju CALC 2020

22 hb
CALC Language and Learning Talks and Workshop—Sharing Session with Helen Katherine Hagy (ELF) No. 5—Communicative Teaching & Mindfulness in the Classroom



3–5 hb
Lawatan Pengarah ke UMP

3 hb
CELIK Yokohama Science Frontier HS, Japan

6 hb
Majlis Apresiasi CALC

8 hb
CSR Belajar Bahasa Arab & Bahasa Thai melalui Permainan Bahasa, Country Height, Kajang

16 hb
Perjumpaan Naib Canselor, TNCAA, Pengarah dan Dekan FBMK bersama Kedutaan Turki



18 hb
Perintah Kawalan Pergerakan dikenakan



1 hb
Kaunter suhu CALC dibuka berikutan dengan arahan kembali bertugas oleh UPM kepada semua kakitangan



disediakan oleh—**Nur Najmi Muhammad Khatib**

LANGUAGE IN FOCUS: GERMAN



Stereotyping- an impression or belief that is often allotted to some people or things but is often incorrect in reality. Often labelled for being 'harsh-sounding', the German language too, is a common victim to stereotyping due to the language's vowel-rich nature. Truth be told, German is not the gentlest-sounding language. It does not seem to flutter off the tongue the way the Spanish and French languages do, despite having some of the same linguistic bases.

In fact, the German language shares the same basis as the English language. Both languages are of the Indo-European languages which evolved over centuries to become two parts of a larger group of languages called the Germanic languages. While the English language evolved in the British Isles, the German language developed on the continent roughly in the territory that is today Germany.

Although today, German and English are completely distinct languages, there are still numerous similarities that reveal their fundamental relationship which makes learning the German language relatively easy for English speakers. There are many words and elements in both language

that are alike. For example the English word "bring" is *bringen* in German and the word "come" is *komme* in German. These similarities provide numerous advantages in learning German and will help make the new language learning experience an enjoyable and fruitful one.

Since Germany had been a front-runner in scientific innovation for such a long time, learning a foreign language like German can be a rewarding endeavour especially to those venturing into the field of science and technology. It is also known as one of the many languages used in modern European commerce and the written language of the world's greatest music and literature.

It is not all just about grammar rules and long vocabulary lists; learning a new language is much more than that. Learning a foreign language is a helpful tool in discovering the world beyond our country's borders. It is never too late to learn a new language!

Adapted from Swick E. (2009). Chapter 1. In the Everything Learning German Book (2nd ed., pp.2). Avon, Massachusetts: Adams Media.

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(She is currently teaching in CALC which offers 3 levels of German Language)

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