

Abstrak

“ Action Research” – Pengajaran Penulisan didalam Kelas Tingkatan Empat.

Penyelidikan ini dibuat secara “Action research”. Tujuan penyelidikan ini ialah untuk melihat kaedah pengajaran penulisan, terutamanya karangan, didalam kelas tingkatan empat. Fokus utama ialah terhadap kaedah pengajaran penulisan guru didalam kelas dan tumpuan diberikan terhadap karangan jenis “Free Essay” ataupun “Continuous Writing”. Penyelidikan ini telah dijalankan di dalam kelas tingkatan empat di salah sebuah sekolah di Petaling Jaya. Kaedah pengajaran penulisan karangan jenis “Free Essay” telah dipilih memandangkan perubahan didalam format kertas Bahasa Inggeris di peringkat SPM yang telah diperkenalkan baru-baru ini. Adalah diharapkan agar hasil penyelidikan ini dapat membantu guru-guru Bahasa Inggeris meningkatkan mutu pengajaran penulisan karangan didalam kelas.

Dua pelajaran telah dijalankan dan kedua-duanya menggunakan kaedah ‘Process Writing’. Dalam pelajaran yang pertama, walaupun kaedah ini digunakan tetapi para pelajar tidak didedahkan kepada cara menggunakannya didalam penulisan mereka. Mereka hanya diberi penerangan tentang langkah-langkah tersebut sahaja. Didalam pelajaran yang kedua, pelajar-pelajar dilatih untuk menggunakan setiap langkah didalam proses ini. Hasil dari kedua-dua pelajaran dibandingkan dan dianalisa dari segi bilangan pelajar yang menghantar kerja serta mutu penulisan mereka.

Abstract

This was an 'Action Research' project and the purpose of this research was to look at the teaching of writing in a form four classroom. The focus of the research was on the teacher and her teaching techniques in teaching writing. The research also looked at "Free Essay or Continuous Essays" in a chosen form four class in a school in Petaling Jaya. The teaching of 'free essays or continuous essays' was selected in line with the new change in the format of the English Language Paper in the SPM recently. Therefore, it is hoped that this research would be able to be of some help to the English language teachers in their teaching.

Two lessons were conducted and both were taught using the 'Process Writing Approach' method. The first lesson involved 'Process Writing' without showing the students how to go about doing the various steps. In the second lesson, the same approach was used but the whole process was carried out in detail (step by step). The products from both lessons were looked and analyzed to see the differences in the number of books collected and the quality of students' work.